HUBBARD COLLEGE OF ADMINISTRATION OF TAMPA BAY

COLLEGE CATALOG

Academic Year

2026 – 2027

630 Chestnut Street, Suite 100
Clearwater, FL 33756
(813) 923-7993
www.HCATampaBay.org

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1. INSTITUTION 5
Licensure and Accreditation Status 5
Americans with Disabilities Act 5
Non-Discrimination Equal Opportunity 5
Family Educational Rights and Privacy Act (FERPA) 6
Record Retention, Maintenance, and Disposal 8
Disclosure 10
Legal/Fictitious Name Notification 10
Location and Facilities 10
2. ADMINISTRATION 11
President's Welcome 11
Administration 12
Corporate Officers 13
Board of Trustees 13
Advisory Council 14
3. GENERAL INFORMATION 15
History of the College 15
Mission/Purpose, Vision and Values 15
Institutional Learning Outcomes 17
4. INSTRUCTIONAL DEGREE PROGRAMS 17
Program Descriptions including Program Learning Outcomes 17
Undergraduate Degree Programs 17
Associate of Science in Business Administration 17
Bachelor of Science in Business Administration 22
Graduate Degree Program 27
Master of Business Administration (MBA) 27
Unit Requirement for Degrees 31
General Education Courses 33
Credits Earned at the College 33
Graduation Requirements 34
5. COURSE DESCRIPTIONS 34
Course Numbering System 34
Course Availability Statement 38
Course Descriptions including Student Learning Outcomes 38

6. ACADEMIC POLICIES 77

Admissions Criteria and Requirements (Undergraduate) 77

College Acceleration Program 83

Admissions Criteria and Requirements (Graduate) 87

Enrollment Agreement 92

Enrollment, On-Time Progress, and Academic Activity 105

Transfer of Hubbard College of Administration of Tampa Bay Credits to Other Institutions 106

Transfer of Credits to the Hubbard College of Administration of Tampa Bay 107

Procedure for Submission of Official Transcripts for Transfer Credit Review 109

Procedure for Appeal of Transfer Credit Decisions 110

Credit for Prior Learning/Challenge Examinations 111

Academic Calendar 111

Academic Unit of Measurement 114

Grades 115

Assessment Framework 117

Correction 118

Course Extension and Incomplete Grade Policy 119

Student Identity Verification 122

Procedure for Access to Instructional Materials 124

Withdrawals and Leaves of Absence 126

Change of Academic Degree Program 130

Standards for Satisfactory Academic Progress 133

Student Appeal for Academic Actions 136

Student Code of Academic Integrity 138

Procedure for Resolving Violations of the Student Code of Academic Integrity 141

7. FEES AND FINANCIAL AID 143

Federal Financial Aid Statement 143

Tuition Schedule, Fee Schedule & Student Cost Estimates 144

Deadlines for Payment of Tuition and Fees 147

Reduction of Student Tuition and Fees 148

Student Cancellation of Enrollment and Refund 151

Course Cancellations 154

Program Discontinuance 155

Textbook and Course Materials Pricing 155

Textbook and Materials Refund 156

Scholarships 157
Student Need-Based Scholarships 160
8. STUDENT SERVICES 166
Orientation 166
Student Services 166
Accommodation of Students with Disabilities 170
Student Code of Conduct 172
Resolving Complaints, Disciplinary Actions and Appeals 174
Receiving, Responding to and Addressing Complaints 180
Student Employment Services 182
Anti-Hazing Policy 183
9. FACULTY 184
Faculty Listing 184
10. STAFF 185
Staff Listing 185

The announcements, information, policies, rules, regulations, and procedures set forth in this College Catalog are for information only and are subject to continual review and change without notice.

1. INSTITUTION

Licensure and Accreditation Status

Statement on Licensure:

The Hubbard College of Administration of Tampa Bay is licensed by the Commission for Independent Education, Florida Department of Education (License #13200).

Additional information regarding this institution may be obtained by contacting the Commission at:

325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Toll-free telephone number (888) 224-6684

Statement on Accreditation:

The Hubbard College of Administration of Tampa Bay is not accredited by an agency recognized by the United States Department of Education or any other agency.

Therefore, credits earned at this institution may not be accepted for transfer to another institution and may not be recognized by employers.

Americans with Disabilities Act

It is the policy of the Hubbard College of Administration of Tampa Bay to comply with all U.S. laws and regulations relating to the provision of equal access to those with disabilities, and to provide reasonable and effective accommodations that enable qualified students, employees and, where applicable, members of the public with disabilities, equal access to its programs, services, activities, and information. Specifically, the Hubbard College of Administration of Tampa Bay is required to adhere to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (Section 504), the Americans with Disabilities Act of 1990, 42 U.S.C. 12131 (the ADA), as amended by the Americans with Disabilities Act Amendments Act of 2008 (the ADAAA), and applicable Florida law.

Non-Discrimination Equal Opportunity

(Reference: BP 1.01.2 NON-DISCRIMINATION EQUAL OPPORTUNITY)

The College is an equal opportunity institution and functions in accordance with state civil rights laws and regulations prohibiting discrimination in higher education.

The College is committed to fostering an institution of equal opportunity for all persons and does not discriminate against any employee, potential employee, student, or applicant for admission on the basis of race, color, creed, sex, national origin, age or disability. BP 1.01.2, “Non-Discrimination Equal Opportunity” includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the

Education Amendments of 1972 and the applicable regulations adopted pursuant thereto.

The College is committed to reasonably accommodating applicants and students with disabilities to the extent required by applicable law.

Family Educational Rights and Privacy Act (FERPA)

(Reference: BP 2.04.4 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICY)

The College has adopted the following policy in compliance with applicable Federal Law, in order to protect the privacy of student education records. FERPA stands for the Family Educational Rights and Privacy Act. This law protects the privacy of student education records from kindergarten through graduate school. FERPA applies to all schools that receive funds through an applicable program of the U.S. Department of Education, and thus most postsecondary schools are covered by FERPA.

Right to Access Student Records: Once enrolled at the College, the rights afforded under FERPA transfer from the parents and/or guardians directly to the student. FERPA requires that education records be kept confidential. Students have the right to inspect and review the records maintained by the College (where circumstances effectively prevent a student from inspecting records in person, as is common for students enrolled through distance education, the College will provide copies of the requested records or make other arrangements for inspection; the College may charge a reasonable fee for copies, provided the fee does not effectively prevent the student from exercising the right to inspect and review). In order to inspect and review records, students should submit a written request to the Director of Student Enrollment, identifying the specific records that they would like to inspect. Within 45 days of the request, the College will make arrangements for access and inform the student of how, when, and where the requested records may be inspected.

Right to Request Correction of School Records: Students have the right to request that the College correct record(s) which they believe to be inaccurate or misleading. In such a case, the student should submit a written request to the Director of Student Enrollment, identifying the specific portion of the record that they believe is inaccurate or misleading. If the College decides not to correct the record(s), the student will be notified of the decision and informed that they have the right to a formal hearing regarding the requested amendment. Additional information regarding hearing procedures will also be made available to the student if a hearing is requested. If after a hearing, the College again declines to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

Student Consent to Release: Students may grant permission to the College to release academic, financial aid and student financial account information to parents, guardians, or third parties by submitting a signed and dated “Authorization to Release Student Records.”

Exceptions to Student Consent: Generally, the College must have written permission from a student in order to authorize disclosure of student education records. However, the College, in accordance with FERPA, may permit disclosure of student education

records, without consent, to parties or under conditions including, but not limited to, the following:

1) School officials with legitimate educational interest. “Legitimate Educational Interests” exist where a College school official needs to review student education records in order to fulfill his or her professional responsibilities. Examples of personnel with a legitimate educational interest include, but are not limited to, employees of the College working in an administrative, supervisory, academic or support staff position; a person serving on the College Board of Trustees; or a faculty member or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official. A school official also includes a contractor, consultant, volunteer, or other party to whom the College has outsourced institutional services or functions (for example, an online learning platform or records management vendor), provided that the party performs a service for which the College would otherwise use its own employees, is under the direct control of the College with respect to the use and maintenance of education records, and is subject to FERPA requirements governing the use and redisclosure of personally identifiable information.

2) Other schools to which a student is transferring;

3) Specified officials for audit or evaluation purposes;

4) Appropriate parties in connection with financial aid to a student;

5) Organizations conducting certain studies for or on behalf of the College;

6) Accrediting organizations;

7) To comply with a judicial order or lawfully-issued subpoena;

8) Appropriate officials in cases of health and safety emergencies; and

9) State and local authorities within a juvenile justice system, pursuant to specific state law.

Disclosure to parents of students participating in the College Acceleration Program is addressed in BP 2.04.13, “College Acceleration Program.”

Records Exempt from FERPA: The following items are not considered educational records under FERPA: Employment records if employment is not contingent on student status; law enforcement unit records created and maintained by the College Security Coordinator for law enforcement purposes; treatment records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, used only in connection with the student’s treatment and disclosed only to individuals providing that treatment; alumni records; faculty notes, data compilation, and administrative records kept exclusively by the maker of the records that are not accessible or revealed to anyone else.

Disclosure of Directory Information: The College may disclose, without consent, “directory information,” including student names, addresses, telephone numbers, email addresses, date and place of birth, honors and awards, enrollment statuses, dates of attendance, major fields of study, anticipated degrees and degree dates, participation in officially-recognized student organizations, the most recent educational agency or

institution attended, and photographs. Students may request to "opt out" from the College's disclosure of directory information by submitting a written request to the Director of Student Enrollment and by identifying the specific directory information they wish to keep private. This request to opt out will remain in effect until the student officially rescinds it.

Hubbard College of Administration of Tampa Bay Security Protocols Regarding Student Identity: In accordance with FERPA, the College has adopted student privacy protocols for ensuring confidentiality of educational records, courses, grades and other materials containing identifying information. For an understanding of the College privacy protocols, students are encouraged to consult BP 2.04.3, "Student Identity Verification".

Right to File a Complaint: To file a complaint with the U.S. Department of Education concerning alleged failures of the College to comply with the requirements of FERPA, students may submit a FERPA Complaint Form by email to FERPA.Complaints@ed.gov or by mail to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520. Complaints must generally be filed within 180 days of the alleged violation or of the date the student knew or reasonably should have known of it.

Record Retention, Maintenance, and Disposal

(Reference: BP 3.09.1 RECORD RETENTION, MAINTENANCE, AND DISPOSAL)

The purpose of BP 3.09.1, "Record Retention, Maintenance, and Disposal" is to establish timeframes for maintenance of the College records and to ensure their protection, availability and security in compliance with state laws and federal laws. The College follows the established records retention schedule and guidelines of the State listed in the *Florida Department of State, State Library and Archives of Florida, General Record Schedule GS5 for Public Universities and Colleges*. This schedule can be located on the Florida Department of State website, at:

> https://dos.myflorida.com/library-archives/records-management/general-records-schedules/

Definitions:

Paper records are records that are created, completed, maintained and stored in a physical hard-copy form such as printed documents, forms, reports and physical files. Information is recorded manually or printed and retained in a tangible medium.

Digitized records are records that originated in paper form but which have been converted into a digital medium through scanning or imaging processes. The digitized version serves as an electronic representation of the paper record, usually replacing the original paper record.

Electronic records are records that are created, completed, transmitted, maintained and stored in electronic form only. This includes digital forms completed directly within an electronic system where the information entered is associated with the credentials of an

individual user account often including an electronic signature or other authentication of the individual completing the record.

Maintenance of Student Records: The College formally enrolls students and maintains records for all students. Records may be paper, digitized or electronic. The College shall maintain a file or keep a record for each student at each location, translated into English, and containing the following, at a minimum:

(a) Academic transcript;
(b) All documents evidencing a student's eligibility for enrolled programs;
(c) Any certificates or diplomas earned;
(d) Copies of applications, enrollment agreements or other contractual agreements;
(e) Financial records, including financial aid records, if any;
(f) Student counseling or advising records; and
(g) Records of progress.

Where students have provided evidence of a high school graduation diploma, general equivalency diploma, or its equivalent, the College shall also maintain copies of the following:

(a) High school graduation diplomas;
(b) General equivalency diplomas;
(c) Official high school transcripts; or
(d) Equivalent documentation or procedures.

Denied Applications: The College shall document its reasons for denying admission to any prospective student. Records of denied applicants will be kept on file for five (5) fiscal years after receipt of an application or transcript.

Retention of Complaints: The College retains the complete files for all complaints filed against the institution, its faculty, staff, students, or other associated parties for five (5) years from the filing of the complaint.

Record Protection: The College shall ensure that accurate student records are securely and confidentially maintained. Financial, administrative, and student records shall also be maintained in a reasonably accessible place where they are adequately protected. Additionally, the College shall ensure that transcripts are readily accessible and are maintained permanently in either print or digital (electronic) form.

Location of Student Records: The Student Records Coordinator shall be the custodian of all student educational records. Paper documents received by the College are digitized, and the originals are returned to the originator or destroyed as provided under Electronic Records. Digitized records and electronic records are stored on secure servers which are appropriately maintained and backed up.

Electronic Records: Where documents are maintained electronically, the College shall maintain and provide audit records to verify that any images are properly created and

validated. Scanned images shall become the official document and original paper documents are returned to the originator or destroyed, according to the State of Florida GS5 guidelines. Original documents that must be retained in paper form, such as licenses, certificates, and legal instruments, are digitized for reference, and the originals are kept in a secure location. Where the College accepts digitally signed transcripts or electronically transferred verified data from an outside source, the College shall document the outside source using a system that provides registration and verification of participants in accordance with its protocols on data privacy and security.

FERPA: FERPA requires institutions to maintain records of requests and disclosures of personally identifiable information, except for defined "directory information" and requests from students for their own records. The records of disclosures and requests for disclosures are part of students' educational records. As such, they shall be retained for as long as the education records are retained by the College. More information regarding this process can be found in the College's "Family Educational Rights and Privacy Act (FERPA) Policy."

Destruction of Records: The College shall systematically dispose of and/or destroy records no longer needed in accordance with the State of Florida GS5 guidelines, and subject to approval by the Student Records Coordinator for student educational records and by the Internal Records Manager for all other College records.

Disclosure

The Hubbard College of Administration of Tampa Bay is not accredited by an agency recognized by the United States Department of Education (USDE) and students are not eligible for any federal or state financial aid program.

Legal/Fictitious Name Notification

Please be informed that the Hubbard College of Administration of Tampa Bay, Inc., a registered Florida corporation, operates under the fictitious name "Hubbard College of Administration of Tampa Bay". This means that while the College's official legal name is the Hubbard College of Administration of Tampa Bay, Inc., you may encounter the name "Hubbard College of Administration of Tampa Bay" in our communications, on our website, or in other materials.

Location and Facilities

The administrative offices of the Hubbard College of Administration of Tampa Bay are located at 630 Chestnut Street, Suite 100, Clearwater, Florida 33756. Business hours are Monday through Friday from 9:00 am to 5:30 pm (Eastern Time). Telephone number: (813) 923-7993. The facility spans 4,004 square feet and offers various amenities, including a reception area for visitors, a conference room, private offices accommodating several employees, a kitchenette area, restrooms and several flexible spaces that can be used as study rooms or meeting spaces. The administrative offices

also include a print station, storage room and an IT network space. Additionally, the facility provides Wi-Fi connection and staff and visitor parking.

With the exception of the mandatory in-person orientation and communication drills held at the start of a student's program, which form the first three modules of IDS 100, Effective Communication and Team Building, or BUS 500, Executive Communication and Learning Methodologies, no classes are held at this address. Hubbard College of Administration of Tampa Bay courses and student support services are provided online, and tutoring sessions are also offered in person. Students have 24/7 access to the online platform, a portal through which they can contact the College with any questions or comments, access coursework, check their transcripts, take examinations, and interact with their professors and classmates. Faculty members are available to students through the College's online platform, email, and other College-approved communication channels, and respond to student academic inquiries within two (2) business days, unless an alternative timeframe is established in the approved syllabus and communicated to students at the outset of the course. (Reference: BP 4.12.1, "Faculty Responsibilities and Competency Standards").

Even though the Hubbard College of Administration of Tampa Bay operates as an online institution, the administrative offices are available for prospective or currently enrolled students who prefer face-to-face meetings with college personnel.

The facility located at 630 Chestnut Street, Suite 100, Clearwater, Florida 33756 has been issued a certificate confirming that the structure complies with the Florida Building Code, the City of Clearwater Code of Ordinances, and all applicable municipal regulations. The facility has been issued a Fire Safety Inspection Report certifying compliance with local fire codes. These reports are obtained from the Clearwater Fire & Rescue Department and are available in the administrative offices of the Hubbard College of Administration of Tampa Bay.

2. ADMINISTRATION

President's Welcome

Dear Students,

Welcome to the Hubbard College of Administration of Tampa Bay! It is with great excitement that I extend a warm greeting to each of you as you embark on this transformative journey at our college. Whether you are just beginning your academic journey or continuing your studies with us, you are now part of a creative community dedicated to excellence in business administration education and leadership.

Our commitment to your success is unwavering, and we are here to empower you with the theoretical knowledge and practical tools to effectively create innovative business enterprises and successfully manage, improve and expand existing businesses and organizations. Our goal is to support you every step of the way. One of the most valuable resources at your disposal is our comprehensive College Catalog. This

document is much more than a simple listing of courses; it is a roadmap to your academic and professional growth.

The College Catalog is packed with information to make your college experience easier from admission to graduation. It provides information about our undergraduate and graduate degree programs and detailed course descriptions along with the skills and knowledge you can expect to gain. Within its pages, you will also find a complete list of the student support services available to you. All this information will help you make informed decisions about your coursework and navigate your college experience successfully.

Furthermore, the College Catalog introduces you to our distinguished faculty, who bring a wealth of experience and expertise to the classroom. These incredible mentors and role models are available to not only instruct you but to guide you along your educational and professional path so that you may one day positively impact and enhance communities, societies, states and nations.

I encourage you to explore the College Catalog thoroughly and refer to it often. It is designed to be a dynamic resource that evolves alongside our curriculum and institutional growth. By familiarizing yourself with its contents, you will be better equipped to take full advantage of the opportunities that lie ahead.

We are thrilled to have you join us and are confident that you will make significant strides in your academic and professional endeavors. Remember, your journey at the Hubbard College of Administration of Tampa Bay is not just about earning a degree; it is about building the foundation for a successful and fulfilling career in the world of business.

We look forward to supporting you on this exciting path.

Geraldine M. Perri, Ph.D.
President

Administration

The Hubbard College of Administration of Tampa Bay (the College) is led by the College President who reports to the five-member Board of Trustees.

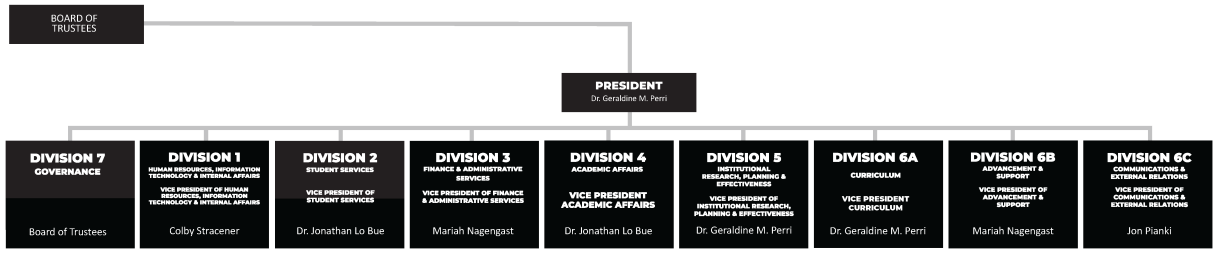
President - Geraldine M. Perri, Ph.D.

The President oversees the Cabinet, which is comprised of the following eight members:

1. Vice President of Human Resources, Information Technology and Internal Affairs (Division 1) Colby Stracener
2. Vice President of Student Services (Division 2)
   Jonathan Lo Bue, DBA
3. Vice President of Finance and Administrative Services (Division 3)
   Mariah Nagengast
4. Vice President of Academic Affairs (Division 4)
   Jonathan Lo Bue, DBA

5. Vice President of Institutional Research, Planning and Effectiveness (Division 5) Geraldine M. Perri, Ph.D.
6. Vice President of Curriculum (Division 6A) Geraldine M. Perri, Ph.D.
7. Vice President of Advancement and Support (Division 6B) Mariah Nagengast
8. Vice President of Communications and External Relations (Division 6C) Jon Pianki, B.A.

Organizationally, the College has 9 Divisions each with three departments. The following is the College's Organizational Chart:



Corporate Officers

Hubbard College of Administration of Tampa Bay is an independent, nonprofit academic institution governed by its own board of trustees and corporate officers.
The Hubbard College of Administration of Tampa Bay operates with full financial independence and has full independent control of all academic programs, student services, and administration.

Hubbard College of Administration of Tampa Bay Corporate Officers:

President, Dr. Geraldine M. Perri
Secretary, Colby Stracener
Treasurer, Mariah Nagengast

Board of Trustees

(Reference: BP 7.21.1 BOARD POWERS, DUTIES & RESPONSIBILITIES)

The Hubbard College of Administration of Tampa Bay is led by a five-member Board of Trustees. The trustees are as follows:

Mr. Benjamin Nagengast, Board Chairperson
Mr. Steven Hayes, J.D., Board Vice Chairperson
Mr. William E. Nagengast, Jr.
Dr. Geraldine M. Perri
Mr. Stu Sjouwerman

The affairs and property of the College shall be managed, controlled and directed by a board of trustees. The board of trustees shall have, and may exercise, any and all powers provided a board of trustees in the Florida Nonprofit Corporation Act, Chapter

617, Florida Statutes, that are necessary or convenient to carry out the purposes of the College.

The responsibilities of the Board are as follows:

- The College board of trustees (“Board” or “Board of Trustees”) shall adopt a clearly defined purpose/mission statement which is appropriate to the offerings of the College and its educational objectives. This statement will serve to guide the institution’s programs and activities, thus ensuring that the practice, scope and operations of the College are consistent with the purpose/mission statement. The purpose/mission statement will be reviewed and approved yearly by the Board of Trustees with consideration of recommendations from the administrative and academic leadership team, and representative members of the institutional faculty.
- The Board of Trustees shall set policy that promotes the mission, vision and goals of the College and which ensures student success.
- The members of the Board of Trustees are responsible for functioning in accordance with the purpose/mission of the institution, thus ensuring that all policies, procedures, practices, educational programs, support services, institutional plans and activities are in alignment with the purpose/mission of the College. Furthermore, it is the responsibility of the Board of Trustees to ensure that the College functions in accordance with its established purpose/mission statement.
- The Board shall support the mission through the implementation of collaborative oversight for the continuous delivery of high-quality education.
- The Board shall assure the fiscal capability and stability of the College by ensuring the efficient and effective use of institutional resources consistent with the institution’s mission.
- The Board will advocate for, protect and support the College, and delegate authority to the College President to oversee the daily administration of the College.
- The Board shall develop a succession plan that is annually reviewed to assure ongoing institutional operations.
- The Board shall ensure that the faculty of the College have a role in the development and continual reassessment of all curricula.
- The Board shall ensure that all policies, plans and strategies approved by the Board are done so in accordance with the management system promulgated by the College.

Advisory Council

The College maintains an Advisory Council of individuals external to the College with expertise for each major group of programs or major subject matter disciplines it offers, to inform curricular development decisions and align program content with current

practice in the field. College personnel may participate as liaisons to the Advisory Council.

Mr. Shon Holyfield, J.D. – Notre Dame Law School
Ms. Alexa Jorgensen, M.Ed. – Queens University of Charlotte
Mr. Brett S. Miller, M.S. – University of Southern California
Mr. Bernard Reichel, M.B.A. – Mount St. Mary's University
Mr. Patrick V. Valtin, M.B.A. – University of Southern California

3. GENERAL INFORMATION

History of the College

The Hubbard College of Administration of Tampa Bay (the College) was established on March 21, 2022, as a not-for-profit corporation under the laws of the State of Florida, governed by a Board of Directors established on the same date. The College provides undergraduate and graduate online distance education in business administration based on the Hubbard College of Administration Management System.

In the years following its incorporation, the College developed its mission, vision and values; its curriculum and instructional delivery model; and its board policies and administrative procedures. The Board of Directors was renamed the Board of Trustees on October 27, 2023, and in that same year the College adopted its Five-Year Strategic Plan 2023–2028, which established long-term institutional priorities across sixteen Focus Areas and is carried out through the College's Annual Implementation Plans, which are adopted each year. The College was licensed by the Florida Commission for Independent Education under a provisional license effective February 25, 2025, and has held annual licensure since June 2026.

The College welcomed its inaugural class on September 2, 2025, enrolling its first students in the associate, bachelor's, and master's degree programs in business administration. In December 2025, the College launched its College Acceleration Program (CAP), inviting qualified high school and home-school students to begin earning college credit through the College's courses, and has enrolled a new cohort each term since. Together, these milestones reflect the College's continued growth as a distance-education institution dedicated to preparing capable, ethical leaders for the business world.

The College is not accredited by an agency recognized by the United States Department of Education (USDE) and students are not eligible for federal or state financial aid programs. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of Florida.

Mission/Purpose, Vision and Values

Mission/Purpose

The College provides effective undergraduate and graduate distance educational programs in business administration based on the *Hubbard College of Administration Management System.* This management system is based on a structured set of principles and methodologies designed to enhance organizational efficiency, productivity and ethical business practices.

By utilizing the Hubbard College of Administration Management System, the College empowers students with theoretical knowledge and practical tools to effectively create innovative business enterprises and prudently manage, improve and expand existing companies and organizations. The College enables students to contribute to the overall betterment of society and a prosperous economy by serving as agents of change and paragons of industry for others in the business world.

Vision

The Hubbard College of Administration of Tampa Bay aims to broadly educate the students of today in an effort to positively impact the lives of individuals, and to improve and enhance communities, societies, states, nations and mankind for generations to come.

Values

Academic Excellence – Providing a well-rounded business administration and general education curriculum, highly qualified faculty, and a learning environment that fosters student understanding, certainty, and competency.

Student Success – Teaching the study skills necessary to ensure that every student fully masters the learning concepts and practical skill sets required to effectively develop, manage, expand, and lead successful business enterprises and organizations.

Integrity and Responsibility – Guiding students toward decisions and actions that demonstrate a sense of integrity and a high level of responsibility for oneself and others, and that contribute to the overall betterment of conditions.

Leadership and Professionalism – Empowering students with the knowledge, know-how, and motivation to effectively model professional behavior and competence, and to lead others toward the accomplishment of greater goals.

Creativity – Inspiring individuals to confidently explore new frontiers in business by envisioning novel approaches and solutions.

Communication – Establishing and enhancing relationships through the effective exchange of ideas and the respect for varying individual viewpoints.

Lifelong Learning – Promoting the lifelong, self-acquisition of new knowledge and skill sets that can be effectively applied to positively contribute to an area.

Institutional Learning Outcomes

Institutional Learning Outcomes (ILOs): Graduates of the Hubbard College of Administration of Tampa Bay will be able to:

ILO 1 — Business Knowledge & Applied Functional Practice: Apply essential business knowledge and demonstrate functional practice in management, operations, finance, accounting, economics, marketing, human resources, and information technology to analyze and respond to organizational situations appropriate to the credential level.

ILO 2 — Professional Communication: Produce clear written documents, deliver organized oral and visual presentations, and exchange information accurately with diverse stakeholders using channels appropriate to audience, purpose, and professional context.

ILO 3 — Critical Thinking, Ethics & Responsible Decision-Making: Use critical reasoning and ethical frameworks to analyze business situations, distinguish facts from assumptions, evaluate alternatives and consequences, and make responsible decisions consistent with professional integrity.

ILO 4 — Quantitative & Data-Informed Reasoning: Interpret financial, statistical, operational, and market data to identify trends, evaluate performance, and support evidence-based business recommendations using tools appropriate to the credential level.

ILO 5 — HCA Management System Application & Organizational Leadership (Institutional Signature Outcome): Apply the Hubbard College of Administration Management System by using Organizing Boards, Valuable Final Products (VFPs), the Administrative Scale, Condition Formulas, statistical management, and ethics technology to (a) design organizational structure and roles, (b) lead execution and accountability, and (c) diagnose and improve organizational performance at a level commensurate with the credential.

4. INSTRUCTIONAL DEGREE PROGRAMS

Program Descriptions including Program Learning Outcomes

Undergraduate Degree Programs

Associate of Science in Business Administration

Degree Description:

The Associate of Science in Business Administration program at the Hubbard College of Administration of Tampa Bay offers students a foundational understanding of the Hubbard College of Administration Management System, alongside contemporary business principles and practices. This program combines theoretical knowledge with practical skill development to prepare students for entry-level positions in diverse business environments.

Objective/Purpose of the Program:

The Associate of Science in Business Administration program is designed to provide students with foundational business knowledge and practical skills essential for successful careers in diverse business environments. Integrating the Hubbard College of Administration Management System with contemporary business concepts and workplace applications, the program prepares students to function effectively in entry-level business roles while building a strong base for continued academic and professional growth. The program aims to achieve the following objectives:

1. **Develop Competency in Communication and Study Skills:** Build essential study skills and effective communication strategies necessary for academic achievement, professional effectiveness, and lifelong learning.
2. **Apply the Hubbard College of Administration Management System Principles:** Introduce students to the principles of the Hubbard College of Administration Management System and prepare them to apply these principles in practical business contexts.
3. **Master Workplace Efficiency and Organizational Management:** Develop students' ability to understand and apply organizational management principles that improve workplace efficiency, productivity, and coordination.
4. **Understand and Apply Ethical Business Principles:** Provide students with a foundation in ethical reasoning and professional responsibility so they can evaluate situations and make sound business decisions with integrity.
5. **Cultivate Critical Thinking and Problem-Solving Skills:** Strengthen students' ability to analyze workplace situations, distinguish facts from assumptions, and develop effective solutions to real-world business challenges.
6. **Develop Executive and Leadership Competencies:** Build leadership abilities and foundational executive skills that support planning, coordination, accountability, and effective team performance.
7. **Master Fundamental Human Resources Management:** Equip students with foundational knowledge and practical skills in human resources management, including hiring, onboarding, employee development, and workplace accountability.
8. **Utilize Organizing Boards, Valuable Final Products, and Statistical Analysis:** Prepare students to use organizing tools, define valuable final products, and interpret production statistics to improve organizational efficiency and performance.
9. **Demonstrate Competency in Financial Management:** Provide students with practical understanding of financial management concepts needed for responsible financial decision-making in business settings.

10. **Acquire Foundational Business Knowledge in Finance and Accounting:** Develop students' knowledge of core finance and accounting principles that support business operations, planning, and reporting.

These objectives collectively prepare students to apply theoretical knowledge and practical skills in dynamic business environments, setting a strong foundation for their future career advancement and academic pursuits.

Program Learning Outcomes:

Associate of Science in Business Administration

The Associate of Science in Business Administration program is designed to equip students with foundational business knowledge and skills essential for launching successful careers across a variety of business settings. Upon completion of the program, graduates will demonstrate competency in core business principles, professional communication, ethical decision-making, organizational systems, and applied business practices.

Program Learning Outcomes: *By the end of the program students will…*

1. Apply foundational business knowledge by explaining core principles of management, operations, finance, accounting, and economics, and identifying how these functions integrate within a business entity.
2. Communicate effectively in professional contexts by producing clear written correspondence, delivering organized verbal reports, and using active listening and study techniques to ensure accurate information exchange.
3. Use critical thinking and ethical reasoning to analyze workplace situations, distinguish facts from opinions, and make responsible decisions aligned with professional integrity and the dynamics of survival.
4. Apply quantitative and scientific reasoning by interpreting basic financial, statistical, and operational data to identify trends and support evidence-based operational recommendations.
5. Apply the core principles of the HCA Management System by utilizing Organizing Boards, defining Valuable Final Products (VFPs), and tracking production statistics to improve workplace efficiency.
6. Perform foundational business practices by applying practical tools and workflows in human resources, bookkeeping, and office administration within diverse organizational settings.
7. Execute operational tasks and small-scale projects by following established plans, meeting production targets, and maintaining accountability protocols that support team-wide strategic goals.

8. Integrate learning across the curriculum by successfully completing course-level capstones and practicums that demonstrate readiness for entry-level employment or continued bachelor's-level study.

These outcomes ensure that graduates are well-prepared to enter the business world with both theoretical knowledge and practical skills, establishing a solid foundation for career advancement and further academic pursuits.

Curriculum Sequence:

Associate of Science in Business Administration		
Course Number	**Course Name**	**Semester Credit Hours**
IDS 100*	Effective Communication and Team Building	3
IDS 110	Effective Study Techniques	3
MGT 100	Introduction to Business and the HCA Management System	3
ENG 100*	English Composition	3
COM 110	Business Communications	3
IDS 150*	Ethics, Critical Thinking and Professional Responsibility	3
MGT 110	Management Fundamentals	3
MGT 120	Organizational Structure and Design	3
MGT 130	Organizing Board Practicum	3
MGT 140	Organizational Performance Measurement	3
MGT 150	Performance Management Practicum	3
LDR 100	Leadership Development	3
IDS 200*	Contemporary Social Challenges and Responsibility-Centered Solutions	3
HRM 210	Human Resources Management - Part I (Hiring & Onboarding)	3
HRM 220	Human Resources Management - Part II (Employee Development)	3
HRM 230	Human Resources Management - Part III (Discipline & Termination)	3
FIN 200	Personal Financial Planning and Management	3
ACC 200	Business Financial Management and Accounting	3
ACC 210	Financial Accounting Practicum	3
SCI 200*	Science in the Modern World	3
	Program Total	60
* General Education Course		

Requirements for Successful Completion of the Program:

To successfully complete the Associate of Science in Business Administration program, students must satisfy the following requirements:

1. **Credit Requirements:** Complete a total of 60 credits as specified in the curriculum.

2. **Coursework and Assessments:** Achieve a minimum passing grade of 80% in all course assessments. For additional details, refer to BP 4.12.6 – “Grading Policy.”

3. **Capstone Assessments:** Successfully complete the course-level Capstone Assessments with a minimum grade of 80% to satisfy graduation and program

completion requirements. For additional information, refer to BP 4.12.6 – “Grading Policy.”

These requirements are designed to ensure that students gain the necessary knowledge and practical experience to excel in the field of business.

Bachelor of Science in Business Administration

Degree Description:

The Bachelor of Science in Business Administration program provides both theoretical knowledge and practical skills essential for success in today’s business environment. Integrating principles from the Hubbard College of Administration Management System with contemporary business practices, the program prepares students for diverse career paths across multiple industries. Students gain insights into management, finance, marketing, ethics, and leadership to succeed in the global business landscape.

Objective/Purpose of the Program:

The Bachelor of Science in Business Administration program is designed to equip students with a comprehensive understanding of business principles, management practices, and entrepreneurial skills while integrating the principles of the Hubbard College of Administration Management System. The program aims to develop critical thinking, leadership, problem-solving, and applied business competencies that prepare graduates for diverse career paths in the business world. Through a balanced curriculum that integrates core business disciplines such as marketing, finance, accounting, operations, entrepreneurship, human resources, technology, and strategic management, students gain the knowledge and practical experience needed to succeed in dynamic, global business environments.

The program aims to achieve the following educational objectives:

1. **Develop Competency in Communication and Study Skills:** Build proficiency in essential study techniques and communication strategies that support academic success, professional effectiveness, and lifelong learning.
2. **Apply the Hubbard College of Administration Management System Principles:** Introduce students to the principles of the Hubbard College of Administration Management System and prepare them to apply these principles within contemporary business operations and organizational contexts.
3. **Master Workplace Efficiency and Organizational Management:** Develop students' ability to improve workplace efficiency, coordinate resources, and manage organizational functions effectively in a variety of business settings.
4. **Understand and Apply Ethical Business Principles:** Provide students with a strong foundation in ethical reasoning and professional responsibility so they can evaluate business situations and make sound decisions with integrity.

5. **Cultivate Critical Thinking and Problem-Solving Skills:** Strengthen students' ability to analyze complex business situations, distinguish facts from assumptions, evaluate alternatives, and develop effective solutions.
6. **Develop Executive and Leadership Competencies:** Build leadership abilities and executive-level competencies necessary for planning, directing teams, making decisions, and guiding organizations toward strategic goals.
7. **Master Fundamental Human Resources Management:** Equip students with foundational and applied knowledge in human resources management, including hiring, onboarding, employee development, performance management, and workplace accountability.
8. **Utilize Organizing Boards, Valuable Final Products, and Statistical Analysis:** Prepare students to use organizational tools, define valuable final products, and interpret statistical data to support decision-making and improve organizational performance.
9. **Foster Entrepreneurial Thinking:** Encourage students to develop entrepreneurial thinking, opportunity recognition, and venture-creation skills needed to initiate and grow business enterprises.
10. **Evaluate Operations to Develop Strategic Plans:** Train students to assess business operations, analyze performance, and develop strategic plans aligned with organizational goals and changing market conditions.
11. **Implement Project Management Competencies:** Develop students' ability to apply project management methodologies to plan, execute, monitor, and complete business projects effectively.
12. **Develop and Execute Public Relations and Marketing Strategies:** Prepare students to formulate and implement public relations and marketing strategies that promote products, services, and organizational value in competitive markets.
13. **Master Sales of Products and Services:** Build students' proficiency in sales strategy, customer engagement, and sales management techniques across business-to-consumer and business-to-business environments.
14. **Demonstrate Competency in Financial Management:** Provide students with practical and analytical understanding of financial management practices to support responsible financial planning and business decision-making.
15. **Integrate Principles of the Hubbard College of Administration Management System to Enhance Business Practices:** Prepare students to incorporate the principles of the Hubbard College of Administration Management System to strengthen organizational efficiency, operational effectiveness, and business performance.

These objectives collectively prepare graduates to navigate and succeed in the evolving business landscape, equipped with both theoretical knowledge and practical skills essential for professional growth and leadership roles in various industries.

Program Learning Outcomes:

Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration program is designed to prepare graduates with the advanced knowledge, practical skills, and strategic competencies needed for success in diverse business environments and leadership roles. Upon completion of the program, graduates will demonstrate the ability to integrate contemporary business practices with the Hubbard College of Administration Management System while applying sound judgment, effective communication, data-informed reasoning, and functional business expertise.

Program Learning Outcomes: *By the end of the program students will…*

1. Apply core business and management knowledge by explaining and using foundational principles of management, operations, marketing, finance, accounting, economics, entrepreneurship, human resources, business law, and information technology in real-world organizational contexts.
2. Communicate effectively in professional contexts by producing clear written documents, delivering organized oral and visual presentations, selecting appropriate communication channels, and exchanging information accurately with diverse stakeholders.
3. Use critical thinking, ethical reasoning, and responsibility to evaluate business situations, distinguish facts from assumptions, analyze alternatives, consider consequences, and make responsible decisions that reflect personal, professional, and social standards.
4. Apply quantitative, scientific, and data-informed reasoning by interpreting financial, operational, statistical, economic, scientific, and market data to identify trends, evaluate performance, support recommendations, and drive evidence-based business decisions.
5. Design, manage, and improve organizational systems by applying principles of structure, workflow, roles, communication channels, statistics, policies, procedures, accountability, and performance measurement to align operations with valuable final products and strategic goals.
6. Perform key functional business practices by developing and applying practical tools and systems in finance, accounting, human resources, marketing, public relations, sales, operations, technology, and entrepreneurial venture creation across diverse business and industry settings.
7. Lead, plan, and execute strategic initiatives by formulating goals, programs, projects, policies, targets, implementation plans, tracking systems, and executive-level recommendations that demonstrate sound judgment, accountability, and the ability to direct teams toward results.
8. Integrate learning through applied professional projects and lifelong development by producing, presenting, and defending business deliverables such as organizational plans, financial reports, HR systems, marketing campaigns, capstone projects, and reflections on continued professional growth.

These outcomes ensure that graduates are well-prepared to navigate the complexities of the business world, equipped with both theoretical knowledge and practical skills essential for career advancement. They will be positioned to achieve professional success and assume leadership roles within their industry.

Curriculum Sequence:

Bachelor of Science in Business Administration		
Course Number	**Course Name**	**Semester Credit Hours**
IDS 100*	Effective Communication and Team Building	3
IDS 110	Effective Study Techniques	3
MGT 100	Introduction to Business and the HCA Management System	3
ENG 100*	English Composition	3
COM 110	Business Communications	3
IDS 150*	Ethics, Critical Thinking and Professional Responsibility	3
MGT 110	Management Fundamentals	3
MGT 120	Organizational Structure and Design	3
MGT 130	Organizing Board Practicum	3
MGT 140	Organizational Performance Measurement	3
MGT 150	Performance Management Practicum	3
LDR 100	Leadership Development	3
IDS 200*	Contemporary Social Challenges and Responsibility-Centered Solutions	3
HRM 210	Human Resources Management - Part I (Hiring & Onboarding)	3
HRM 220	Human Resources Management - Part II (Employee Development)	3
HRM 230	Human Resources Management - Part III (Discipline & Termination)	3
FIN 200	Personal Financial Planning and Management	3
ACC 200	Business Financial Management and Accounting	3
ACC 210	Financial Accounting Practicum	3
SCI 200*	Science in the Modern World	3
ECO 300*	Microeconomics	3
ECO 310*	Macroeconomics	3
ENT 300	Entrepreneurship: Opportunity to Business Plan	3
ENT 310	Entrepreneurship: Formation to Business Launch	3
COM 300*	Information, Media and Research Literacy	3
COM 310*	Principles of Visual Communication and Design	3
MKT 310	Marketing Fundamentals and Branding	3
MKT 320	Marketing Strategy	3
MKT 330	Digital Marketing Strategy	3
PUB 310*	Strategic Public Relations and Professional Communication	3
MKT 340	Sales Strategy and Methodologies	3
MKT 350	Marketing, PR and Sales Practicum	3
BUS 350	Business Performance Evaluation and Improvement	3
MGT 400	Strategic Management	3

FIN 400	Financial Strategies and Business Acquisitions	3
BUS 410	International Business and Global Trade Strategy	3
BIT 400	HCA Management System Workspace and Enterprise Integration	3
BIT 410	Business Information Systems Integration	3
BIT 420	Applied AI in Business	3
CAP 400	Capstone Project	3
	Program Total	120
* General Education Course		

Requirements for Successful Completion of the Program:

To successfully complete the Bachelor of Science in Business Administration program, students must satisfy the following requirements:

1. **Credit Requirements:** Complete a total of 120 credits as specified in the curriculum.

2. **Coursework and Assessments:** Achieve a minimum passing grade of 80% in all course assessments. For additional details, refer to BP 4.12.6 – “Grading Policy.”

3. **Capstone Project:** Successfully complete the Capstone Project (CAP 400) with a minimum grade of 80% to satisfy graduation and program completion requirements. For additional information, refer to BP 4.12.6 – “Grading Policy.”

These requirements ensure that students have acquired the necessary academic knowledge and skills to advance in their academic or professional endeavors with a strong background in business.

Graduate Degree Program

Master of Business Administration (MBA)

Degree Description:

The Master of Business Administration (MBA) program integrates core courses with concentration-specific studies in Organizational Leadership, Marketing and Public Relations, and Management Consulting. The program equips students with an advanced understanding of business principles, strategic acumen, principles from the Hubbard College of Administration Management System, and practical skills at the senior leadership level.

Objective/Purpose of the Program:

The Master of Business Administration (MBA) program is designed to provide students with advanced theoretical knowledge and practical competencies in business

administration while preparing them for senior leadership roles in business and organizational settings. Through a focused graduate curriculum that integrates advanced business principles, strategic thinking, financial analysis, leadership development, innovation, and concentration-specific expertise, the program prepares students to apply high-level judgment and specialized skills in complex organizational environments. The program aims to achieve the following objectives:

1. **Develop Strategic Leadership and Executive Vision:** Prepare students to formulate long-range direction, align organizational goals, lead change initiatives, and design implementation strategies that support sustainable growth and organizational transformation at the senior leadership level.
2. **Master Advanced Financial Decision-Making:** Equip students to analyze financial statements, evaluate enterprise performance, assess investment and acquisition opportunities, and apply advanced financial reasoning to strategic business decisions.
3. **Strengthen Executive Communication and Organizational Influence:** Develop students' ability to communicate persuasively at the executive level through high-quality written deliverables, strategic presentations, stakeholder negotiation, and effective leadership communication across diverse professional settings.
4. **Lead Ethically and Shape High-Performance Organizational Culture:** Prepare students to apply ethical frameworks, foster team development, manage organizational change, and cultivate results-driven, values-based workplace cultures.
5. **Apply Data-Driven Analytical Reasoning to Improve Enterprise Performance:** Train students to interpret quantitative and qualitative business data, use statistical and analytical tools, evaluate organizational performance, and make evidence-based decisions that optimize outcomes.
6. **Drive Innovation, Entrepreneurship, and Organizational Transformation:** Encourage students to design innovative business models, capitalize on market opportunities, apply creative problem-solving, and lead transformation initiatives in complex business environments.
7. **Demonstrate Advanced Concentration Expertise:** Prepare students to apply specialized frameworks, methodologies, and professional tools within their chosen concentration in Organizational Leadership, Marketing and Public Relations, or Management Consulting.
8. **Integrate the Hubbard College of Administration Management System Through Applied Capstone-Level Problem Solving:** Enable students to synthesize MBA core learning, concentration expertise, and the Hubbard College of Administration Management System in order to develop, present, and defend comprehensive solutions to real-world business problems at the executive level.

Concentrations

The Master of Business Administration program offers concentration pathways that enable students to develop advanced expertise in a selected area of professional practice while integrating the Hubbard College of Administration Management System with executive-level business knowledge and applied strategic decision-making.

1. **Organizational Leadership Concentration:** Develop advanced expertise in human capital strategy, organizational leadership, enterprise systems, innovation, and financial or entrepreneurial decision-making by applying executive-level planning, ethical leadership, workforce development, and organizational alignment principles to guide growth and performance.
2. **Marketing and Public Relations Concentration:** Develop advanced expertise in branding, integrated marketing, public relations, influence, and sales strategy by applying contemporary market analysis, communication frameworks, and data-informed promotional planning to strengthen organizational visibility, stakeholder engagement, and business growth.
3. **Management Consulting Concentration:** Develop advanced expertise in organizational analysis, consulting strategy, enterprise systems, and client-centered problem solving by applying structured evaluation, strategic planning, and implementation frameworks to improve business performance and support organizational transformation.

These concentrations collectively prepare graduates to excel in senior leadership positions by integrating advanced theoretical knowledge with practical application and leadership development.

Program Learning Outcomes:

Master of Business Administration (MBA)

The Master of Business Administration (MBA) program is designed to prepare graduates with advanced business knowledge, strategic judgment, executive communication skills, and concentration-specific expertise for senior leadership roles. Upon completion of the program, graduates will demonstrate the ability to integrate advanced business theory, the Hubbard College of Administration Management System, and applied concentration learning in order to lead, evaluate, and transform organizations at the executive level.

Program Learning Outcomes: *By the end of the program, students will be able to…*

1. Execute strategic vision by formulating long-term direction, aligning organizational goals, designing implementation roadmaps, and leading change initiatives that drive sustainable growth and organizational transformation at the senior leadership level.
2. Apply advanced financial decision-making by analyzing financial statements, performing valuation, evaluating capital structure, assessing investment and acquisition opportunities, and integrating financial insight into enterprise-level strategic decisions.
3. Communicate and influence at the executive level by producing high-quality written deliverables, leading meetings and presentations, negotiating across

stakeholders, and conveying complex business strategies persuasively to internal and external audiences.

4. Lead ethically and shape organizational culture by applying ethical frameworks, modeling integrity, fostering team development, managing organizational change, and cultivating results-driven, values-based workplaces.
5. Apply data-driven analytical reasoning by interpreting quantitative and qualitative business data, using statistical and analytics tools, leveraging digital marketing analytics where applicable, and making evidence-based decisions that optimize performance.
6. Drive innovation, entrepreneurship, and transformation by designing new business models, leading strategic change, capitalizing on market opportunities, and applying creative problem-solving to complex organizational challenges.
7. Demonstrate advanced expertise within a chosen concentration by applying specialized frameworks, methodologies, and the Hubbard College of Administration Management System to lead initiatives in Organizational Leadership, Marketing and Public Relations, or Management Consulting at the senior level.
8. Integrate and master the Hubbard College of Administration Management System through capstone or consulting projects by synthesizing program learning, applying HCA methodologies and tools, and delivering a comprehensive solution to a real-world business problem suitable for executive presentation.

These outcomes collectively prepare graduates to excel in senior leadership positions by integrating advanced theoretical knowledge with practical application and leadership development.

Curriculum Sequence:

	Master of Business Administration (MBA)	
Course Number	**Course Name**	**Semester Credit Hours**
BUS 500	Executive Communication and Learning Methodologies	3
BUS 510	Business Strategies and the HCA Management System	3
BUS 520	Executive Ethics, Leadership, and Strategic Execution	3
BUS 530	Advanced Organizational Structure and Design	3
BUS 540	Advanced Performance Measurement and Statistical Management	3
BUS 550	Managerial Accounting and Finance Decision-Making	3

BUS 560	Operations Evaluation and Performance Improvement	3
	Core MBA Courses Total	21
Organizational Leadership Concentration Electives		
HRM 610	Strategic Human Capital and Workforce Systems	3
ENT 610 or BUS 610	Entrepreneurship and Innovation or Corporate Finance and Enterprise Transactions	3
MIS 610	Enterprise AI Systems and Strategic Integration	3
Marketing and Public Relations Concentration Electives		
MKT 610	Strategic Branding and Integrated Visual Communication	3
MKT 620	Strategic Marketing and Market Execution	3
MKT 630	Public Relations Influence and Sales Strategy	3
Management Consulting Concentration Electives		
HRM 610	Strategic Human Capital and Workforce Systems	3
MIS 610	Enterprise AI Systems and Strategic Integration	3
CONS 610	Strategic Management Consulting	3
	Program Total	30

Requirements for Successful Completion of the Program:

To successfully complete the Master of Business Administration program, students must satisfy the following requirements:

1. **Credit Requirements:** Complete a total of 30 credits.
2. **Coursework and Assessments:** Achieve a minimum passing grade of 80% in all course assessments. For additional details, refer to BP 4.12.6 – “Grading Policy.”
3. **Core Courses and Concentration:** Complete all 7 mandatory core MBA courses plus 3 concentration electives.
4. **Capstone Integration:** Complete the culminating capstone elements embedded within core and concentration courses.

Unit Requirement for Degrees

(Reference: BP 4.10.2 MINIMUM UNIT REQUIREMENTS FOR HUBBARD COLLEGE OF ADMINISTRATION OF TAMPA BAY DEGREES)

These requirements are minimums and do not limit the College from prescribing additional requirements within an approved program of study.

Academic Unit of Measurement

All degree requirements stated in this policy are expressed in semester credit hours. The College requires that all academic programs and course offerings adhere to the semester credit hour as the academic unit of measurement, in conformance with the federal and state definitions of credit hour and commonly accepted practices in higher education. The College does not use quarter credit hours or clock hours.

The controlling definition of the semester credit hour, including its academic engagement and student preparation components and the requirements for regular and substantive interaction, is set forth in BP 4.12.8, "Academic Unit of Measurement." Rule 6E-1.003(58), F.A.C., defines a semester credit hour as a minimum of fifteen hours of instruction appropriate to the level of credential sought, during a semester, plus a reasonable period of time outside of instruction that the institution requires the student to devote to preparation. Consistent with that rule and with BP 4.12.8, the College fixes one semester credit hour at the learning outcomes normally achieved through 45 hours of student work, comprising 15 hours of academic engagement and 30 hours of student preparation. For practicum and other experiential courses, the distribution of academic engagement and student preparation is set forth in BP 4.12.8.

Associate of Science in Business Administration Degree

Students receiving the College's Associate of Science in Business Administration degree must earn a minimum of 60 semester credit hours. The 60 semester credit hours include a minimum of 15 semester credit hours of prescribed general education courses.

At a full-time enrollment pace, the normal time to complete this degree is five (5) terms, approximately 1.7 years.

Bachelor of Science in Business Administration Degree

Students receiving the College's Bachelor of Science in Business Administration degree must earn a minimum of 120 semester credit hours. The 120 semester credit hours include a minimum of 30 semester credit hours of prescribed general education courses.

At a full-time enrollment pace, the normal time to complete this degree is ten (10) terms, approximately 3.3 years.

Master of Business Administration (MBA) Degree

Students receiving the College's Master of Business Administration degree must earn a minimum of 30 semester credit hours beyond a bachelor's degree. Consistent with Rule 6E-2.004(4)(q)2., F.A.C., and BP 2.04.8, "Admissions Criteria and Requirements (Graduate)," a bachelor's degree earned from an appropriately accredited institution is a prerequisite to admission to the MBA program.

The MBA curriculum contains no general education courses.

At a full-time enrollment pace, the normal time to complete this degree is four (4) terms—three full-time terms plus one part-time term for the remaining three (3) semester credit hours—approximately 1.3 years.

General Education Courses

General education courses convey broad knowledge and intellectual concepts, develop transferable skills and attitudes, contribute to civic engagement and professional attainment, and equip students for lifelong learning.

The general education curriculum of each undergraduate degree program includes outcomes related to each of the following:

1. written and oral communication;
2. quantitative reasoning;
3. information literacy;
4. critical thinking;
5. natural and physical sciences;
6. social and behavioral sciences; and
7. the humanities.

The Vice President of Curriculum, working with qualified faculty through the Curriculum Committee in accordance with BP 4.10.1, “The Role of Faculty in Curriculum Development and Assessment,” is responsible for mapping each of these outcomes to the general education courses within each undergraduate program and for documenting that mapping in the curriculum materials for the program. Student achievement of general education outcomes is assessed through the processes described in BP 4.10.3, “Academic Program Review.”

Faculty assigned to teach general education courses must meet the qualifications established in BP 1.01.4, “Faculty Minimum Qualifications.”

Credits Earned at the College

Consistent with Rule 6E-2.004(4)(j), F.A.C., at least 25 percent of the credits required for completion of a College degree program must be earned through instruction taken at the College.

Transfer credit is awarded only in accordance with BP 5.13.2, “Transfer Credit Acceptance Policy,” which limits the application of transfer credit to the general education course requirements of the College’s undergraduate programs and establishes program-level maximums consistent with this requirement.

Graduation Requirements

(Reference: BP 4.10.2, "Minimum Unit Requirements for Hubbard College of Administration of Tampa Bay Degrees"; BP 4.12.6, "Grading Policy"; BP 2.04.7, "Standards for Satisfactory Academic Progress"; BP 2.04.10, "Enrollment, On-Time Progress, and Academic Activity")

To graduate and be awarded a degree, a student must satisfy all of the following requirements:

1. **Credit Requirements.** Earn the minimum semester credit hours prescribed for the degree program: Associate of Science in Business Administration — 60 semester credit hours; Bachelor of Science in Business Administration — 120 semester credit hours; Master of Business Administration — 30 semester credit hours (see "Unit Requirement for Degrees" above).

2. **Coursework and Assessments.** Achieve a minimum passing grade of 80% in all course assessments to successfully complete each course (see BP 4.12.6, "Grading Policy").

3. **Cumulative Grade Point Average.** Maintain a minimum Cumulative GPA of 3.0, evaluated at the end of each term, to remain in good standing and to complete a College program (see "Standards for Satisfactory Academic Progress").

4. **Maximum Timeframe.** Complete all degree requirements within 150 percent of the published length of the program (see "Standards for Satisfactory Academic Progress").

Students are also responsible for meeting minimum term enrollment and credit requirements for on-time progress and for demonstrating consistent academic activity throughout each term, as described in BP 2.04.10, "Enrollment, On-Time Progress, and Academic Activity."

5. COURSE DESCRIPTIONS

Course Numbering System

The course numbering system utilized by the Hubbard College of Administration of Tampa Bay is designed to indicate the relative level, sequence, specialization, and academic expectations of each course within the curriculum. The numbering system is intended to show student progression from introductory exposure, to applied practice, to advanced functional specialization, and finally to senior-level integration and strategic mastery.

100-level courses: Introductory or foundational courses. These courses introduce students to essential concepts, terminology, methods, and basic applications within a

subject area. They are appropriate for students beginning the program or entering a new discipline. In the HCA Tampa Bay curriculum, 100-level courses often establish the basic tools students will use later, such as communication, study skills, introductory business principles, management fundamentals, leadership foundations, English composition, ethics, and core general education competencies. Assessments at this level typically emphasize comprehension, correct use of basic concepts, guided application, formative practice, and introductory real-world assignments.

Examples include:

IDS 100:	Effective Communication and Team Building
IDS 110:	Effective Study Techniques
MGT 100:	Introduction to Business and the HCA Management System
ENG 100:	English Composition
COM 110:	Business Communications
IDS 150:	Ethics, Critical Thinking and Professional Responsibility
MGT 110:	Management Fundamentals
LDR 100:	Leadership Development

200-level courses: Intermediate, applied, or skill-building courses. These courses assume that students have already developed basic academic and business competencies and are ready to apply them in more specialized or operational contexts. In the HCA Tampa Bay curriculum, 200-level courses typically require students to produce more complete business artifacts, solve more complex problems, use professional tools or systems, and demonstrate greater independence. Examples include contemporary social challenges, human resources systems, financial planning, accounting, and science. Assessments at this level typically emphasize practical execution, scenario-based decision-making, project completion, documentation, and professional-quality deliverables.

Examples include:

IDS 200:	Contemporary Social Challenges and Responsibility-Centered Solutions
HRM 210:	Human Resources Management - Part I (Hiring & Onboarding)
HRM 220:	Human Resources Management - Part II (Employee Development)
HRM 230:	Human Resources Management - Part III (Discipline & Termination)
FIN 200:	Personal Financial Planning and Management
ACC 200:	Business Financial Management and Accounting
ACC 210:	Financial Accounting Practicum
SCI 200:	Science in the Modern World

300-level courses: Advanced courses focused on higher-level academic study, functional specialization, strategic application, and multi-component project work. These courses build on the 100-level and 200-level foundations and may include advanced general education as well as specialized business coursework. At this level, students are expected to demonstrate greater independence, academic and professional judgment, analytical ability, and the capacity to design, evaluate, and defend substantial

analyses, plans, campaigns, evaluations, or operational systems. Assessments at the 300 level typically include advanced analysis, substantial written or visual work, professional presentations, integrated projects, and practicum-style deliverables.

Examples include:

ECO 300:	Microeconomics
ECO 310:	Macroeconomics
ENT 300:	Entrepreneurship: Opportunity to Business Plan
ENT 310:	Entrepreneurship: Formation to Business Launch
COM 300:	Information, Media and Research Literacy
COM 310:	Principles of Visual Communication and Design
MKT 310:	Marketing Fundamentals and Branding
MKT 320:	Marketing Strategy
MKT 330:	Digital Marketing Strategy
PUB 310:	Strategic Public Relations and Professional Communication
MKT 340:	Sales Strategy and Methodologies
MKT 350:	Marketing, PR and Sales Practicum
BUS 350:	Business Performance Evaluation and Improvement

400-level courses: Senior-level courses focused on strategic management, enterprise integration, advanced decision-making, and culminating professional application. These courses require students to synthesize knowledge from across the curriculum and apply it to complex organizational situations. In the HCA Tampa Bay curriculum, 400-level courses include areas such as strategic management, financial strategies and business acquisitions, international business and global trade, workspace systems, enterprise integration, advanced business information systems, and capstone-level integration. These courses typically require students to analyze complex organizational conditions, design strategic plans, implement systems, evaluate results, and present executive-level recommendations or capstone-quality deliverables.

Examples include:

MGT 400:	Strategic Management
FIN 400:	Financial Strategies and Business Acquisitions
BUS 410:	International Business and Global Trade Strategy
BIT 400:	HCA Management System Workspace and Enterprise Integration
BIT 410:	Business Information Systems Integration
BIT 420:	Applied AI in Business
CAP 400:	Capstone Project

500-level and 600-level courses: Graduate-level courses taken by students enrolled in the Master of Business Administration program. These courses emphasize advanced analysis, executive judgment, strategic leadership, enterprise-wide decision-making, concentration specialization, and applied graduate-level integration. Students at this level are expected to evaluate complex business conditions, synthesize information across disciplines, and produce executive-level plans, recommendations, and solutions.

Examples include:

BUS 500: Executive Communication and Learning Methodologies
BUS 510: Business Strategies and the HCA Management System
BUS 520: Executive Ethics, Leadership, and Strategic Execution
BUS 530: Advanced Organizational Structure and Design
BUS 540: Advanced Performance Measurement and Statistical Management
BUS 550: Managerial Accounting and Finance Decision-Making
BUS 560: Operations Evaluation and Performance Improvement
HRM 610: Strategic Human Capital and Workforce Systems
ENT 610: Entrepreneurship and Innovation
BUS 610: Corporate Finance and Enterprise Transactions
MIS 610: Enterprise AI Systems and Strategic Integration
MKT 610: Strategic Branding and Integrated Visual Communication
MKT 620: Strategic Marketing and Market Execution
MKT 630: Public Relations Influence and Sales Strategy
CONS 610: Strategic Management Consulting

In general, the distinction is that 100-level courses introduce and establish foundational knowledge, 200-level courses require applied skill development and operational execution, 300-level courses require advanced academic or professional study, analytical integration, and independent application, 400-level courses require senior-level synthesis, strategic judgment, and enterprise-level application, and 500-level and 600-level courses require graduate-level analysis, executive leadership, and advanced concentration-based integration. This taxonomy supports curricular sequencing, prerequisite planning, student progression, and consistency in course design across the associate, bachelor's, and master's degree programs.

Additionally, each course is assigned a discipline/category code:

ACC: Accounting
BIT: Business Information Technology
BUS: Business
CAP: Capstone
COM: Communication
CONS: Consulting
ECO: Economics
ENG: English
ENT: Entrepreneurship
FIN: Finance
HRM: Human Resources Management
IDS: Interdisciplinary Studies
LDR: Leadership
MGT: Management
MIS: Management Information Systems

MKT: Marketing
PUB: Public Relations
SCI: Science

As courses within a level advance, the second digit in the numbering system indicates the sequence.

This system clearly distinguishes between different fields of study, levels of learning, and the progression of topics from introductory to advanced.

Course Availability Statement

It is the intent of the College to offer the following courses on a scheduled basis. Courses must be taken in the approved sequence based on the student's program of study and concentration, where applicable.

Course Descriptions including Student Learning Outcomes

Courses are listed alphabetically by their full title.

BUS 530
ADVANCED ORGANIZATIONAL STRUCTURE AND DESIGN
3 Semester Credit Hours
Prerequisite(s): BUS 520 Executive Ethics, Leadership, and Strategic Execution
Description: This course equips graduate students with advanced competencies in organizational planning and structural design for high-performing organizations. The Hubbard College of Administration (HCA) Management System introduces advanced organizational methodologies where students develop mastery in designing Organizing Boards, aligning roles and workflows, sequencing production systems, and analyzing breakdowns for organizational improvement and resuscitation. Students analyze organizational performance, develop coordinated action plans to improve efficiency and accountability, and design scalable organizational frameworks capable of adapting to operational and market change, culminating in a comprehensive capstone that integrates full organizational structure and design.
Student Learning Outcomes: 1. Students will be able to design enterprise-wide organizational frameworks that support productivity and planned growth across diverse business entities. 2. Students will be able to design complex organizational structures that align strategic purpose, operational production flows, and delivery of core organizational outputs. 3. Students will be able to formulate organizational design frameworks for service- and product-based enterprises in B2C and B2B contexts, establishing divisions and departments required for value creation. 4. Students will be able to map and sequence functional workflows within divisions

to identify the precise actions and structural dependencies necessary to achieve departmental VFPs.
5. Students will be able to design comprehensive implementation blueprints and phased expansion plans to establish a full complement of organizational positions and structural readiness.
6. Students will be able to evaluate stable organizational structures in relation to structural integrity, operational flow, chain of command, and productivity.
7. Students will be able to appraise and adapt organizational design structures to resolve operational departures and meet the evolving needs of scaling organizations across varied industries.
8. Students will be able to diagnose and mitigate systemic organizational pitfalls to minimize operational friction and maximize institutional expansion.
9. Students will be able to construct scalable organizational design frameworks for small, medium, and multi-divisional global enterprises across diverse operating models.

BUS 540

ADVANCED PERFORMANCE MEASUREMENT AND STATISTICAL MANAGEMENT

3 Semester Credit Hours

Prerequisite(s): BUS 530 Advanced Organizational Structure and Design

Description:
This course equips graduate students with advanced competencies in organizational performance measurement and statistical management required to evaluate and sustain high-performing organizations. The Hubbard College of Administration (HCA) Management System introduces advanced organizational and performance-management methodologies where students develop mastery in implementing data-driven control mechanisms that support strategic purpose and Valuable Final Products (VFPs). Emphasis is placed on applying statistical management tools—including Gross Divisional Statistics (GDS), key performance indicators (KPIs), dashboards, and trend analysis—to evaluate productivity, identify variance, and guide executive decision-making without distortion. Students analyze organizational performance using condition formulas and develop coordinated action plans to improve efficiency and accountability, culminating in a comprehensive capstone that integrates organizational statistical analysis and performance management.

Student Learning Outcomes:
1. Students will be able to synthesize advanced statistical data to analyze enterprise-wide productivity and drive evidence-based management decisions.
2. Students will be able to design strategic performance metrics aligned with core organizational outputs that quantify progress toward target operating conditions while ensuring data integrity.
3. Students will be able to evaluate divisional performance statistics and isolate high-leverage indicators requiring executive intervention based on organizational structure and production trends.
4. Students will be able to utilize statistical technologies and visualization frameworks to produce real-time dashboards that support transparent, data-informed leadership.
5. Students will be able to analyze multi-variant statistical trends to diagnose operational departures and identify high-performing areas for strategic

reinforcement.
6. Students will be able to apply performance condition frameworks to individual and group metrics to ensure appropriate handling and stabilization of successful actions.
7. Students will be able to formulate data-driven action plans using statistical analysis to support cross-functional production improvement.
8. Students will be able to conduct comprehensive statistical audits to generate diagnostic assessments and strategic recommendations across the organization.
9. Students will be able to design comprehensive statistical reporting systems aligned with core organizational outputs for organizations of varying scale and industry.

BIT 420

APPLIED AI IN BUSINESS

3 Semester Credit Hours

Prerequisite(s): BIT 410 Business Information Systems Integration

Description:
This course provides students with applied experience using artificial intelligence tools in business settings. Students learn how to use AI to support research, writing, planning, analysis, workflow design, and decision-making while also examining appropriate implementation, ethical use, and organizational value creation through AI-enabled business systems.

Student Learning Outcomes:
1. Students will be able to evaluate the strategic role of generative AI in modern business research, assessing its impact on inquiry development, information gathering, and innovation.
2. Students will be able to analyze targeted business intelligence retrieved via advanced prompt engineering frameworks to track market trends and competitor data.
3. Students will be able to synthesize complex industry research and case studies using AI tools to extract patterns, generate comparative insights, and identify opportunities for improvement.
4. Students will be able to produce optimized business documentation and strategic reports utilizing advanced artificial intelligence design frameworks.
5. Students will be able to evaluate an organization's readiness for AI adoption by analyzing technical infrastructure, workflow maturity, and cultural adaptability.
6. Students will be able to architect the integration of AI capabilities into existing enterprise platforms and productivity suites to enhance operational efficiency.
7. Students will be able to formulate cross-departmental AI implementation frameworks that standardize system configuration, user adoption, and workflow alignment.
8. Students will be able to formulate AI governance and ethical standards, ensuring transparent deployment that accounts for bias, attribution, data security, and long-term organizational goals.

COM 110

BUSINESS COMMUNICATIONS

3 Semester Credit Hours

Prerequisite(s): ENG 100 English Composition
Description: This course develops students' mastery of professional communication strategies across written, oral, interpersonal, and digital formats within modern business environments. Emphasis is placed on producing clear, concise, and purposeful business documents—including policies, announcements, memorandums, reports, and case studies—as well as delivering structured oral and slide presentations. Students will strengthen their ability to adapt communication for diverse audiences and cross-cultural contexts, apply sound judgment in professional messaging, and design communication systems and standards that enhance organizational clarity and consistency. By combining proven communication frameworks with practical applications, the course prepares students to excel as effective communicators and leaders in dynamic workplace settings.
Student Learning Outcomes: 1. Students will be able to apply targeted professional communication strategies across diverse formal and informal organizational contexts. 2. Students will be able to produce clear, concise, and purposeful written communication that effectively conveys complex information using minimal language. 3. Students will be able to apply professional communication strategies across written, oral, interpersonal, and digital formats, selecting appropriate tools and channels based on audience, purpose, and urgency. 4. Students will be able to produce purpose-driven business documents and manage document-control systems that ensure clarity, consistency, and accessibility. 5. Students will be able to deliver structured and engaging oral and slide presentations tailored to professional audiences and communication objectives. 6. Students will be able to demonstrate effective interpersonal and team communication skills and adapt communication approaches to function effectively in diverse, cross-cultural, and team-based business environments. 7. Students will be able to apply ethical standards and sound judgment in all forms of business communication. 8. Students will be able to design and propose communication systems, standards, and policies that enhance clarity and consistency in organizational communication.

ACC 200
BUSINESS FINANCIAL MANAGEMENT AND ACCOUNTING
3 Semester Credit Hours
Prerequisite(s): FIN 200 Personal Financial Planning and Management
Description: This course introduces students to the foundational principles and practices of business financial management and accounting, with a specific focus on bookkeeping systems, financial statement preparation, financial analysis, budgeting, pricing, profitability management, and financial planning. Students will learn to use structured accounting tools and financial intelligence frameworks to organize financial data, generate and interpret financial statements, assess business performance using key financial ratios, and develop comprehensive financial plans that support informed strategic decision-making.

Student Learning Outcomes:
1. Students will be able to analyze how integrated corporate financial management systems and accounting policies interface with cross-departmental operations.
2. Students will be able to demonstrate proficiency in organizing and recording financial information, including revenue, expenses, and payroll, using the accounting equation and structured bookkeeping processes.
3. Students will be able to prepare core financial statements, including profit and loss statements, balance sheets, and cash flow statements, based on structured financial data.
4. Students will be able to analyze financial performance using income statement components and key financial ratios to assess profitability, efficiency, and overall business health.
5. Students will be able to evaluate a company's financial position by analyzing balance sheet structure and cash flow dynamics, including liquidity, leverage, and operational sustainability.
6. Students will be able to apply financial principles to manage profitability, including pricing strategy, cost structure analysis, labor efficiency, and budget development to support operational performance.
7. Students will be able to develop financial plans and forecasts that support business growth, including basic tax considerations, return on investment analysis, and long-term financial strategy.
8. Students will be able to develop and present a comprehensive financial analysis and strategic plan for an organization, integrating financial statements, performance analysis, budgeting, and growth planning.

BIT 410

BUSINESS INFORMATION SYSTEMS INTEGRATION

3 Semester Credit Hours

Prerequisite(s): BIT 400 HCA Management System Workspace and Enterprise Integration

Description:
This course examines the integration of business information systems across core organizational functions. Students study how data, processes, communication systems, and technology platforms interact to support coordinated operations, informed decision-making, accountability, and efficient enterprise performance.

Student Learning Outcomes:
1. Students will be able to optimize corporate workflows utilizing integrated enterprise project management tools and resource allocation frameworks.
2. Students will be able to appraise enterprise CRM and ERP architectures based on organizational scalability requirements and vendor technical capabilities.
3. Students will be able to architect integrated operational frameworks by mapping business workflows and aligning disparate software platforms to ensure data continuity.
4. Students will be able to design scalable system architectures utilizing interoperability principles and automated data synchronization tools to support business expansion.
5. Students will be able to design technology adoption frameworks to facilitate strategic organizational change.
6. Students will be able to formulate IT governance policies to ensure regulatory compliance, data security, and enterprise system standardization.

7. Students will be able to evaluate the efficacy of digital implementations by conducting ROI analysis and performance audits of integrated information systems.

BUS 350

BUSINESS PERFORMANCE EVALUATION AND IMPROVEMENT

3 Semester Credit Hours

Prerequisite(s): MKT 350 Marketing, PR and Sales Practicum

Description:
This course develops students' ability to evaluate business performance, diagnose organizational conditions, and recommend structured improvements. Emphasis is placed on analytical thinking, scene evaluation, strategic sequencing, administrative planning, and performance-based problem solving in order to improve organizational effectiveness and execution.

Student Learning Outcomes:
1. Students will be able to analyze business outcomes and performance using advanced principles of logic and reasoning.
2. Students will be able to examine information using the "Logics and Illogics" framework to identify organizational performance variances and formally classify them for organizational evaluation.
3. Students will be able to analyze organizational information and data systems for reliability using data collection and validation procedures.
4. Students will be able to conduct root-cause analysis using logical investigatory procedures and verified data.
5. Students will be able to appraise organizational performance variances by comparing the existing scene, ideal scene, and missing scenes.
6. Students will be able to synthesize complex data sets using datums of comparable magnitude to separate fact from opinion.
7. Students will be able to analyze statistical indicators and date coincidences to identify underlying causes of organizational performance trends.
8. Students will be able to apply the full evaluation format to formulate evidence-based handling strategies and appropriate corrective actions.

BUS 510

BUSINESS STRATEGIES AND THE HCA MANAGEMENT SYSTEM

3 Semester Credit Hours

Prerequisite(s): BUS 500 Executive Communication and Learning Methodologies

Description:
This course equips graduate students with the advanced strategic, administrative, and leadership competencies required to direct modern organizations toward sustained expansion and high performance. Integrating the Hubbard College of Administration (HCA) Management System with leading contemporary business frameworks, the course develops mastery in strategic planning, organizational performance management, incentive design, control systems, leadership evolution, and executive decision-making. Through six progressively structured modules, students learn to diagnose inefficiency, design value-creating production systems, construct policies and directives that align teams and departments, and apply advanced leadership methodologies to real-world conflicts and organizational challenges. Emphasis is placed on executive-level strategic

thinking, ethical and results-focused leadership, and the integration of administrative tools into scalable, measurable organizational strategy. The course culminates in a comprehensive capstone in which students synthesize all methodologies into a strategic Administrative Scale.
Student Learning Outcomes: 1. Students will be able to design enterprise-wide strategies using integrated management systems to align organizational structures with measurable goals. 2. Students will be able to formulate organizational policies and directives that provide structural clarity and maintain strategic alignment. 3. Students will be able to analyze workplace efficiency, production trends, and morale using exchange-based and behavioral economic frameworks. 4. Students will be able to analyze operational flows to identify systemic inefficiencies and support process optimization. 5. Students will be able to evaluate advanced managerial methodologies for aligning organizational production with business objectives.

CAP 400
CAPSTONE PROJECT
3 Semester Credit Hours
Prerequisite(s): BIT 420 Applied AI in Business
Description: This capstone course provides students with the opportunity to integrate and apply knowledge gained throughout the Bachelor of Science in Business Administration program. Students develop, present, and defend a comprehensive business project or strategic solution that demonstrates professional competence in analysis, planning, communication, and applied decision-making.
Student Learning Outcomes: 1. Students will be able to synthesize program-wide learning by integrating HCA Management System methodologies with core business disciplines to resolve a comprehensive, multi-dimensional organizational challenge. 2. Students will be able to develop a structured implementation plan that translates strategic recommendations into sequenced actions, responsibilities, timelines, performance measures, and accountability mechanisms. 3. Students will be able to apply advanced critical thinking and evidence-based reasoning to justify strategic recommendations and evaluate the long-term ethical and operational consequences of a proposed solution. 4. Students will be able to present and defend findings, conclusions, and recommendations through formal technical documentation and an executive-level oral presentation to a review committee. 5. Students will be able to demonstrate readiness for professional practice or graduate study by curating a portfolio of capstone artifacts and formulating a plan for continued professional development.

IDS 200
CONTEMPORARY SOCIAL CHALLENGES AND RESPONSIBILITY-CENTERED SOLUTIONS
3 Semester Credit Hours
Prerequisite(s): LDR 100 Leadership Development

Description:
This course examines major contemporary social challenges—including drug abuse, crime, illiteracy, mental health concerns, and erosion of civic responsibility—and evaluates responsibility-centered approaches to addressing them. Students analyze documented social conditions using statistical data, public policy records, and institutional research, while assessing the philosophical assumptions and structural differences between conventional institutional responses and reform models grounded in personal responsibility, ethical conduct, and civic engagement. Foundational context is provided through a study of the life and humanitarian initiatives of L. Ron Hubbard, whose applied programs in education, rehabilitation, and human rights serve as primary case studies throughout the course. Emphasis is placed on structured evaluation, comparative analysis, and evidence-based reasoning, culminating in an applied capstone project in which students investigate a contemporary societal issue and assess how responsibility-centered solutions may contribute to increased productivity, social stability, freedom, and ethical civic participation.

Student Learning Outcomes:
1. Students will be able to analyze the biographical, historical, and societal frameworks of L. Ron Hubbard's humanitarian initiatives.
2. Students will be able to evaluate contemporary socio-economic challenges using documented data and structured trend analysis frameworks.
3. Students will be able to analyze the impact of human rights frameworks on contemporary civic responsibility and social reform initiatives.
4. Students will be able to evaluate responsibility-centered educational reform models and explain their proposed relationship to literacy, productivity, and societal stability.
5. Students will be able to examine models of drug rehabilitation and assess the philosophical and structural differences between institutional treatment approaches and responsibility-centered recovery frameworks.
6. Students will be able to evaluate approaches to criminal rehabilitation and moral reform, analyzing how concepts of personal responsibility, ethics, and self-governance relate to social stability.
7. Students will be able to examine contemporary responses to modern societal challenges and assess how responsibility-centered approaches may contribute to increased productivity, freedom, and ethical civic engagement.

BUS 610

CORPORATE FINANCE AND ENTERPRISE TRANSACTIONS

3 Semester Credit Hours

Prerequisite(s): HRM 610 Strategic Human Capital and Workforce Systems

Description:
This course provides graduate students with advanced knowledge of corporate finance and enterprise transactions in domestic and international settings. Students evaluate capital structure, financial strategy, mergers and acquisitions, governance, forecasting, risk, and complex financial decision-making in order to support enterprise growth and executive-level planning.

Student Learning Outcomes:
1. Students will be able to synthesize advanced financial statements and cost structures to drive strategic resource allocation and enterprise-level decisions.

2. Students will be able to formulate capital structure strategies, balancing debt and equity instruments to optimize financial performance.
3. Students will be able to evaluate global market opportunities using advanced forecasting, scenario planning, and risk analysis techniques.
4. Students will be able to design financial strategies for multinational mergers, acquisitions, and partnerships.
5. Students will be able to evaluate international and US accounting standards (IFRS and GAAP) to ensure cross-border financial compliance and reporting integrity.
6. Students will be able to integrate managerial accounting tools—including variance analysis and activity-based costing—into long-range strategic planning.
7. Students will be able to formulate global taxation and currency risk-management strategies to support international operations.
8. Students will be able to architect financial governance frameworks that uphold high ethical standards and regulatory compliance.
9. Students will be able to communicate complex financial strategies to stakeholders using advanced data visualization and executive communication tools.

MKT 330

DIGITAL MARKETING STRATEGY

3 Semester Credit Hours

Prerequisite(s): MKT 320 Marketing Strategy

Description:
This course develops students' competence in digital marketing strategy through the design, implementation, and optimization of coordinated digital systems and channels. Students examine digital customer journeys, content and social media strategy, paid digital advertising, retargeting, search visibility, websites and conversion, email and CRM-supported customer relationships, digital marketing tools, artificial intelligence, analytics, and performance optimization. Through a cumulative professional business scenario, students build progressively across the major stages of digital marketing practice before independently developing a comprehensive digital marketing strategy and system.

Student Learning Outcomes:
1. Students will be able to formulate digital marketing strategies that align business objectives, audience behavior, customer journeys, digital channels, and measurable performance goals.
2. Students will be able to develop digital content and social media strategies that attract, engage, and retain defined audiences across appropriate digital platforms.
3. Students will be able to develop paid digital advertising and retargeting strategies using audience targeting, campaign objectives, media selection, budget considerations, and performance criteria.
4. Students will be able to develop search-visibility strategies using search engine optimization, search advertising, answer-engine optimization, and generative-engine optimization principles to improve discoverability and qualified traffic.
5. Students will be able to evaluate and develop website and conversion strategies that improve user experience, lead capture, customer progression, and achievement of defined digital marketing objectives.
6. Students will be able to develop email, CRM, and customer-relationship strategies that support lead nurturing, segmentation, follow-up, retention, and long-

term customer value.
7. Students will be able to apply digital marketing tools and artificial intelligence to support campaign development, audience analysis, content production, workflow efficiency, personalization, and optimization.
8. Students will be able to analyze digital marketing performance using appropriate metrics, analytics, conversion measures, and return indicators to recommend data-informed improvements and optimization.

IDS 100

EFFECTIVE COMMUNICATION AND TEAM BUILDING

3 Semester Credit Hours

Prerequisite(s): None

Description:
This course is the first in the Hubbard College of Administration curriculum and is designed to equip students with essential communication and team-building skills for academic, professional, and personal success. The course begins with a college orientation to introduce students to HCA's learning systems and resources. Students will then explore and apply key communication concepts—including the principles of Affinity, Reality, and Communication (ARC), the Communication Formula, and the Emotional Tone Scale—to build strong interpersonal relationships and navigate workplace dynamics. Through practical assignments and real-world simulations, students will develop their ability to relay information clearly, manage group interactions, and foster high-performing teams.

Student Learning Outcomes:
1. Students will be able to effectively use the college's learning resources to accomplish their learning objectives.
2. Students will be able to apply interpersonal communication formulas to establish professional workplace relationships.
3. Students will be able to demonstrate effective verbal and non-verbal communication skills in professional and personal contexts.
4. Students will be able to effectively communicate tasks to other team members, so as to enable the relay of communication and completion of strategic tasks, toward building a more effective team.
5. Students will be able to utilize the Emotional Tone Scale to predict behavior and manage interpersonal workplace dynamics.
6. Students will be able to implement team-building methodologies to optimize organizational performance.

IDS 110

EFFECTIVE STUDY TECHNIQUES

3 Semester Credit Hours

Prerequisite(s): IDS 100 Effective Communication and Team Building

Description:
Success in education—and in life—depends not only on intelligence or effort, but on knowing how to study effectively. This course introduces students to a powerful, practical set of tools for learning based on the study technology developed by L. Ron Hubbard. Students will learn to identify and overcome common barriers to study, apply techniques to increase comprehension and retention, and develop the skills necessary for lifelong learning. Through real-world applications, interactive

exercises, and guided reflection, students will strengthen their ability to absorb and apply information across any subject. Whether preparing for a test, mastering a job skill, or learning for personal growth, students will leave this course with the confidence and competence to study anything successfully.
Student Learning Outcomes: 1. Students will be able to apply effective study and learning strategies to achieve academic success and support lifelong learning. 2. Students will be able to identify and implement techniques to overcome common learning barriers and enhance academic performance. 3. Students will be able to apply study technology principles to evaluate and synthesize academic and professional documentation. 4. Students will be able to formulate an independent study plan using structured information-gathering frameworks. 5. Students will be able to apply study technology principles and tools to improve productivity, training, and communication within academic, professional, or business environments.

ENG 100
ENGLISH COMPOSITION
3 Semester Credit Hours
Prerequisite(s): MGT 100 Introduction to Business and the HCA Management System
Description: This course combines foundational elements with advanced concepts to enhance students' writing abilities across various contexts. Students will develop mastery in writing across multiple genres, constructing arguments, integrating research, and reflecting critically on their writing process. Emphasis is placed on practical application, revision, and evidence-based communication, preparing students for both academic and professional writing contexts.
Student Learning Outcomes: 1. Students will be able to demonstrate proficiency in composing well-structured and coherent essays across various genres and purposes. 2. Students will be able to develop critical thinking skills by analyzing and evaluating rhetorical strategies used in written texts. 3. Students will be able to apply principles of grammar, punctuation and syntax to enhance clarity and effectiveness in writing. 4. Students will be able to utilize the writing process, including prewriting techniques, drafting, revising and editing to produce polished written work. 5. Students will be able to effectively integrate and cite sources to support arguments and enhance credibility. 6. Students will be able to analyze the rhetorical impact of language structures on communication and persuasive outcomes. 7. Students will be able to demonstrate the ability to use artificial intelligence in a logical, ethical manner to compose written works for study assignments and professional business contexts.

MIS 610
ENTERPRISE AI SYSTEMS AND STRATEGIC INTEGRATION
3 Semester Credit Hours

Prerequisite(s): HRM 610 Strategic Human Capital and Workforce Systems
Description: This graduate course examines the strategic use of enterprise AI systems and integrated digital environments in modern organizations. Students study AI-enabled workflows, information systems, workspace integration, readiness for adoption, enterprise monitoring, and the application of technology to support strategic leadership and organizational performance.
Student Learning Outcomes: 1. Students will be able to evaluate the strategic role of AI and machine learning in business research, expansion, and operational decision-making. 2. Students will be able to architect AI-driven workflows—including advanced prompt engineering and data analytics—to generate actionable innovation opportunities. 3. Students will be able to utilize AI tools to create professional deliverables, optimizing clarity and strategic impact in executive reporting. 4. Students will be able to assess organizational readiness for AI adoption, including technical infrastructure and cultural adaptability. 5. Students will be able to design AI integration and monitoring frameworks across multiple business functions to enhance operational efficiency. 6. Students will be able to design cross-departmental AI implementation frameworks aligned with corporate goals and stakeholder adoption. 7. Students will be able to demonstrate proficiency in enterprise workspace environments by managing dashboards and specialized planning tools. 8. Students will be able to apply enterprise management system principles to resolve operational challenges within integrated workspace environments. 9. Students will be able to evaluate enterprise integration scenarios to ensure ethical and compliant reporting.

ENT 610
ENTREPRENEURSHIP AND INNOVATION
3 Semester Credit Hours
Prerequisite(s): HRM 610 Strategic Human Capital and Workforce Systems
Description: This graduate course develops advanced entrepreneurial and innovation capabilities for students seeking to launch, transform, or expand business ventures. Students evaluate opportunity structures, business models, legal and financial risk, market validation, venture feasibility, and operational growth strategy in order to design sustainable innovation-driven enterprises.
Student Learning Outcomes: 1. Students will be able to evaluate business structures and governance models based on a comparative analysis of liability, taxation, and objectives. 2. Students will be able to analyze advanced business law principles to ensure operational compliance with contracts, transactions, and industry-specific frameworks. 3. Students will be able to formulate risk mitigation strategies through legal structuring, operating agreements, and insurance portfolios to safeguard new ventures. 4. Students will be able to appraise legal and regulatory risks for product launches using relevant statutes, case law, and specialized legal counsel.

5. Students will be able to integrate ethical and legally sound practices into strategic planning and operational execution for sustainable venture creation.
6. Students will be able to evaluate entrepreneurial leadership capacity and team design requirements for venture development.
7. Students will be able to analyze and validate market opportunities through rigorous research methodologies, customer discovery, and value-driven development.
8. Students will be able to evaluate the financial viability of early-stage ventures through integrated cost modeling, margin analysis, and cash flow projections.
9. Students will be able to design operational resource and supply chain systems using capacity planning and throughput optimization tailored to venture growth stages.

ENT 310

ENTREPRENEURSHIP: FORMATION TO BUSINESS LAUNCH

3 Semester Credit Hours

Prerequisite(s): ENT 300 Entrepreneurship: Opportunity to Business Plan

Description:
This course advances students from an approved, evidence-supported business plan to the practical formation, launch, and early management of a new venture. Students develop the venture's business structure and governance, legal and risk framework, funding strategy, operating systems, market-entry plan, and first-90-days management controls. Emphasis is placed on converting the ENT 300 business plan into coordinated actions, responsibilities, procedures, schedules, performance measures, and contingencies needed to move the venture from planning into operation. Through progressive projects, students build and integrate the major formation, funding, operating, and market-entry workstreams into a sequenced launch strategy and establish the controls needed to guide the venture through opening and its first 90 days.

Student Learning Outcomes:
1. Students will be able to select and document the legal, ownership, governance, location, and administrative structure appropriate for a new venture.
2. Students will be able to develop the foundational contractual, regulatory, licensing, insurance, employment, tax-awareness, ownership-contingency, and risk-management framework for a new enterprise.
3. Students will be able to evaluate and prepare appropriate launch-funding, capital-allocation, banking, and funding-readiness strategies.
4. Students will be able to establish the operational, technological, vendor, staffing, payment, fulfillment, capacity, quality, and administrative systems required to deliver the venture's product or service.
5. Students will be able to implement practical brand, marketing, sales, customer-acquisition, customer-service, retention, and referral systems for market entry.
6. Students will be able to translate a completed business plan and the venture's formation, funding, operating, and market-entry systems into a sequenced launch and first-90-days implementation strategy.
7. Students will be able to execute and manage a comprehensive venture launch plan using defined responsibilities, performance statistics, financial and operating controls, issue resolution, corrective action, and early-stage priorities.

ENT 300

ENTREPRENEURSHIP: OPPORTUNITY TO BUSINESS PLAN

3 Semester Credit Hours

Prerequisite(s): ECO 310 Macroeconomics

Description:
This course introduces students to the disciplined process of discovering, evaluating, validating, and planning a viable business opportunity. Students examine customer problems, unmet needs, market gaps, idea generation, opportunity screening, target markets, primary and secondary research, customer discovery, industry and competitive analysis, founder and team fit, operational and financial feasibility, and professional business-plan development. Emphasis is placed on distinguishing a commercially viable opportunity from a personal passion or unsupported idea and on using documented customer, market, competitive, operational, and financial evidence to guide entrepreneurial decisions. Real-world entrepreneurial settings—including products, services, local businesses, online ventures, professional practices, retail, manufacturing, and technology-enabled enterprises—are used as applied contexts throughout the course. The course culminates in a complete evidence-supported business plan.

Student Learning Outcomes:
1. Students will be able to generate potential business opportunities by identifying meaningful customer problems, unmet needs, market gaps, and emerging market changes.
2. Students will be able to evaluate and prioritize potential business opportunities using structured screening and preliminary business analysis.
3. Students will be able to validate a selected business opportunity through customer discovery, market research, competitive analysis, and documented market evidence.
4. Students will be able to develop a viable venture concept that delivers measurable customer value, establishes a defensible competitive position, and reflects the founder's or team's ability to execute the proposed business.
5. Students will be able to develop an operational and financial plan that demonstrates the venture's feasibility, including operating and capacity requirements, startup costs, pricing and margin assumptions, capital requirements, funding strategy, break-even analysis, and two-year income and cash-flow projections.
6. Students will be able to integrate customer, market, competitive, operational, financial, and strategic analyses into a professional business plan suitable for internal planning or external presentation.
7. Students will be able to defend the proposed venture using evidence-based entrepreneurial reasoning and practical business analysis.

IDS 150

ETHICS, CRITICAL THINKING AND PROFESSIONAL RESPONSIBILITY

3 Semester Credit Hours

Prerequisite(s): COM 110 Business Communications

Description:
This course examines the fundamental concept of ethics, examining the

intersection of personal behavior and conduct with the dynamics of business operations. Students will explore the conditions of existence with application of conditions formulas in ethical decision-making, gaining insights into the ethical implications of various organizational actions and justice. Moreover, the course provides a comprehensive overview of ethics in business, emphasizing the importance of integrity and ethical behavior in organizational culture and operations. Students will learn strategies for promoting business integrity and ethical conduct, both internally and externally.

Student Learning Outcomes:
1. Students will be able to analyze the foundational principles of ethics, justice, and existential survival dynamics within corporate environments.
2. Students will be able to formulate an individual professional ethics framework to guide self-regulation.
3. Students will be able to evaluate the ethical ramifications of personal conduct in relation to business practices.
4. Students will be able to apply principles of critical thinking to effect sound reasoning and judgment in decision-making situations.
5. Students will be able to evaluate human behavior and business ethics as they apply to employees and workplace culture.
6. Students will be able to formulate strategies aimed at fostering ethical integrity and building organizational trust.
7. Students will be able to investigate real-world ethical dilemmas and the processes involved in ethical decision-making within business environments.

BUS 500

EXECUTIVE COMMUNICATION AND LEARNING METHODOLOGIES

3 Semester Credit Hours

Prerequisite(s): None

Description:
This course equips MBA candidates with the advanced communication and learning skills necessary to excel in high-stakes organizational environments. Students develop verbal, non-verbal, and written communication strategies, applying frameworks such as the Affinity-Reality-Communication model and the Communication Formula to improve understanding, strengthen coordination, and lead complex interactions. Emphasis is placed on directing multi-level communication flows, fostering alignment across teams, and adapting communication to diverse cultural and professional contexts. Learners also apply advanced study methodologies and knowledge acquisition strategies to accelerate professional growth, overcome barriers to understanding, improve training effectiveness, and drive organizational productivity. Through case studies, simulations, and applied projects, students will strengthen their ability to communicate clearly, learn efficiently, train others effectively, and apply communication and learning techniques to real-world organizational challenges.

Student Learning Outcomes:
1. Students will be able to leverage advanced institutional and professional learning resources to synthesize knowledge for high-level academic and organizational objectives.
2. Students will be able to apply executive communication frameworks to influence strategic outcomes and navigate complex interactions.

3. Students will be able to demonstrate mastery of verbal, non-verbal, and written influence across diverse cultural and professional contexts, adapting style and medium for executive-level impact.
4. Students will be able to design multi-level communication frameworks that support structural alignment and execution of strategic initiatives.
5. Students will be able to integrate advanced study and knowledge-acquisition strategies to overcome systemic barriers and resolve complex organizational challenges.
6. Students will be able to utilize advanced learning systems as executive productivity tools to enhance cross-functional training, communication, and decision-making effectiveness.

BUS 520

EXECUTIVE ETHICS, LEADERSHIP, AND STRATEGIC EXECUTION

3 Semester Credit Hours

Prerequisite(s): BUS 510 Business Strategies and the HCA Management System

Description:
This course equips MBA candidates with the ethical leadership, critical thinking, and organizational judgment skills necessary to excel in high-stakes organizational environments. Students examine advanced principles of ethics, justice, responsibility, and decision-making, applying these concepts to complex leadership situations involving accountability, culture, trust, performance, and long-term organizational value. Emphasis is placed on evaluating difficult business situations, identifying ethical risks, weighing consequences, and making sound leadership decisions under pressure. Students analyze organizational behavior, workplace conduct, responsibility, and team dynamics, including the use of the Emotional Tone Scale to better understand morale, conflict, cooperation, and leadership influence. The course also develops the student's ability to think strategically, recognize flawed reasoning, assess competing priorities, and apply principled judgment to real-world management challenges. Through case studies, simulations, and applied projects, students will strengthen their ability to lead responsibly, evaluate complex organizational conditions, and make decisions that support ethical conduct, accountability, and sustainable organizational success.

Student Learning Outcomes:
1. Students will be able to evaluate advanced ethical frameworks—including principles of ethics, justice, and organizational dynamics—to guide executive decision-making.
2. Students will be able to integrate critical thinking methodologies to ensure sound reasoning and strategic problem-solving in high-stakes environments.
3. Students will be able to analyze organizational behavior and workplace ethics to cultivate a results-driven culture and long-term value creation.
4. Students will be able to analyze interpersonal behavior patterns to support professional relationships and workplace decision-making.
5. Students will be able to formulate strategic responses to systemic conflicts using executive decision-making frameworks.
6. Students will be able to design cross-functional management frameworks that strengthen organizational alignment.
7. Students will be able to evaluate organizational morale in relation to production performance and strategic goals.

8. Students will be able to design strategic planning frameworks to scale organizations toward measurable objectives.

ACC 210

FINANCIAL ACCOUNTING PRACTICUM

3 Semester Credit Hours

Prerequisite(s): ACC 200 Business Financial Management and Accounting

Description:
This course provides students with intensive, hands-on practice in financial accounting through a sequence of applied business accounting system builds. Students use QuickBooks accounting software to construct, manage, and analyze complete financial accounting systems for different types of businesses, including product-based, service-based, multi-revenue, and project-based organizations. Emphasis is placed on translating accounting principles into practical financial workflows, including Chart of Accounts design, opening balances, transaction entry, payroll and expense tracking, accounts receivable and accounts payable workflows, financial statement generation, and performance analysis. Through progressive company builds and a final independent capstone project, students develop practical competence in designing, operating, analyzing, and presenting complete financial accounting systems that support accurate reporting, sound decision-making, and professional financial management.

Student Learning Outcomes:
1. Students will be able to demonstrate proficiency in the use of accounting software to establish, manage, and maintain financial systems.
2. Students will be able to apply foundational accounting principles to accurately record and organize financial transactions across a variety of business contexts.
3. Students will be able to construct and maintain complete financial accounting systems, including chart of accounts, transaction workflows, and reporting structures.
4. Students will be able to generate core financial statements, including profit and loss statements, balance sheets, and cash flow statements, from organized financial data.
5. Students will be able to analyze financial data to evaluate business performance, identify trends, and support decision-making.
6. Students will be able to manage financial operations across different business models, including product-based, service-based, and multi-revenue organizations.
7. Students will be able to develop and present structured financial reports suitable for internal management and external stakeholders.
8. Students will be able to design, build, and present a complete financial accounting system for a business, demonstrating accuracy, organization, and professional standards.

FIN 400

FINANCIAL STRATEGIES AND BUSINESS ACQUISITIONS

3 Semester Credit Hours

Prerequisite(s): MGT 400 Strategic Management

Description:
This course develops advanced student competence in financial strategy, business acquisitions, and long-range financial decision-making. Students study

capital structure, strategic transactions, valuation considerations, growth financing, and acquisition-related analysis in order to support organizational expansion and sound executive judgment.

Student Learning Outcomes:
1. Students will be able to analyze the core principles and pathways of corporate expansion and exit, including mergers and acquisitions (M&A), initial public offerings (IPOs), and private equity transactions.
2. Students will be able to evaluate the role of specialized professional advisors in due diligence and regulatory compliance during complex financial transactions.
3. Students will be able to formulate capital acquisition strategies that align funding sources and agreement structures with organizational interests.
4. Students will be able to design professional investment proposals supported by financial documentation aligned with specific fundraising objectives.
5. Students will be able to architect advanced capital structures and tax planning strategies, utilizing an optimal mix of equity, debt, and hybrid financing instruments.
6. Students will be able to implement advanced pricing models tailored to diverse market conditions and business types to maximize organizational value and profitability.
7. Students will be able to synthesize corporate performance data within standardized financial oversight frameworks to support strategic performance reviews.
8. Students will be able to design organizational transition and exit plans, including the legal and financial frameworks required for responsible dissolution or divestiture.

BIT 400

HCA MANAGEMENT SYSTEM WORKSPACE AND ENTERPRISE INTEGRATION

3 Semester Credit Hours

Prerequisite(s): BUS 410 International Business and Global Trade Strategy

Description:
This course introduces students to the practical use of HCA Management System workspace tools and enterprise integration methods within modern organizational environments. Students learn how to organize digital workflows, coordinate business functions, manage operational data, and align workspace systems with organizational structure, communication flow, and production objectives.

Student Learning Outcomes:
1. Students will be able to manage enterprise software architectures utilizing specialized administrative workflows and reporting templates to optimize organizational tracking.
2. Students will be able to synthesize cross-divisional operational reports to integrate disparate corporate data structures across enterprise business models.
3. Students will be able to implement standardized workflow protocols based on the Administrative Scale and organizational structure to drive operational consistency.
4. Students will be able to analyze and resolve organizational departures utilizing workspace dashboards and strategic planning tools to restore efficiency.
5. Students will be able to evaluate and document performance data in strict

alignment with ethical reporting practices and organizational transparency standards.

HRM 210
HUMAN RESOURCES MANAGEMENT - PART I (HIRING & ONBOARDING)
3 Semester Credit Hours
Prerequisite(s): IDS 200 Contemporary Social Challenges and Responsibility-Centered Solutions
Description: This course introduces students to the foundational principles and practices of human resources management with a specific focus on workforce planning, recruitment, selection, and onboarding. Students examine the strategic role of HR in aligning staffing decisions with organizational objectives and labor market trends. Emphasis is placed on federal employment law compliance, job analysis, structured selection methods, and the execution of compliant onboarding workflows using digital HR information systems (HRIS). Through progressive assignments and a final applied HRIS build, students develop practical competence in designing and implementing legally sound and operationally effective hiring and onboarding systems.
Student Learning Outcomes: 1. Students will be able to construct targeted staffing plans based on organizational workforce capacity requirements. 2. Students will be able to apply federal employment laws and equal employment opportunity (EEO) principles to hiring and onboarding decisions to ensure legal compliance and workplace safety. 3. Students will be able to design legally compliant job descriptions based on structured organizational job analysis data. 4. Students will be able to develop and implement workforce recruitment strategies that attract qualified candidates through appropriate sourcing and promotional methods. 5. Students will be able to evaluate and select job applicants using structured interviews, testing methods, and selection criteria that ensure fairness, validity, and organizational fit. 6. Students will be able to execute compliant onboarding workflows using digital HR systems by managing required employment documentation and implementing structured orientation processes that support employee integration and retention.

HRM 220
HUMAN RESOURCES MANAGEMENT - PART II (EMPLOYEE DEVELOPMENT)
3 Semester Credit Hours
Prerequisite(s): HRM 210 Human Resources Management - Part I (Hiring & Onboarding)
Description: This course examines the systems organizations use to develop employee capability, improve workforce performance, and support long-term organizational growth. Students study training program design, career development pathways, succession planning, and the characteristics of high-performance organizations. Emphasis is placed on structured performance management systems, measurable

performance metrics, and compensation strategies that align employee contribution with organizational objectives. Through progressive assignments, students develop practical competence in designing employee development frameworks that strengthen workforce capability, support retention, and promote sustainable organizational expansion.
Student Learning Outcomes: 1. Students will be able to design structured employee training systems and role definitions that develop workforce capability and support effective job performance. 2. Students will be able to design corporate performance appraisal frameworks that measure employee operational output. 3. Students will be able to design compensation and benefits systems, including salary structures, incentive programs, and total rewards strategies that align employee performance with organizational goals and support workforce retention. 4. Students will be able to build HR analytics and workforce metrics systems that track employee performance, support data-driven decision-making, and integrate with HR information systems. 5. Students will be able to integrate training, performance management, compensation, and workforce analytics systems into a unified employee development framework that supports organizational productivity and long-term growth.

HRM 230
HUMAN RESOURCES MANAGEMENT - PART III (DISCIPLINE & TERMINATION)
3 Semester Credit Hours
Prerequisite(s): HRM 220 Human Resources Management - Part II (Employee Development)
Description: This course examines the legal, procedural, and managerial systems organizations use to maintain workplace discipline and manage employee separation responsibly. Students study employment law compliance, workplace conduct policies, progressive discipline systems, conflict resolution strategies, and termination procedures designed to protect both organizational integrity and employee rights. Emphasis is placed on lawful documentation practices, structured disciplinary frameworks, and risk mitigation strategies that reduce exposure to legal liability. Students also examine workforce reduction decisions, voluntary and involuntary separation scenarios, and the role of HR information systems in maintaining audit-ready personnel records. Through applied assignments, students develop practical competence in designing disciplinary systems and executing termination processes that are consistent and legally defensible.
Student Learning Outcomes: 1. Students will be able to design workplace conduct standards and organizational culture frameworks that establish clear expectations for employee behavior, engagement, and professional accountability. 2. Students will be able to apply structured dispute resolution frameworks to resolve interpersonal workplace conflicts. 3. Students will be able to design and implement progressive discipline and termination procedures that are fair, consistent, and legally compliant, including

proper documentation and corrective action systems.
4. Students will be able to design HR documentation and recordkeeping systems within an HRIS environment that ensure audit readiness, legal compliance, and accurate personnel record management.
5. Students will be able to integrate workplace conduct, conflict resolution, discipline, termination, and HR compliance systems into a unified workforce governance framework that supports organizational stability and risk mitigation.

COM 300
INFORMATION, MEDIA AND RESEARCH LITERACY
3 Semester Credit Hours
Prerequisite(s): ENT 310 Entrepreneurship: Formation to Business Launch
Description: This course develops students' ability to identify information needs, conduct effective research, organize and interpret findings, and use information to support practical decisions and communication. Students learn how to locate relevant information from diverse research, media, and digital sources and how to organize complex information into useful summaries, comparisons, and conclusions. Emphasis is placed on research strategy, information gathering, source evaluation, synthesis, and the practical use of evidence in academic, professional, and business settings. Students also learn to recognize unreliable or misleading information and to use digital and artificial intelligence tools responsibly as part of the research process.
Student Learning Outcomes: 1. Students will be able to explain how information is created, organized, and communicated across contemporary research and media environments. 2. Students will be able to develop effective research strategies to identify information needs and locate relevant sources. 3. Students will be able to collect and organize information from multiple sources for practical analysis and use. 4. Students will be able to evaluate the credibility, relevance, and usefulness of information and evidence. 5. Students will be able to interpret research findings and data to identify meaningful patterns, relationships, and conclusions. 6. Students will be able to summarize and synthesize information from multiple sources into clear and useful findings. 7. Students will be able to apply appropriate verification and ethical-use practices when working with information, including information obtained through digital and artificial intelligence tools. 8. Students will be able to use research findings to develop and communicate evidence-based recommendations for practical problems or decisions.

BUS 410
INTERNATIONAL BUSINESS AND GLOBAL TRADE STRATEGY
3 Semester Credit Hours
Prerequisite(s): FIN 400 Financial Strategies and Business Acquisitions
Description: This course examines business operations in international and global trade

environments. Students study international market conditions, cross-border business strategy, trade frameworks, cultural and economic influences, and the strategic considerations involved in expanding business activity into global contexts.

Student Learning Outcomes:
1. Students will be able to evaluate the strategic relevance of international business for global competitive advantage, entrepreneurship, and organizational growth.
2. Students will be able to analyze global environmental risk factors—including political, regulatory, and currency variables—to assess their cumulative impact on international decision-making.
3. Students will be able to appraise the ethical and strategic dimensions of global trade, specifically regarding risk management, trade agreement leverage, and alignment with global standards.
4. Students will be able to design cross-cultural communication, negotiation, and management frameworks for diverse international business environments.
5. Students will be able to evaluate the role of diplomacy and geopolitics in global commerce, assessing the strategic business implications of international trade organizations and treaties.
6. Students will be able to implement global trade compliance and logistics strategies, utilizing international shipping standards (Incoterms) and customs frameworks to ensure efficient global operations.
7. Students will be able to design international business plans incorporating market entry planning, risk assessment, and ethical operational frameworks.

MGT 100

INTRODUCTION TO BUSINESS AND THE HCA MANAGEMENT SYSTEM

3 Semester Credit Hours

Prerequisite(s): IDS 110 Effective Study Techniques

Description:
This foundational course introduces students to the fundamentals of modern business and the unique structure of the Hubbard College of Administration (HCA) Management System. Students will gain an understanding of the basic functions of business, management and entrepreneurship. Emphasis is placed on how organizations create value, achieve productivity, and function ethically within society. In addition, students will be introduced to the HCA Management System—a set of practical tools, policies, and administrative principles that empower individuals to build, expand, and effectively manage organizations of any size. By combining core business theory with real-world management practices, this course equips students with a working foundation for success in both further study and applied business settings.

Student Learning Outcomes:
1. Students will be able to analyze the core functions and socio-economic purposes of business entities in contemporary society.
2. Students will be able to evaluate the integration of key business disciplines within corporate models.
3. Students will be able to analyze and evaluate the role of the HCA Management System in contemporary business models.
4. Students will be able to configure business structures and inputs within standard

HCA Management System software environments.
5. Students will be able to assess diverse corporate models to determine optimal integration pathways or constraints for the HCA Management System.
6. Students will be able to use AI software to accomplish essential and foundational business tasks, such as professional writing in business, market research, problem solving, etc.

LDR 100

LEADERSHIP DEVELOPMENT

3 Semester Credit Hours

Prerequisite(s): MGT 150 Performance Management Practicum

Description:
This course provides students with a foundational understanding of leadership theory, practice, and application within the framework of the Hubbard College of Administration (HCA) Management System. Students will trace the historical development of leadership from classical to contemporary models while gaining hands-on experience in the principles of ethics, communication, morale, and executive responsibility. Through applied simulations, role plays, and real-world case studies, students will develop the ability to guide teams, issue effective directives, and manage organizational outcomes. Emphasis is placed on strategic planning, decision-making, and the cultivation of command presence—culminating in the study of The *Art of War* by Sun Tzu as a blueprint for strategic thinking and leadership under pressure. By integrating traditional leadership concepts with the practical administrative tools of the HCA Management System, this course equips students to lead, plan, and execute with clarity, confidence, and measurable results.

Student Learning Outcomes:
1. Students will be able to analyze structural evolutions in historical leadership paradigms to critique modern leadership models.
2. Students will be able to apply conflict resolution, team management, and strategic production principles within simulated organizational environments.
3. Students will be able to appraise the core ethical, operational, and strategic responsibilities mandated in executive leadership execution.
4. Students will be able to define and differentiate the roles of team member, manager, and goal maker within an organizational structure, and evaluate how each contributes to effective leadership and production outcomes.
5. Students will be able to demonstrate the ability to issue clear and effective orders and directives that support organizational goals, ensure accountability, and align team efforts with established policies and measurable production outcomes.
6. Students will be able to formulate clear and concise strategic planning that establishes, directs, and expands business activities and projects, demonstrating foresight, organization, and practical leadership in execution.
7. Students will be able to formulate corporate strategy and tactical decisions under operational constraints based on classical strategic frameworks.

ECO 310

MACROECONOMICS

3 Semester Credit Hours

Prerequisite(s): ECO 300 Microeconomics

Description:
This course introduces students to macroeconomic principles and their relevance to business and public policy. Students examine inflation, unemployment, fiscal policy, monetary policy, economic growth, business cycles, and global economic forces in order to understand how large-scale economic conditions influence organizational planning and performance.

Student Learning Outcomes:
1. Students will be able to analyze the impact of macroeconomic systems and national indicators on the business environment and society.
2. Students will be able to assess how shifting macroeconomic conditions influence long-range organizational planning, specifically regarding capital allocation and investment strategy.
3. Students will be able to evaluate the influence of fiscal and monetary policies on market liquidity, interest rates, and organizational access to capital.
4. Students will be able to synthesize complex macroeconomic reports and data sets to inform corporate policy analysis and strategic forecasting.
5. Students will be able to analyze business cycle phases in relation to organizational resilience and strategic timing.
6. Students will be able to generate aggregate consumer and industry trend forecasts derived from leading economic indicators and sentiment indices.
7. Students will be able to evaluate the ethical and societal implications of macroeconomic decisions, including wage policies, public policy advocacy, and wealth distribution.
8. Students will be able to communicate macroeconomic analyses, forecasts, and recommendations clearly using evidence, basic quantitative support, and professional business communication.

MGT 110

MANAGEMENT FUNDAMENTALS

3 Semester Credit Hours

Prerequisite(s): IDS 150 Ethics, Critical Thinking and Professional Responsibility

Description:
This course provides students with a foundational understanding of economic principles, management fundamentals, and organizational operations based on the Hubbard College of Administration (HCA) Management System. Students will explore the dynamics of scarcity, exchange, production, and value creation, while also learning practical tools for improving efficiency, decision-making, and workplace productivity. Emphasis is placed on the application of concepts such as the Four Conditions of Exchange, the cycle of action, and behavioral economic strategies that influence motivation and performance. Students will also examine the role of gamification in modern organizations as a driver of engagement and productivity. By combining classical economic theory, management practices, and the unique frameworks of the HCA Management System, this course equips students with actionable skills to evaluate, design, and improve systems in real-world organizational contexts.

Student Learning Outcomes:
1. Students will be able to analyze fundamental economic concepts and their influence on consumer and producer market trends.

2. Students will be able to evaluate the function of economic exchange mechanisms within production-oriented organizational models.
3. Students will be able to apply core operations management frameworks, including Valuable Final Products and output cycles, to optimize corporate yield.
4. Students will be able to analyze and apply diverse economic exchange models and transaction stages to support ethical decision-making, enhance organizational performance, and optimize business operations.
5. Students will be able to apply behavioral economic principles, including the use of rewards and penalties, to influence motivation, improve morale, and optimize productive outcomes in the workplace.
6. Students will be able to implement principles of control and the cycle of action to improve task execution, operational flow, and efficiency across diverse work settings.
7. Students will be able to design efficient work systems through strategic task management, including identification, prioritization, time utilization, and resource coordination.
8. Students will be able to implement structured meeting management methodologies to enforce accountability, streamline corporate communications, and track production metrics.
9. Students will be able to assess the impact of gamification techniques on economic behavior, including their effects on motivation, engagement, and productivity in professional and personal contexts.

BUS 550

MANAGERIAL ACCOUNTING AND FINANCE DECISION-MAKING

3 Semester Credit Hours

Prerequisite(s): BUS 540 Advanced Performance Measurement and Statistical Management

Description:
This course provides graduate students with advanced knowledge and applied skill in managerial accounting and financial decision-making at the enterprise level. Students examine financial data systems, accounting structures, profitability analysis, pricing, forecasting, liquidity, and strategic resource allocation in order to evaluate organizational financial health and support high-level business decisions.

Student Learning Outcomes:
1. Students will be able to evaluate the strategic role of financial management and accounting as an integrated oversight function within a corporate entity.
2. Students will be able to design financial data systems using structured bookkeeping processes to ensure the integrity and accessibility of enterprise-level information.
3. Students will be able to synthesize core financial statements—including Profit & Loss, Balance Sheets, and Cash Flow statements—to provide a comprehensive view of organizational health.
4. Students will be able to critically analyze financial performance through advanced ratio analysis and the evaluation of income statement components to assess profitability and operational efficiency.
5. Students will be able to appraise an organization's financial position and liquidity through the strategic interpretation of balance sheets and cash flow modeling.
6. Students will be able to design value-based pricing and cost structures using integrated financial principles to optimize profitability.

7. Students will be able to formulate long-range financial forecasts and growth plans that drive strategic resource allocation and organizational decision-making.
8. Students will be able to design a comprehensive financial blueprint integrating forensic analysis and strategic planning to support organizational goals.
9. Students will be able to design complete financial accounting systems for diverse enterprises in accordance with professional standards across service-based, product-based, and multi-revenue organizations.

MKT 310

MARKETING FUNDAMENTALS AND BRANDING

3 Semester Credit Hours

Prerequisite(s): COM 310 Principles of Visual Communication and Design

Description:
This course introduces students to marketing fundamentals and branding with emphasis on marketable value, audience research, positioning, marketplace identity, brand differentiation, brand expression, customer experience, and ethical marketing practice. Students examine how organizations identify customer needs, establish differentiated market positions, develop coherent brand identities, communicate value through marketplace presentation, and maintain brand integrity across customer touchpoints.

Student Learning Outcomes:
1. Students will be able to apply foundational marketing principles to connect marketable products and services with customer demand, value exchange, and marketplace opportunity.
2. Students will be able to apply market research and audience-analysis methods to identify target markets, customer needs, preferences, and marketplace opportunities.
3. Students will be able to formulate positioning and marketplace identity frameworks that differentiate an offering and align its value with audience expectations and competitive context.
4. Students will be able to apply marketing communication and marketplace-presentation principles to translate positioning into clear, consistent, audience-centered messages and market-facing materials.
5. Students will be able to develop differentiated brand identity frameworks that integrate brand purpose, promise, personality, value, and distinctive marketplace characteristics.
6. Students will be able to evaluate and develop brand expression across visual identity, packaging, storytelling, customer touchpoints, and customer experience to strengthen recognition, perceived value, loyalty, and consistency.
7. Students will be able to evaluate ethical considerations in marketing and brand communication to protect brand integrity, avoid deceptive or misleading practices, and support responsible marketplace relationships.
8. Students will be able to synthesize market research, positioning, brand identity, marketplace presentation, and customer-experience strategy into a professional market-entry branding plan.

MKT 320

MARKETING STRATEGY

3 Semester Credit Hours

Prerequisite(s): MKT 310 Marketing Fundamentals and Branding
Description: This course develops student competence in marketing strategy through the analysis of target markets, product positioning, promotional planning, competitive conditions, and strategic execution. Students learn how to design integrated marketing approaches that align organizational goals with customer needs and market opportunity.
Student Learning Outcomes: 1. Students will be able to formulate integrated marketing, public relations, and sales strategies for business growth across B2C and B2B contexts. 2. Students will be able to appraise specialized marketing tactics for specific organizational goals across traditional, digital, and influencer-based channels. 3. Students will be able to develop comprehensive marketing plans for products and services that align brand messaging and delivery channels with audience requirements. 4. Students will be able to construct strategic marketing budgets that account for media mix decisions, resource constraints, and ROI expectations. 5. Students will be able to design promotional schedules that align product launch timelines, seasonal trends, and media planning. 6. Students will be able to produce professional promotional content (including visual and video assets) to package and merchandise offerings according to industry standards. 7. Students will be able to integrate traditional and out-of-home (OOH) media into a coordinated multi-channel strategy that reinforces brand presence. 8. Students will be able to analyze marketing performance metrics and campaign analytics to drive data-informed improvements and strategic decision-making.

MKT 350
MARKETING, PR AND SALES PRACTICUM
3 Semester Credit Hours
Prerequisite(s): MKT 340 Sales Strategy and Methodologies
Description: This practicum course provides applied experience in integrated marketing, public relations, and sales execution. Students produce coordinated campaign materials, strategic messaging, market-facing deliverables, and performance-based evaluations that demonstrate readiness for professional application in promotional environments.
Student Learning Outcomes: 1. Students will be able to conduct market positioning research using survey instruments to identify consumer needs and inform brand development aligned with market values. 2. Students will be able to formulate integrated brand identity frameworks using visual identity, brand voice, and audience resonance components. 3. Students will be able to synthesize market research, channel selection, and campaign budgeting into a comprehensive marketing strategy. 4. Students will be able to formulate a strategic public relations plan, including campaign messaging and media tactics, supported by a detailed schedule and resource budget. 5. Students will be able to design a sales execution plan featuring sales-cycle

mapping, performance metrics, and detailed revenue and expense projections.
6. Students will be able to integrate marketing, PR, and sales functions into a unified growth strategy that reflects current marketplace realities and organizational objectives.
7. Students will be able to formulate a professional integrated campaign supported by formal written documentation.

ECO 300

MICROECONOMICS

3 Semester Credit Hours

Prerequisite(s): SCI 200 Science in the Modern World

Description:
This course introduces students to microeconomic principles and their application in business decision-making. Students examine supply and demand, market behavior, pricing, competition, consumer choice, and resource allocation in order to understand how economic forces affect firms, industries, and operational strategy.

Student Learning Outcomes:
1. Students will be able to analyze microeconomic market structures and pricing mechanisms in relation to resource allocation and stakeholder behavior.
2. Students will be able to apply core economic frameworks, including scarcity, opportunity cost, and marginal analysis, to firm and household decision-making.
3. Students will be able to assess how microeconomic variables influence organizational strategy and production decisions.
4. Students will be able to apply economic insights to market selection and competitive positioning.
5. Students will be able to model customer and supplier behavior using price elasticity and utility theory.
6. Students will be able to explain the ethical implications of microeconomic decisions regarding labor practices, pricing strategies, and market influence.
7. Students will be able to interpret microeconomic data to determine relevant strategic business responses.

BUS 560

OPERATIONS EVALUATION AND PERFORMANCE IMPROVEMENT

3 Semester Credit Hours

Prerequisite(s): BUS 550 Managerial Accounting and Finance Decision-Making

Description:
This course develops graduate-level competence in operations evaluation and performance improvement within complex organizational environments. Students analyze information quality, identify root causes of operational challenges, evaluate statistical indicators, apply structured evaluation formats, and develop strategic plans, policies, programs, and project sequences that improve organizational performance and support long-term revitalization.

Student Learning Outcomes:
1. Students will be able to apply advanced analytical frameworks to evaluate strategic options.
2. Students will be able to appraise the validity of information by distinguishing fact from opinion and evaluating data of comparable magnitude.

3. Students will be able to conduct structured investigative evaluations to identify root causes of systemic business challenges.
4. Students will be able to leverage statistical indicators to detect underlying performance conditions and guide strategic organizational decisions.
5. Students will be able to execute structured evaluation formats—including scene assessment and sequencing—to optimize organizational outcomes.
6. Students will be able to design strategic alignment frameworks that connect organizational purpose with long-term organizational revitalization.
7. Students will be able to develop organizational policies and operational plans that are aligned with strategic goals and measurable performance indicators.
8. Students will be able to formulate complex programs and projects using correct sequencing and implementation principles to support large-scale initiatives.
9. Students will be able to evaluate and optimize the use of project management technologies to support organizational transformation and effective execution.

MGT 140

ORGANIZATIONAL PERFORMANCE MEASUREMENT

3 Semester Credit Hours

Prerequisite(s): MGT 130 Organizing Board Practicum

Description:
This course provides a comprehensive, management-focused study of how business statistics are used to supervise, evaluate, and improve organizational production once an effective structure is in place. Building on the organizational design principles introduced in MGT 120, students learn how to identify, construct, and analyze meaningful statistics aligned with an organization's purpose, Valuable Final Products (VFPs), and divisional responsibilities. Emphasis is placed on management by statistics, including the use of gross divisional statistics, stat books, trend analysis, and condition formulas to accurately assess performance, maintain real-time visibility, and determine appropriate corrective or reinforcing actions. Through applied exercises, charting and graphing projects, and scenario-based analysis, students develop the ability to monitor post-to-post production, diagnose operational breakdowns, and coordinate effective action plans that improve productivity and support stable expansion. By the end of the course, students will be able to use statistical data as a primary management tool to guide decision-making, supervise organizational performance, and ensure continued progress toward the organization's ideal scene.

Student Learning Outcomes:
1. Students will be able to apply fundamental knowledge of statistical information to analyze and manage organizational productivity.
2. Students will be able to create organizational statistics aligned with Valuable Final Products (VFPs) that accurately reflect progress toward or away from the ideal scene, avoiding distortion or misrepresentation.
3. Students will be able to identify and track Gross Divisional Statistics (GDS) and isolate key statistics that require attention, based on production performance and organizational structure.
4. Students will be able to use technology and statistical best practices to chart, graph, and present statistics in a format that enables real-time visibility and supports informed management decisions.
5. Students will be able to analyze statistical trends to identify areas requiring improvement or reinforcement.

6. Students will be able to correctly assign and apply condition formulas to individual and group statistics, ensuring proper gradient handling and continuation of successful actions without skipping actions.
7. Students will be able to develop and implement action plans that align with condition formulas and statistical data, using them to coordinate team actions that improve production and raise statistical performance.
8. Students will be able to execute complex statistical analysis across multiple statistics, producing condition assessments, rationales, and recommended actions for performance improvement across the organization.

MGT 120

ORGANIZATIONAL STRUCTURE AND DESIGN

3 Semester Credit Hours

Prerequisite(s): MGT 110 Management Fundamentals

Description:
This course provides a comprehensive study of how organizations are intentionally designed, structured, and coordinated to achieve maximum productivity and expansion. Grounded in the Hubbard College of Administration (HCA) Management System, students learn the principles of organizing, the sequence of growth, and the creation of clearly defined production flows that align with an organization's purpose and Valuable Final Product (VFP). Through practical exercises, Organizing Board design projects, and scenario-based simulations, students will learn how to construct effective structures for businesses of any size, from startups to multi-department enterprises. Emphasis is placed on the functions of each organizational division, the sequencing of work, the chain of command, and the executive responsibility required to maintain structural integrity through periods of change. By the end of the course, students will be able to design complete Organizing Boards, assign roles and functions, plan phased expansion, and correct common organizational breakdowns—ensuring stable growth, improved efficiency, and aligned teamwork across all operations.

Student Learning Outcomes:
1. Students will be able to apply core structural design principles to optimize organizational workflows and scalability.
2. Students will be able to design structures that align with an organization's purpose, production flow, and Valuable Final Product (VFP).
3. Students will be able to plan and construct Organizing Boards for service- and product-based organizations across B2C and B2B contexts, establishing the overall Valuable Final Product and aligning all divisions, departments, and positions accordingly.
4. Students will be able to define the functions and production flows within each division and department by identifying the required action and sequencing necessary to achieve their respective Valuable Final Products.
5. Students will be able to formulate a phased workforce development and staffing sequence plan to sustain long-term structural business expansion.
6. Students will be able to implement stable organizational structures with clear role assignments to enhance consistency and efficiency, including the principle of holding firm the organizational structure and understanding organizational flows and the relationship to the chain of command.
7. Students will be able to adapt Organizing Board structures to address operational challenges and evolving business needs across different industries,

team sizes, and phases of growth.
8. Students will be able to identify and remedy common organizational pitfalls to minimize stress and maximize expansion.

MGT 130

ORGANIZING BOARD PRACTICUM

3 Semester Credit Hours

Prerequisite(s): MGT 120 Organizational Structure and Design

Description:
This course is a hands-on practicum designed to give students extensive experience applying the organizational principles learned in MGT 120. Through a series of structured practice assignments, students analyze businesses of increasing complexity and construct fully developed organizing boards that align with each company's purpose, Valuable Final Products, functions, and workflow. Across small businesses, medium-sized firms, large multi-divisional organizations, and corporate or holding-company structures, students build accurate organizational designs and refine them through repeated application. The course culminates in a student-selected Organizing Board and a final capstone presentation demonstrating mastery of practical organizational design.

Student Learning Outcomes:
1. Students will be able to accurately analyze a business using core HCA organizational principles—including VFP, purpose, functions, flows, and personnel requirements—to extract the essential data needed for Organizing Board design.
2. Students will be able to construct complete Organizing Boards that properly align an organization's divisions, departments, hats, and flows to its purpose, Valuable Final Products, and operational realities.
3. Students will be able to build Organizing Boards for a wide range of businesses—small, medium, large, and multi-divisional—across diverse industries, applying the same standard organizing framework to different operating models.
4. Students will be able to map and sequence the functions, actions, and workflows within each division and department so that the organization's Valuable Final Products are achieved through correct flows and handlings.
5. Students will be able to determine the full complement of organizational positions needed for stability and expansion, including phased-growth planning for organizations at different development stages.
6. Students will be able to apply the principles of establishing and holding the form of the organization by designing structures that maintain stable lines, flows, terminals, and command channels.

MGT 150

PERFORMANCE MANAGEMENT PRACTICUM

3 Semester Credit Hours

Prerequisite(s): MGT 140 Organizational Performance Measurement

Description:
This course is a hands-on practicum designed to give students extensive experience applying the statistical concepts and tools learned in MGT 140. Through a series of structured practice assignments, students build a complete Book of Statistics for multiple companies across varied business contexts, including sales, production, service, and administrative operations. Students

practice reviewing Organizing Boards and Valuable Final Products, designing statistics that accurately measure production, selecting appropriate statistical measures, constructing properly scaled graphs, and interpreting statistical information for management decision-making. Emphasis is placed on accuracy, clarity, and the correct use of statistics as tools for analysis and production monitoring. The course culminates in the design and construction of a full Book of Statistics for a student-selected business, along with a final capstone presentation demonstrating mastery of applied business statistics.

Student Learning Outcomes:
1. Students will be able to create and graph statistics manually and using computer-based tools, ensuring accurate measurement of production aligned to the organization's Valuable Final Products (VFPs) at the individual, departmental, divisional, and organizational levels.
2. Students will be able to construct a comprehensive corporate statistical portfolio (Book of Statistics) that standardizes operational performance measures across multiple business entities.
3. Students will be able to analyze statistics to identify trends, determine the approach to or departure from the ideal scene, and isolate the key statistics that require handling.
4. Students will be able to assign conditions to statistics based on multi-week trend patterns, and demonstrate the ability to correctly apply conditions in sequence without skipping steps or interrupting successful actions.
5. Students will be able to write and execute full condition formulas, including complete action plans that outline the specific actions required for each step of the formula implementation, tied directly to statistical performance.
6. Students will be able to apply statistical management techniques across a variety of organizational types, ensuring that all statistics and condition applications align with the VFPs of the business and its divisions.

FIN 200

PERSONAL FINANCIAL PLANNING AND MANAGEMENT

3 Semester Credit Hours

Prerequisite(s): HRM 230 Human Resources Management - Part III (Discipline & Termination)

Description:
This course introduces students to the foundational principles and practices of personal financial planning and management with a specific focus on banking, credit, saving, investing, budgeting, debt management, tax awareness, and long-term financial stability. Students examine the practical systems and behaviors required to manage personal finances effectively and to make informed financial decisions across everyday and long-range financial activities. Emphasis is placed on the development of structured financial habits, the use of automated money-management systems, the application of HCA Management System financial principles, and the organization of personal financial data using accounting software. Through progressive assignments and a final applied QuickBooks project, students develop practical competence in building and maintaining an integrated personal financial management system.

Student Learning Outcomes:
1. Students will be able to analyze foundational mechanisms of macro- and micro-

personal finance structures.
2. Students will be able to evaluate personal financial tools and asset accounts for alignment with individual wealth management strategies.
3. Students will be able to construct personal financial budgets and asset allocation frameworks based on individual financial targets.
4. Students will be able to apply strategies to manage debt, improve credit standing, and strengthen long-term financial stability.
5. Students will be able to develop and implement investment strategies to support long-term financial growth and wealth building.
6. Students will be able to construct and manage a personal financial plan, including budgeting, cash flow management, net worth assessment, and long-term financial goal setting.
7. Students will be able to apply basic tax awareness and personal financial documentation practices, including understanding common tax forms and organizing records for reporting purposes.
8. Students will be able to apply HCA Management System financial principles, including Financial Planning #1 (FP #1), financial allocation, and solvency strategies, to support personal financial stability and long-term planning.
9. Students will be able to demonstrate proficiency in the use of accounting software to establish, manage, and maintain financial systems.

COM 310

PRINCIPLES OF VISUAL COMMUNICATION AND DESIGN

3 Semester Credit Hours

Prerequisite(s): COM 300 Information, Media and Research Literacy

Description:
This course introduces students to the principles of visual communication and design across contemporary communication environments. Students examine how design, messaging, media, and audience interpretation influence attention, meaning, perception, brand communication, and response across contemporary communication channels.

Student Learning Outcomes:
1. Students will be able to explain how art functions as a form of communication between a creator and an audience.
2. Students will be able to analyze how message, audience, presentation, and integration influence the meaning and effectiveness of communication.
3. Students will be able to apply fundamental visual principles, including composition, rhythm, depth, color, form, and emotional tone, to interpret and create visual communication.
4. Students will be able to evaluate visual communication for clarity, unity, emotional effect, appropriateness, and professional effectiveness.
5. Students will be able to analyze how visual communication shapes perception, identity, and meaning across cultural, social, professional, organizational, and commercial contexts.
6. Students will be able to evaluate how visual messages used in media, advertising, public communication, and other persuasive contexts influence audience interpretation and response.
7. Students will be able to apply ethical and responsible principles when creating or evaluating persuasive visual communication, including digitally produced and artificial intelligence–generated content.

8. Students will be able to develop and present an integrated visual communication solution that applies artistic, strategic, audience, and professional principles to a practical communication need.

MKT 630

PUBLIC RELATIONS INFLUENCE AND SALES STRATEGY

3 Semester Credit Hours

Prerequisite(s): MKT 620 Strategic Marketing and Market Execution

Description:
This graduate course develops advanced expertise in public relations, influence, and sales strategy. Students examine reputation management, stakeholder communication, outreach planning, event strategy, professional persuasion, and advanced sales systems in order to build integrated campaigns that support trust, growth, and executive-level market impact.

Student Learning Outcomes:
1. Students will be able to analyze the foundational laws and functions of public relations to evaluate their role in building stakeholder trust and supporting organizational strategy.
2. Students will be able to design comprehensive PR strategies that integrate detailed budgets, promotional schedules, and targeted outreach to achieve business objectives.
3. Students will be able to evaluate reputation management programs using stakeholder assessments, safe-pointing strategies, and feedback-loop systems to protect brand equity.
4. Students will be able to produce professional public-facing content formatted for multi-channel media distribution and high-impact digital engagement.
5. Students will be able to design PR event and partnership frameworks using advanced visual communication tools and networking methodologies to expand organizational influence.
6. Students will be able to evaluate customer operational challenges to formulate tailored sales messaging for specific stakeholder needs.
7. Students will be able to execute advanced objection-handling and closing techniques to address buyer resistance and facilitate informed, confident purchasing decisions.
8. Students will be able to design complex B2B and B2C sales processes, including lead qualification, executive presentation, and strategic proposal development.
9. Students will be able to evaluate professional sales pipelines using management systems to track leads, coordinate follow-up activities, and measure conversion metrics.
10. Students will be able to architect professional integrated campaigns grounded in market research, branding architecture, and sales-cycle mapping that align with organizational goals and marketplace realities.

MKT 340

SALES STRATEGY AND METHODOLOGIES

3 Semester Credit Hours

Prerequisite(s): PUB 310 Strategic Public Relations and Professional Communication

Description:
This course examines sales strategy and methodologies in both business-to-consumer and business-to-business contexts. Students study prospecting, qualification, presentation, objection handling, closing, follow-up, and pipeline management in order to support effective professional sales performance.

Student Learning Outcomes:
1. Students will be able to analyze the core principles and ethical stages of the HCA Management System sales methodology across diverse sales environments.
2. Students will be able to evaluate customer operational challenges to align sales messaging with specific stakeholder needs.
3. Students will be able to apply advanced objection-handling and closing techniques to address prospect resistance.
4. Students will be able to design business-to-consumer (B2C) sales frameworks that emphasize value propositions and relationship-building.
5. Students will be able to design business-to-business (B2B) sales processes, including lead qualification, executive presentation, and strategic proposal development.
6. Students will be able to appraise specialized sales techniques—including consultative, transactional, and high-impact models—for various market types.
7. Students will be able to administer a professional sales pipeline utilizing management systems to track leads, coordinate follow-up activities, and measure conversion metrics.
8. Students will be able to evaluate the ethical and professional responsibilities of the sales function, ensuring brand integrity and the maintenance of long-term customer trust.
9. Students will be able to synthesize sales lifecycle data from lead identification through close and reporting.

SCI 200

SCIENCE IN THE MODERN WORLD

3 Semester Credit Hours

Prerequisite(s): ACC 210 Financial Accounting Practicum

Description:
This course introduces students to foundational principles of applied natural and physical science, with specific focus on scientific reasoning, observation, measurement, cause and effect, energy, matter, materials, physical systems, environmental systems, technology, sustainability, and practical problem-solving in the modern world. Students examine how scientific concepts appear in real-world settings such as workplaces, facilities, transportation systems, equipment, resource use, safety conditions, waste reduction, and environmental responsibility. Emphasis is placed on understanding science as a practical method for evaluating evidence, interpreting basic quantitative data, analyzing physical and environmental conditions, and making sound decisions. Business-oriented examples are used throughout the course as applied contexts for studying how energy use, materials, technology, natural systems, and sustainability issues affect human activity and organizational operations. Through progressive applied science projects and a final business improvement capstone, students develop practical competence in using scientific reasoning, basic data analysis, and clear communication to evaluate real-world problems and propose evidence-based improvements.

Student Learning Outcomes:
1. Students will be able to explain foundational concepts from the natural and physical sciences relevant to modern applied environments.
2. Students will be able to apply scientific reasoning to practical real-world problems involving observation, evidence, cause and effect, resource use, safety, sustainability, and risk.
3. Students will be able to interpret basic quantitative data related to scientific and physical conditions, including measurements, trends, ratios, and rates.
4. Students will be able to analyze the impact of natural and physical systems on human and built environments.
5. Students will be able to explain how scientific principles support technology, innovation, efficiency, safety, quality, and responsible process improvement in practical settings.
6. Students will be able to analyze environmental and sustainability issues using scientific concepts related to resource management, waste reduction, pollution, and long-term impact.
7. Students will be able to identify practical responses to problems involving physical systems, resource constraints, safety, efficiency, or environmental impact.
8. Students will be able to communicate science-based recommendations utilizing empirical evidence.

MKT 610

STRATEGIC BRANDING AND INTEGRATED VISUAL COMMUNICATION

3 Semester Credit Hours

Prerequisite(s): BUS 560 Operations Evaluation and Performance Improvement

Description:
This graduate course develops advanced expertise in branding and integrated visual communication. Students study visual strategy, brand architecture, consumer perception, design systems, media influence, and positioning in order to create high-impact branding solutions that support organizational growth and marketplace differentiation.

Student Learning Outcomes:
1. Students will be able to evaluate the fundamentals of visual design to develop effective multi-channel messaging that differentiates a brand across contemporary and historical media contexts.
2. Students will be able to analyze the core principles of visual design—including composition, contrast, and emotional tone—to evaluate their impact on audience psychological response.
3. Students will be able to appraise the relationship between visual messaging and consumer perception to determine how design influences brand identity and cultural interpretation.
4. Students will be able to apply advanced visual communication principles to produce high-impact media for strategic business use.
5. Students will be able to utilize strategic design thinking and ideation techniques to formulate visual communication strategies that support integrated marketing and branding objectives.
6. Students will be able to evaluate the influence of media and visual messaging on consumer behavior through the application of media literacy and advertising analysis frameworks.
7. Students will be able to analyze foundational marketing principles and the

marketing mix to build deep customer trust.
8. Students will be able to evaluate marketplace structures by conducting segmentation, identifying target publics, and calculating return on marketing investment (ROMI).
9. Students will be able to design market research and brand positioning frameworks to develop a clear, compelling brand identity.
10. Students will be able to synthesize marketing, PR, and sales functions into a unified growth strategy grounded in branding architecture and market analysis.

HRM 610

STRATEGIC HUMAN CAPITAL AND WORKFORCE SYSTEMS

3 Semester Credit Hours

Prerequisite(s): BUS 560 Operations Evaluation and Performance Improvement

Description:
This course prepares graduate students to design and lead strategic human capital systems that support organizational performance, legal compliance, workforce development, and executive decision-making. Students examine talent acquisition, compensation, succession planning, performance systems, disciplinary frameworks, workforce analytics, and long-term human capital alignment.

Student Learning Outcomes:
1. Students will be able to design strategic talent acquisition systems using compliant job design, targeted recruitment, and structured selection aligned with organizational goals.
2. Students will be able to evaluate personnel screening data and behavioral indicators to assess organizational fit and performance potential.
3. Students will be able to analyze advanced labor laws and regulatory frameworks (EEOC, DOL, OSHA) to ensure compliance across all phases of the employee lifecycle.
4. Students will be able to architect competitive, legally compliant compensation and benefit systems that integrate employee readiness and retention goals.
5. Students will be able to formulate comprehensive employee development, training, and succession programs to support long-term organizational growth.
6. Students will be able to design data-driven performance management systems using evaluation, coaching, and feedback frameworks to improve enterprise productivity.
7. Students will be able to design ethical, compliant disciplinary and conflict-resolution systems that resolve issues while preserving organizational culture.
8. Students will be able to design termination protocols that ensure full legal compliance and proactive risk mitigation.
9. Students will be able to evaluate workforce analytics and HRIS data to forecast staffing needs and align human capital strategy with corporate objectives.

MGT 400

STRATEGIC MANAGEMENT

3 Semester Credit Hours

Prerequisite(s): BUS 350 Business Performance Evaluation and Improvement

Description:
This course develops advanced competence in strategic management through the

study of long-range planning, competitive positioning, policy alignment, implementation sequencing, and organizational direction. Students integrate prior business learning to evaluate complex conditions and produce strategic recommendations aligned with enterprise objectives.
Student Learning Outcomes: 1. Students will be able to design the Administrative Scale to align organizational purpose with strategic objectives, business development, and revitalization efforts. 2. Students will be able to formulate long-range organizational goals and evaluate the hierarchical seniority of purpose over policy within a strategic framework. 3. Students will be able to formulate organizational policies that align with ethical standards, broader corporate goals, and operational requirements. 4. Students will be able to apply operational planning tools—including orders and target hierarchies—to achieve defined strategic milestones. 5. Students will be able to define "Ideal Scenes" using statistical indicators and goal-related metrics to measure organizational health. 6. Students will be able to formulate complex strategic plans and programs using optimal sequencing and program maxims to support large-scale initiatives. 7. Students will be able to apply advanced project management methodologies using compliance reporting and tracking systems. 8. Students will be able to architect standardized operational systems, including SOPs, checklists, and digital workflows, to enhance consistency and control. 9. Students will be able to appraise business project systems based on appropriate technologies and management tools for diverse strategic projects.

CONS 610
STRATEGIC MANAGEMENT CONSULTING
3 Semester Credit Hours
Prerequisite(s): MIS 610 Enterprise AI Systems and Strategic Integration
Description: This course prepares graduate students to apply management consulting principles in complex business environments. Students examine consulting firm strategy, client analysis, advisory frameworks, organizational diagnostics, engagement design, implementation planning, and long-term client value creation through structured consulting methodologies.
Student Learning Outcomes: 1. Students will be able to evaluate profitable industry verticals using market research and trend analysis to focus consulting efforts. 2. Students will be able to design executive positioning and thought-leadership strategies to attract high-value consulting clients and stakeholders. 3. Students will be able to design outreach seminar and workshop strategies to build organizational awareness and interest. 4. Students will be able to formulate client conversion strategies for consulting engagements through structured relationship management. 5. Students will be able to design personalized advisory frameworks tailored to specific organizational needs. 6. Students will be able to architect recurring revenue models, including retainers and subscription-based consulting, to ensure business sustainability. 7. Students will be able to design client retention and expansion strategies to maximize lifetime value and service impact.

8. Students will be able to design consulting firm operating models that integrate financing, legal structure, staffing, and organizational design.
9. Students will be able to design professional learning environments and client supervision frameworks that support knowledge application and retention.
10. Students will be able to design high-level workshop and learning engagement frameworks to resolve service delivery challenges and support client satisfaction.

MKT 620

STRATEGIC MARKETING AND MARKET EXECUTION

3 Semester Credit Hours

Prerequisite(s): MKT 610 Strategic Branding and Integrated Visual Communication

Description:
This graduate course develops advanced competence in strategic marketing and market execution across traditional, digital, and integrated channels. Students design full-funnel marketing strategies, budgets, promotional schedules, CRM workflows, and performance-based plans that align market opportunity with organizational objectives.

Student Learning Outcomes:
1. Students will be able to architect integrated strategies across marketing, public relations, and sales to drive engagement across B2C and B2B contexts.
2. Students will be able to appraise specialized marketing tactics across traditional, digital, and influencer-based channels to achieve specific organizational objectives.
3. Students will be able to develop comprehensive marketing strategies and plans for products and services that align brand messaging with audience needs and delivery channels.
4. Students will be able to construct strategic marketing budgets that account for ROI expectations, resource constraints, and media-mix optimization.
5. Students will be able to design integrated promotional schedules that align product launch timelines with multi-channel media planning.
6. Students will be able to design full-funnel digital marketing strategies to manage the customer journey from awareness and engagement to conversion and retention.
7. Students will be able to leverage CRM systems and central files to execute automated multi-channel sequences, including email newsletters and drip campaigns.
8. Students will be able to formulate paid media and search strategies (SEO/SEM) utilizing display, social, and remarketing channels to drive targeted digital traffic.
9. Students will be able to apply advanced digital tools and AI optimization for audience segmentation, retargeting, and performance-based automation.
10. Students will be able to analyze campaign performance and ROI using specialized analytics tools to identify KPIs and drive data-informed strategic optimizations.

PUB 310

STRATEGIC PUBLIC RELATIONS AND PROFESSIONAL COMMUNICATION

3 Semester Credit Hours

Prerequisite(s): MKT 330 Digital Marketing Strategy

Description: This general education course develops students' understanding and practical use of public relations and public communication in professional, civic, organizational, and community settings. Students examine the purposes and ethical responsibilities of public relations; publics, opinion, and audience research; reputation, goodwill, and public positioning; media relations and publicity; reputation threats and public response; public relations planning and stakeholder engagement; and professional public speaking. Through applied communication work, students learn to research audiences, evaluate public-response conditions, develop credible public-facing communication, plan stakeholder-oriented public relations activities, and prepare and deliver effective professional presentations.
Student Learning Outcomes: 1. Students will be able to analyze the purposes, functions, ethical foundations, and professional responsibilities of public relations and public communication in shaping reputation, public understanding, and stakeholder relationships. 2. Students will be able to identify and analyze distinct publics and opinion leaders and apply audience-research and survey methods to inform public communication decisions. 3. Students will be able to develop reputation, goodwill, and public-position strategies grounded in credibility, evidence, audience expectations, and constructive stakeholder relationships. 4. Students will be able to develop public-facing communications and media-relations approaches appropriate to specific publics, news and publicity contexts, and communication objectives. 5. Students will be able to evaluate and respond to misinformation, reputation threats, and public-response challenges using documentation, evidence, ethical reasoning, and appropriate communication strategies. 6. Students will be able to develop public relations plans and stakeholder-engagement strategies that coordinate objectives, events, partnerships, communication activities, timing, resources, and evaluation. 7. Students will be able to design professional public presentations using audience analysis, clear purpose, supporting evidence, logical organization, and appropriate presentation methods. 8. Students will be able to deliver effective public speeches and professional presentations using audience adaptation, clear verbal and nonverbal delivery, appropriate supporting media, and in-person or online presentation practices.

6. ACADEMIC POLICIES

Admissions Criteria and Requirements (Undergraduate)

(Reference: BP 2.04.1 ADMISSIONS CRITERIA AND REQUIREMENTS (UNDERGRADUATE))

The College is committed to providing a high-quality distance education experience and educating students with the knowledge and skill sets necessary to successfully achieve their personal and professional goals. The College Admissions Policy is designed to identify and admit those students who possess the qualifications for admission and also demonstrate the potential to excel academically and contribute positively to the College community. The College believes in a holistic approach to admissions, considering not only academic achievements and ability, but also a student's personal characteristics, accomplishments and future goals that align with the College's institutional mission/purpose, vision and values.

In accordance with the College's board policy, "Non-Discrimination Equal Opportunity" (Board Policy 1.01.2), the College is committed to fostering an institution of equal opportunity for all persons and does not discriminate against any student or applicant for admission.

The College is committed to reasonably accommodating applicants and students with disabilities to the extent required by applicable law.

Admissions Criteria and Requirements. This policy does not apply to students who are seeking enrollment in the College Acceleration Program (CAP) through an agreement between the College and a high school or a home education program. The Program is established by BP 2.04.13, "College Acceleration Program."

1. Application and Fee. A completed College admissions application with the required application fee of $75.00 (refundable only as provided in BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy") must be submitted in accordance with the published deadline on the College's website.

2. Proof of Education. Submission of evidence of a high school diploma or equivalent (General Educational Development [GED] credential or Home School Completion Affidavit).

   Transfer students will be evaluated based on their college transcripts, academic performance, and a review of the courses they wish to transfer in accordance with BP 5.13.2, "Transfer Credit Acceptance Policy" (see Section 3 below).

   Ability-to-Benefit (ATB) students are not eligible for admission.

3. Academic Transcript. Submission of one of the following:*

   - High school graduates: high school transcript
   - GED students: GED transcript
   - Home school completion students: home school transcript
   - Transfer college students: college transcript(s)

   * Official transcripts are required for admission and must be submitted with the application. Failure to provide an official transcript at the time of application will

result in the application being considered incomplete, and the student will not be admitted. This requirement does not apply to current high school students who have not yet graduated (see below).

Exception for Unavailable High School Transcripts

If official high school transcripts are unavailable due to unforeseen circumstances such as school closure, lost or destroyed records, or the age of the records, the applicant must attest, in writing, that a reasonable and good faith effort was made to obtain the transcripts but was unsuccessful. In such cases, the applicant may submit a copy of their high school diploma, as required in (2) above. In the event the diploma is also unavailable, the applicant may request that the issuing high school, or its successor entity, furnish a letter or official statement — on official school letterhead and signed by an authorized school official — confirming the applicant's graduation. An attestation of graduation provided by the awarding entity or its successor entity constitutes equivalent documentation of high school completion for purposes of admission. The College does not accept a student's own attestation or self-certification as proof of high school graduation. The College reserves the right to request additional documentation to verify the authenticity of any submitted materials.

Provisional Acceptance (Current High School Students):
High school students who have not yet graduated and are therefore unable to submit a final official high school transcript with their application may be eligible for provisional acceptance, provided all other admission criteria are met. High school students seeking provisional acceptance must submit their most recent official transcript with the application. Provisional acceptance is expressly contingent upon the College's receipt of a final official transcript confirming high school graduation, and does not constitute full admission until that transcript is received and verified by the College.

Final official transcripts confirming high school graduation must be submitted within 30 days of the start of the term in which the student first enrolls, and in no case after the student has completed twelve (12) semester credit hours. Final official transcripts must clearly indicate the date of graduation and accurately reflect the academic information submitted in the student's application. A student who fails to submit the final official transcript by this deadline will be administratively withdrawn from the program. Any refund will be determined under BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy."

In limited and exceptional cases, the Vice President of Student Services may, at the College's sole discretion, grant a student additional time to submit the final official transcript where the student provides a clear, justifiable, and documented reason for the delay. In exercising this discretion, the Vice President of Student Services shall act in alignment with applicable accreditation standards. Any such

extension must be documented in the student's record and does not alter the conditional nature of the student's acceptance, which remains contingent upon the College's receipt of a final official transcript confirming graduation. No extension may permit the student to complete more than twelve (12) semester credit hours before the final official transcript is received and verified.

4. Academic Performance Review. An evaluation of the applicant's past coursework, academic performance and academic trends is conducted as part of the application process. While the College does not enforce a specific GPA threshold, factors such as GPA, course rigor, and academic performance are considered as part of the entire application process.

5. Letters of Recommendation. All applicants must request and forward three letters of recommendation from teachers, counselors, mentors, coaches, employers, employees, relatives, neighbors, clergypersons or others who are personally acquainted with the applicant and who can speak to their character, work ethic and potential for success in a college environment.

6. Personal Statement. All applicants should submit a personal statement (without utilizing a third-party generative artificial intelligence (AI) program, such as ChatGPT or QuillBot) discussing their goals and values and how these are aligned with those of the College and the degree program they are seeking. Additionally, applicants should state why they would be successful at the College and contribute to the College community. A discussion of the applicant's personal characteristics is encouraged.

7. Extracurricular Activities Summary. All applicants should submit a summary of any extracurricular activities such as sports, clubs, community service or leadership roles.

8. Interview. An onsite or virtual interview with the College Admissions Interview Team must be scheduled as part of the application process.

9. Technology Requirements:

    a. Completion of the College technology questionnaire.

    b. Attestation of the required technology:

        1. Regular daily access to a computer that meets the following distance education equipment requirements:

- Laptop
- Internet connection
- Speakers
- Webcam

- Microphone

2. Minimum software requirements:

- Microsoft Word, Excel, PowerPoint

Windows Users:

- Most recent version of Windows Operating System
- 32 GB of memory storage capacity
- Most recent version of Mozilla Firefox Internet Browser or Google Chrome Internet Browser

Mac Users:

- Most recent version of Mac Operating System
- 32 GB of memory storage capacity
- Most recent version of Mozilla Firefox Internet Browser or Google Chrome Internet Browser

10. International Students. International students are eligible for admission based on English proficiency, academic achievement, and financial solvency.

    All courses of the College are delivered in English. The College does not provide "English as a Second Language" (ESL) courses or programs. Applicants whose native language is not English must demonstrate their proficiency by passing an English proficiency exam. See the "English Language Proficiency Assessment" section below.

11. Foreign Transcript Evaluation. All foreign transcripts must be evaluated and, if necessary, translated to meet U.S. equivalency at the student's expense.

    The following is a sample of foreign transcript evaluators. (The College does not endorse any evaluators.)

    - Foreign Consultants: https://www.foreignconsultants.com/
    - Educational Credential Evaluators: https://www.ece.org/
    - Educational Perspectives: https://www.edperspective.org/
    - International Education Research Foundation, Inc.: https://www.ierf.org/
    - World Education Services: https://www.wes.org/

12. Compulsory School Age Students. The College typically does not accept enrollment from a person of compulsory school age or a student attending a

school at the secondary level. In limited circumstances, the College may enroll students under the compulsory school age or students attending a school at the secondary level, if it has been determined from an assessment of the student's application and academic records that the student will be able to successfully complete the academic program. In such cases, the College will obtain written permission from responsible parties (parents/legal guardians) to assure that the pursuit of study at the College is not detrimental to any compulsory schooling (regular schoolwork).

13. Admissions Timeline.

    - Admissions decisions will be made on a rolling basis, and applicants are encouraged to apply by the stated deadlines to ensure full consideration.
    - Admission Acceptance or Non-Acceptance – Applicants will be notified of their acceptance or non-acceptance status within four (4) weeks of submission of a completed application. For any applicant who is denied admission, the College documents the basis for the denial and retains that documentation in accordance with College BP 3.09.1, "Record Retention, Maintenance, and Disposal."

14. Student Identity Verification. The College will initiate verification of student identity during the admissions process to ensure that the admitted student who participates in courses and completes coursework and assessments is the same student who is awarded credit.

15. English Language Proficiency Assessment. Prospective students, whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction, must demonstrate college-level proficiency in English through one of the following for admission:

    Undergraduate Degree.

    a. A minimum total score of **4** on the current 1–6 score scale, or **80** on the previous 0–120 score scale for tests taken before January 21, 2026, on the Test of English as a Foreign Language (TOEFL) Internet Based Test (iBT) or Home Edition; **6.5** on the International English Language Testing System (IELTS); **58** on the Pearson Test of English (PTE) Academic; **105** on the Duolingo English Test;

    b. A high school diploma completed at an accredited/recognized high school (where the medium of instruction is English).

c. A transcript indicating completion of at least 30 semester credit hours with an average grade of “C” or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA) or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English.

Please note that this admissions policy is subject to change, and applicants should refer to the College's official website or contact the Admissions Office for the most up-to-date information and specific admission requirements for their desired program of study.

College Acceleration Program

(Reference: BP 2.04.13 COLLEGE ACCELERATION PROGRAM)

1) Purpose

The College Acceleration Program (“CAP” or the “Program”) allows qualified secondary students to begin college while they are still completing secondary school. Students take courses at the College and earn college credit recorded on a permanent College transcript. CAP students enroll as non-degree-seeking students, taking individual courses rather than pursuing a program.

This Policy establishes the Program and the conditions of participation in it. The specific terms applicable to each pathway are set out in the Secondary Program Agreements and Parental Consent Forms identified in BP 2.04.13, “College Acceleration Program,” which are executed before a student enrolls.

2) Definitions

CAP Course Sequence: The sequence of the courses of the Bachelor of Science in Business Administration program, as set out in the Curriculum Sequence published for that program in the College Catalog.

Program Year: The twelve-month period beginning on the first day of the College’s Fall Term and ending on the day before the following Fall Term begins, comprising the College’s four (4) consecutive thirteen-week terms. Because Fall Term start dates vary slightly from year to year, the Program Year generally runs from approximately September 1 through August 31; the exact dates of each Program Year are published on the College’s Academic Calendar.

Secondary Program: The high school in which the student is enrolled, or the home education program registered with a Florida school district under Section 1002.41, Florida Statutes, under which the student is educated.

Secondary Program Agreement: The written agreement between the College and a participating high school, or between the College and the parent who establishes and

maintains a registered home education program, under which a student may participate in the Program.

3) Entry to the Program

A student may enter the Program in one of two ways. Students attending a participating high school take part under a written agreement between the College and that school. Students educated at home take part under an agreement between the College and the parent who administers a home education program registered with a Florida school district. A student may enroll only where one of these agreements is in place.

In either case, the student's Secondary Program—the high school, or the home education program—determines what secondary credit a completed College course earns. The College awards College credit; it does not determine secondary credit, and no employee or agent of the College shall represent that a College course will earn any particular secondary credit.

Participation in the Program does not constitute admission to a College degree program, and participation by a home education student does not alter the legal status of the parent as the student's primary education provider.

4) Eligibility

A student must be in grade 10, 11, or 12 or the equivalent, be in good standing in their Secondary Program, and demonstrate readiness for college-level work. Readiness is established as provided in the applicable Secondary Program Agreement, which sets the grade point average, assessment, recommendation, and attestation requirements for that pathway. A parent or guardian must consent in writing to the student's participation before the student enrolls, and the required records authorizations are completed at the same time.

The Secondary Program screens each applicant against these requirements, and the College provides final approval of the student's eligibility to enter the Program. Meeting these requirements does not guarantee enrollment, as participation in any term depends on the number of funded seats available.

Continued participation requires the student to maintain the academic standards set out in the applicable Secondary Program Agreement, both at the secondary level and at the College.

5) Courses

CAP courses are courses of the College. They are taught by College faculty, delivered through the College's learning management system, taken in the order set out in the CAP Course Sequence except as provided in Section 6 of this Policy, and must be started and completed within the same term. Each term, the College designates the courses available to CAP students. The College retains sole authority over curriculum, course content, course sequencing, instruction, grading, faculty assignment, and academic standards.

Students attend the mandatory in-person orientation at the College, which forms the first three modules of IDS 100, Effective Communication and Team Building, and may take up to four (4) courses per Program Year. Transportation to and from the College is the responsibility of the student and the parent or guardian and is not provided by the College.

A student who will graduate from, or complete, their Secondary Program before the anticipated completion of a course may not register for that course through the Program.

6) Prior College-Level Coursework and Course Sequence

A student entering the Program may already have completed college-level coursework at another institution corresponding to a course in the CAP Course Sequence. Since the College offers CAP courses only in the order set out in that sequence, such a student would otherwise be required to repeat the subject in order to advance.

On the written request of the student and the parent or guardian, the Director of Student Support Services may determine that a course in the CAP Course Sequence need not be taken and that the student may advance to the next course in the sequence. A determination may be made only where all of the following are satisfied:

a. The CAP course the student would otherwise take is a general education course of the College.

b. The prior coursework satisfies each guideline of BP 5.13.2, “Transfer Credit Acceptance Policy,” governing the substance of transfer coursework, including institutional accreditation, comparability of content and rigor, credit hour equivalency, a grade of “B” or better, exclusion of pass/fail grading, and exclusion of developmental, remedial, continuing education, vocational, and other pre-collegiate coursework.

c. An official transcript has been received by the College directly from the granting institution in accordance with AP 5.13.3, “Procedure for Submission of Official Transcripts for Transfer Credit Review,” together with any course catalog, syllabus, or faculty credential information the College requests.

d. The determination is made in writing before the term in which the student would otherwise register for the course.

The Student Transfer & Articulation Advisor evaluates the prior coursework against these requirements and forwards the evaluation to the Director of Student Support Services for determination, in the same manner as a transfer credit evaluation under AP 5.13.3. The Student Records Coordinator records the determination in the student’s academic record, identifying the prior coursework considered, the College course affected, and the resulting order in which the student will take CAP courses.

A determination under this Section governs only the order in which the student takes CAP courses. It awards no College credit, is not an award of transfer credit, does not reduce the credits required for any College degree, and is not posted to the College transcript as credit earned. The student and the parent or guardian are given a written

copy of the determination. That copy must state that no College credit and no transfer credit is awarded, and that the coursework must still be evaluated under BP 5.13.2 if the student later enrolls in a College degree program.

If the student is later admitted to a College degree program and seeks to apply the prior coursework toward degree requirements, the coursework must be evaluated under BP 5.13.2. Given that a determination under this Section applies the same substantive standards, the College will award transfer credit for the coursework on that evaluation unless the applicable program maximum under Guideline 13 of BP 5.13.2 has been reached, the documentation is found to have been inaccurate or incomplete, or the corresponding general education requirement has materially changed. A student who is not awarded transfer credit remains responsible for satisfying the corresponding degree requirement.

A student, or the parent or guardian, who believes a determination under this Section was made in error may request review within thirty (30) days of written notice of the determination. Review is conducted by the Vice President of Academic Affairs (Chief Academic Officer). Where the same person holds both that post and the post that made the determination, review is conducted by the President. The decision on review is final.

7) Cost

CAP students are not charged tuition. Courses are funded through the support of the College's donors in accordance with BP 6B.16B.1, "Donor Scholarship Policy," which is what limits the number of seats available in any term. The College waives its application fee for CAP applicants. Students provide their own textbooks and instructional materials.

Authorization for the College to share a student's identity and background information with the donor or donors funding that student's course is obtained through the applicable Parental Consent Form.

8) Credit and Grades

The College instructor of record assigns grades in accordance with BP 4.12.6, "Grading Policy." Grades are not subject to the policies of the Secondary Program. They are recorded on the student's permanent College transcript and counted in the student's College grade point average, whether or not the student later enrolls at the College.

Credit earned through the Program may be applied toward a College degree, so a student can arrive having already completed part of a program. Admission to a degree program is a separate process governed by BP 2.04.1, "Admissions Criteria and Requirements (Undergraduate)."

The College is licensed by the Commission for Independent Education, Florida Department of Education, but is not accredited by an agency recognized by the United States Department of Education. Credits earned at the College may not be accepted for transfer to another institution and may not be recognized by employers. This disclosure is made in each Secondary Program Agreement and Parental Consent Form.

9) Student Conduct and Progress

CAP students are students of the College and are subject to its policies on the same terms as degree-seeking students, including BP 2.05.2, “Student Code of Conduct,” and BP 2.05.3, “Student Code of Academic Integrity.” The College monitors the progress of CAP students under BP 2.04.7, “Standards for Satisfactory Academic Progress,” and CAP students are subject to BP 2.04.9, “Withdrawals and Leaves of Absence.”

A student who does not meet these standards, or who does not maintain satisfactory academic progress, may lose eligibility to continue in the Program.

10) Student Records

Once a student begins attending College courses, rights under the Family Educational Rights and Privacy Act pass to the student, whatever their age, as provided in BP 2.04.4, “Family Educational Rights and Privacy Act (FERPA) Policy.” The College may release education records to a parent who claims the student as a dependent for federal income tax purposes, and a student may also authorize release directly, including to their Secondary Program. The instruments by which each disclosure is authorized are identified in BP 2.04.13, “College Acceleration Program,” and are completed before the student enrolls.

Records of CAP students are maintained and disposed of in accordance with BP 3.09.1, “Record Retention, Maintenance, and Disposal.”

For more information — including current eligibility requirements, course availability, and how a high school or a home education program may establish a CAP agreement — contact studentservices@hcatampabay.org.

Admissions Criteria and Requirements (Graduate)

(Reference: BP 2.04.8 ADMISSIONS CRITERIA AND REQUIREMENTS [GRADUATE])

The College is committed to providing a high-quality distance education experience and educating students with the knowledge and skill sets necessary to successfully achieve their personal and professional goals. The College Admissions Policy is designed to identify and admit those students who possess the qualifications for admission and demonstrate the potential to excel academically and contribute positively to the College community. The College believes in a holistic approach to admissions, considering not only academic achievements and ability, but also a student’s personal characteristics, accomplishments and future goals that align with the College’s institutional mission/purpose, vision and values.

In accordance with BP 1.01.2, “Non-Discrimination Equal Opportunity,” the College is committed to fostering an institution of equal opportunity for all persons and does not discriminate against any student or applicant for admission.

The College is committed to reasonably accommodating applicants and students with disabilities to the extent required by applicable law.

1. Application and Fee. A completed College admissions application with the required application fee of $75.00 (refundable only as provided in BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy") must be submitted in accordance with the published deadline on the College's website.

2. Proof of Education. Submission of evidence that the applicant possesses a bachelor's degree earned from an appropriately accredited college.

   Applicants with prior college coursework will be evaluated based on their college transcripts and academic performance (see item 3 below). No transfer credit is accepted toward the Master of Business Administration (MBA) degree, as the MBA curriculum contains no general education courses. In accordance with BP 5.13.2, "Transfer Credit Acceptance Policy," transfer credit may be applied only toward the general education course requirements of the College's undergraduate programs. Prior coursework submitted by graduate applicants is reviewed for admission purposes only and is not awarded credit toward the MBA degree.

   Ability-to-Benefit (ATB) students are not eligible for admission.

3. Academic Transcript. Submission of the following:*

   - Transcripts that show the applicant possesses a bachelor's degree.

     If applicable, college transcript(s) for any other prior college coursework, submitted for admission review only.

     Applicants should consult BP 5.13.2, "Transfer Credit Acceptance Policy," which provides that no transfer credit is accepted toward the MBA degree.

   *Official transcripts are required for admission.

   Provisional Acceptance (Pending Official Transcript):
   An applicant whose official transcript has not been received at the time of application may be provisionally accepted, provided all other admission criteria are met. Provisional acceptance becomes full admission once the College receives and verifies an official transcript confirming conferral of the bachelor's degree.

   The official transcript must be received no later than thirty (30) days after the start of the term in which the student first enrolls, and in no case after the student has completed twelve (12) semester credit hours. A student who fails to comply with this requirement will be administratively withdrawn from the program, and any refund will be determined under BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy."

   In limited and exceptional cases, the Vice President of Student Services may, at the College's sole discretion, grant a student additional time to submit the official

transcript where the student provides a clear, justifiable, and documented reason for the delay. In exercising this discretion, the Vice President of Student Services shall act in alignment with applicable accreditation standards. Any such extension must be documented in the student's record and does not change the student's provisional acceptance status, which remains in effect until the College receives and verifies an official transcript confirming conferral of the bachelor's degree. No extension may permit the student to complete more than twelve (12) semester credit hours before the official transcript is received and verified.

If an official transcript is unavailable due to unforeseen circumstances such as institutional closure, lost or destroyed records, or the age of the records, the applicant must attest, in writing, that a reasonable and good-faith effort was made to obtain the transcript but was unsuccessful. In such cases, the applicant may request that the degree-granting institution, or its successor entity, furnish a letter or official statement — on official letterhead and signed by an authorized official — confirming the degree awarded and the date of conferral. An attestation of degree conferral provided by the awarding entity or its successor entity constitutes equivalent documentation of degree completion for purposes of admission. The College does not accept a student's own attestation or self-certification as proof of degree conferral. The College reserves the right to request additional documentation to verify the authenticity of any submitted materials.

4. Letters of Recommendation. All applicants must request and forward three letters of recommendation from teachers, counselors, mentors, coaches, employers, employees, relatives, neighbors, clergypersons, or others who are personally acquainted with the applicant and who can speak to their character, work ethic and potential for success in a college environment.

5. Personal Statement. All applicants should submit a personal statement (without utilizing a third-party generative artificial intelligence [AI] program, such as ChatGPT or QuillBot) discussing their goals and values and how these are aligned with those of the College and the degree program they are seeking. Additionally, applicants should state why they would be successful at the College and contribute to the College community. A discussion of the applicant's personal characteristics is encouraged.

6. Extracurricular Activities Summary. All applicants should submit a summary of any extracurricular activities such as sports, clubs, community service or leadership roles.

7. Interview. An onsite or virtual interview with the College Admissions Interview Team must be scheduled as part of the application process.

8. Testing.

a) Entrance Test Requirements. Applicants seeking admission to the College MBA program must complete the Graduate Management Admission Test (GMAT).

This requirement may be waived with proof of a minimum of five (5) years of relevant professional work experience in a field related to the course of study.

b) GMAT Score Requirements. The minimum score for the GMAT is **525** on the current 205–805 score scale, or **550** for scores earned on the previous edition of the GMAT (200–800 scale).

c) Submission of Scores.

- Applicants must arrange for their official GMAT scores to be sent directly from the testing agency to the College.

- Scores must be received by the application deadline to ensure consideration for admission.

Please note that meeting the minimum entrance test score requirements does not guarantee admission to the College. The admissions process is holistic, considering various factors such as academic achievements, extracurricular activities, personal statements and letters of recommendation.

For further information regarding admissions requirements and procedures, please contact the College Director of Student Enrollment.

d) English Proficiency Exam or Proof of Proficiency. For applicants whose native language is not English, including international students, and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction, please see the "English Language Proficiency Assessment" section below.

9. Technology Requirements.

a) Completion of the College technology questionnaire to assess ability to learn in an online delivery mode.

b) Attestation of the required technology:

1. Regular daily access to a computer that meets the following distance education equipment requirements:

- Laptop
- Internet connection
- Speakers

- Webcam
- Microphone

2. Minimum software requirements:

- Microsoft Word, Excel, PowerPoint

Windows Users:

- Most recent version of Windows Operating System
- 32 GB of available storage
- Most recent version of Mozilla Firefox Internet Browser or Google Chrome Internet Browser

Mac Users:

- Most recent version of Mac Operating System
- 32 GB of available storage
- Most recent version of Mozilla Firefox Internet Browser or Google Chrome Internet Browser

10. International Students. International students are eligible for admission based on English proficiency, academic achievement, and financial solvency.

All courses of the College are delivered in English. The College does not provide "English as a Second Language (ESL)" courses or programs. Applicants whose native language is not English must demonstrate English proficiency as described in the "English Language Proficiency Assessment" section below.

11. Foreign Transcript Evaluation. All foreign transcripts must be evaluated and, if necessary, translated to meet U.S. equivalency at the student's expense.

The following is a sample of foreign transcript evaluators. (The College does not endorse any evaluators.)

Foreign Consultants: https://www.foreignconsultants.com/
Educational Credential Evaluators: https://www.ece.org/
Educational Perspectives: https://www.edperspective.org/
International Education Research Foundation, Inc.: https://www.ierf.org/
World Education Services: https://www.wes.org/

12. Admissions Timeline.

- Admissions decisions will be made on a rolling basis, and applicants are encouraged to apply by the stated deadlines to ensure full consideration.
- Admission Acceptance or Non-Acceptance – Applicants will be notified of their acceptance or non-acceptance status within four (4) weeks of submission of a completed application. For any applicant who is denied admission, the College documents the basis for the denial and retains that documentation in accordance with College BP 3.09.1, "Record Retention, Maintenance, and Disposal."

13. Student Identity Verification. The College will initiate verification of student identity during the admissions process to ensure that the admitted student who participates in courses and completes coursework and assessments is the same student who is awarded credit.

14. English Language Proficiency Assessment. Prospective students whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

Master's Degree.

a) A minimum total score of **4** on the current 1–6 score scale, or **80** on the previous 0–120 score scale for tests taken before January 21, 2026, on the Test of English as a Foreign Language (TOEFL) Internet Based Test (iBT) or Home Edition; **6.5** on the International English Language Testing System (IELTS); **58** on the Pearson Test of English (PTE) Academic; **105** on the Duolingo English Test.

b) A transcript indicating completion of at least 30 semester credit hours with an average grade of "B" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA) or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English.

Please note that this admissions policy is subject to change, and applicants should refer to the College's official website or contact the Director of Student Enrollment for the most up-to-date information and specific admission requirements for their desired program of study.

Enrollment Agreement

(Reference: HCA TAMPA BAY ENROLLMENT AGREEMENT)

Enrollment Agreement

Hubbard College of Administration of Tampa Bay ("the College" or "HCA TB")

630 Chestnut Street, Suite 100, Clearwater, FL 33756

(813) 923-7993 | www.HCATampaBay.org

Student First Name: **Student Last Name:**

Mailing Address:

City: **State:** **Zip:**

Phone:

Email Address:

LAST FOUR DIGITS of Social Security Number:

The College and _____ (the student) hereby enter into a legal agreement governing the student's and the College's obligations in accordance with the laws of the State of Florida and the Rules and Regulations of the Florida Commission for Independent Education.

LANGUAGE OF INSTRUCTION

This Enrollment Agreement and all instruction provided under the College's degree programs are delivered in English.

The student acknowledges that this Enrollment Agreement does not contain all policies, rules, regulations and requirements applicable to the College or to its students, degrees or programs. Additional materials governing the relationship between the College and the student can also be found on the College's website, as well as in the College Catalog, which is also available online for students to access and review prior to signing this Enrollment Agreement.

By signing this Enrollment Agreement, the student acknowledges they have reviewed the College's website at www.HCATampaBay.org and the College Catalog, and agrees to the policies, procedures, regulations and academic requirements set forth therein.

PROGRAM TITLE

This Enrollment Agreement governs the student's enrollment and the degree awarded upon successful completion of the following program (check applicable):

_____ Associate Degree (Prerequisite: high school diploma or equivalent)

_____ Bachelor's Degree (Prerequisite: high school diploma or equivalent)

_____ Master's Degree (Prerequisite: bachelor's degree)

Admissions requirements are set forth in BP 2.04.1 (undergraduate) and BP 2.04.8 (graduate).

A student who wishes to change from one College degree program to another after enrolling may request a Change of Program in accordance with BP 2.04.12, "Change of Academic Degree Program," which is summarized in the College Catalog. A Change of Program takes effect only at the start of a term and is effected by a new Enrollment Agreement. The Enrollment Agreement governing the current program is superseded as of the first day of that term. A Change of Program does not include a change between the undergraduate and graduate levels, which requires application for admission to the program sought.

Program Type (check applicable): _____ Undergraduate _____ Graduate

STANDARD NUMBER OF CREDIT HOURS BY PROGRAM (CHECK APPLICABLE)

_____ Associate of Science in Business Administration – 60 Semester Credit Hours

_____ Bachelor of Science in Business Administration – 120 Semester Credit Hours

_____ Master of Business Administration – 30 Semester Credit Hours

TRANSFER CREDIT — MBA EXCLUSION

The student understands that for undergraduate programs, the total number of credit hours may include units awarded based on the student's prior academic experience, which will be assessed in accordance with the College's transfer credit evaluation policy (BP 5.13.2, "Transfer Credit Acceptance Policy") and which the student will be informed of prior to the start of the student's first term at the College. (See AP 5.13.3, "Procedure for Submission of Official Transcripts for Transfer Credit Review" for details on the procedure to submit transcripts for timely review.)

Transfer credits may only be used to satisfy the requirements for general education courses of the College's undergraduate programs. No transfer credit is accepted toward the Master of Business Administration (MBA) degree, as the MBA curriculum contains no general education courses.

CREDENTIAL FOR SATISFACTORY COMPLETION

Pursuant to BP 4.12.6, "Grading Policy," and BP 2.04.7, "Standards for Satisfactory Academic Progress," the student acknowledges that they must maintain a minimum cumulative grade point average (GPA) of 3.0 to remain in satisfactory academic progress. This GPA requirement applies to all of the College's programs, including associate, bachelor's, and master's degree programs. At present, the College does not require the student to complete any exit examinations for the successful completion of these programs. Should any exit exams become a requirement in the future, the College will notify the student of the specific exams and the required passing scores.

STUDENT SCHEDULED START DATE (CHECK APPLICABLE)

____Fall Term (1) ____Winter Term (2) ____Spring Term (3) ____Summer Term (4)

Term start and end dates for the applicable academic year are published on the College's Academic Calendar. The student will begin their studies at the start of the term indicated above. After entering into this Enrollment Agreement, the student and the College may agree to a later term start date, or a later start may be required if the student's pre-enrollment paperwork is not completed by the applicable deadline. This Enrollment Agreement shall remain in effect in the case of a delayed start date for up to four (4) months beyond the original scheduled start date unless there is a significant change in the program or tuition requiring a new Enrollment Agreement.

Student Status (check applicable): _____ Full-time _____ Part-time

The following requirements are set forth in BP 2.04.10, "Enrollment, On-Time Progress, and Academic Activity." For on-time progress, undergraduate students must enroll in 12 semester credit hours (for full-time students) or 6 semester credit hours (for part-time students); graduate students must enroll in 9 semester credit hours (for full-time students) or 3 semester credit hours (for part-time students). Full-time students are limited to enrolling in a maximum of 18 credit hours per 13-week term, while part-time students are limited to enrolling in a maximum of 6 credit hours per 13-week term. Both full-time and part-time enrollment requires that students enroll in a minimum of three out of the four academic terms offered, unless the student has received an approved Leave of Absence (BP 2.04.9, "Withdrawals and Leaves of Absence"). Once a student has committed to a term as a full-time or part-time student, they are committed to the credit hour requirements of that term, and the College will not process changes to their enrollment status unless there is a verified emergency; changes to part-time or full-time status may only be made for subsequent terms.

ACADEMIC ACTIVITY

Consistent with BP 2.04.10, "Enrollment, On-Time Progress, and Academic Activity," students are expected to demonstrate consistent engagement with their studies throughout each academic term. Students who demonstrate forty-two (42) consecutive days of academic inactivity will be subject to administrative withdrawal and dismissal from the program. An academically inactive student will be notified prior to withdrawal, and any refund of tuition will be issued in accordance with BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy."

ANTICIPATED PROGRAM COMPLETION DATE

The following estimates for completion of each College program are based on minimum credit requirements for full-time and part-time students. The College's academic year comprises four 13-week terms.

Associate Degree — approximately 5 terms (full-time) and approximately 10 terms (part-time).

Bachelor's Degree — approximately 10 terms (full-time) and approximately 20 terms (part-time).

Master's Degree — approximately 4 terms (full-time) and approximately 10 terms (part-time).

The student acknowledges that the actual time to complete the program will vary depending on the student's prior academic background, the student's participation in and successful completion of required courses, and the number of terms the student enrolls in during the academic year.

MAXIMUM PROGRAM LENGTH

Consistent with Board Policy 2.04.7, "Standards for Satisfactory Academic Progress," as published in the College Catalog, the student must complete all degree requirements within a maximum timeframe of 150% of the published length of the program: not more than 90 semester credit hours for the Associate Degree (a 60-credit program), not more than 180 semester credit hours for the Bachelor's Degree (a 120-credit program), and not more than 45 semester credit hours for the Master's Degree (a 30-credit program). This maximum timeframe does not exceed 1.5 times the College's published program length.

STUDENT TUITION COST

Tuition cost is calculated per term, rather than by credit hour or by course, as follows:

TUITION SCHEDULE

(BY DEGREE TYPE)

DEGREE	Tuition Per Term FULL-TIME	Tuition Per Term PART-TIME
Associate Degree	$6,500	$3,000
Bachelor's Degree	$6,500	$3,000
Master's Degree	$9,750	$4,875

TOTAL PROGRAM TUITION

(BASED ON MINIMUM CREDIT REQUIREMENTS)

The total tuition for each program below is based on the College's minimum credit requirements and the corresponding minimum number of terms to complete each program at full-time and part-time enrollment.

Full-Time Enrollment

Degree	Credits Required	Min. Credits / Term	Min. Terms	Tuition / Term	Total Program Tuition*
Associate Degree	60	12	5	$6,500	**$32,500**
Bachelor's Degree	120	12	10	$6,500	**$65,000**
Master of Business Administration†	30	9 / 3	3 F/T + 1 P/T	$9,750 / $4,875	**$34,125**

Part-Time Enrollment

Degree	Credits Required	Min. Credits / Term	Min. Terms	Tuition / Term	Total Program Tuition*
Associate Degree	60	6	10	$3,000	**$30,000**
Bachelor's Degree	120	6	20	$3,000	**$60,000**

Degree	Credits Required	Min. Credits / Term	Min. Terms	Tuition / Term	Total Program Tuition*
Master of Business Administration	30	3	10	$4,875	**$48,750**

**Total Program Tuition assumes enrollment at the minimum credits per term for the applicable enrollment status and completion within the minimum number of terms shown. Because tuition is charged per term, a student who requires additional terms — for example, due to repeated or withdrawn courses or an approved Leave of Absence — will incur a higher total; a student who completes more credits per term (up to the applicable maximum) or who is awarded accepted transfer credit may complete in fewer terms and incur a lower total. Fees are additional and are listed separately in the Fee Schedule.*

†Master of Business Administration (full-time): three full-time terms (27 credits at $9,750 per term = $29,250) plus one part-time term for the remaining 3 credits ($4,875), for a total of $34,125.

ACCEPTED METHODS OF PAYMENT

Students can pay tuition and fees through various methods, including online payments or mail-in checks. Accepted payment methods include credit cards, debit cards, electronic bank transfers, and checks.

CONVENIENCE FEE

Students may pay tuition, fees, and other student account charges by credit card, debit card, electronic bank transfer, or check. If a student elects to pay by credit or debit card, the College may assess a convenience fee on that transaction. Consistent with Section 501.0117, Florida Statutes, and BP 3.07.5, “Convenience (Credit/Debit Card) Transaction Fee,” any such convenience fee will not exceed the total cost charged to the College by the card processor or card network to process the payment, will in no event exceed 4% of the transaction, and is therefore not a prohibited surcharge. The convenience fee is disclosed to the student in advance, is itemized as a separate line item on the student’s billing statement and receipt, and applies to credit and debit card payments—electronic bank transfer and check payments are not assessed this fee. The College provides at least one no-fee method of payment (electronic bank transfer/ACH or check). Convenience fees are nonrefundable except where the underlying payment is refunded or otherwise required by law or card network rules to be refunded. The convenience fee is not part of tuition and does not increase the total tuition for the program.

TUITION PAYMENT DEADLINE

Tuition is due by the end of the Enrollment Period, approximately two weeks before the start of the term (the “Tuition Payment Deadline”). The College issues a billing statement to the student’s account, detailing tuition and fees for the upcoming term. Due dates for timely payment will also be provided to the student on the billing statement. The Tuition Payment Deadline is also reflected on the Academic Calendar. Tuition payment must be made in full, and installment plans and/or payment plans are not offered.

FINANCIAL ASSISTANCE

The College does not participate in federal Title IV student financial assistance programs. The College does not offer institutional payment plans.

DELINQUENT BALANCES FOR CONTINUING STUDENTS

A) Failure to Pay by Deadline: Failure to pay tuition and fees by the Tuition Payment Deadline will result in the inability to initiate new courses in the upcoming term until the outstanding balance is paid in full. Students will also be restricted from accessing academic resources, including course materials and online platforms. The inability to initiate a new course during a term as a result of failure to pay tuition and fees may impact College

requirements for Enrollment, On-Time Progress and Academic Activity, as described in BP 2.04.10, “Enrollment, On-Time Progress, and Academic Activity.”

B) Enrollment: Students who enroll in an upcoming term after the Enrollment Period and Tuition Payment Deadline are allowed a grace period lasting until the day before the start of a term to pay their tuition and fees. An additional nonrefundable fee of $100 will be assessed for late enrollment and/or late payment of tuition and fees. Students are encouraged to timely enroll and to make payment by the Tuition Payment Deadline to avoid late fees.

C) Past Debts: Prior to beginning coursework in a new term, students must satisfy all due/delinquent amounts owed to the College. Failure to do so may result in a course-initiation hold until the balance is paid in full. This applies to all student financial obligations, including unpaid tuition, fees and/or fines. The College shall not place holds on student requests for transcripts, grades, or diplomas because of unpaid student debts.

COLLECTIONS

In the event of an unpaid balance, the College will make reasonable and repeated efforts to contact and work with the student to resolve the debt. If these efforts are unsuccessful and the amount owed exceeds $50.00, the College reserves the right to refer the delinquent account to an outside collection agency pursuant to BP 3.07.4, “Uncollectible Accounts: Write-Off of Bad Debt.”

PROGRAM FEES AND COST ESTIMATES

The student acknowledges the following applicable fees and cost estimates, some of which are one-time and some of which are recurring, as indicated below. Where certain fees or costs are not mandatory, and may not be applicable, the appropriate box is designated “N/A.” Certain fees and costs, as identified below, are not received by the College, but are instead paid to third parties.

FEE SCHEDULE

(FOR ALL DEGREE TYPES)

Fee Type	Refundable / Nonrefundable	Frequency	Cost
Application Fee	Nonrefundable (unless cancelled within 5 calendar days of enrollment agreement and prior to the start of the term)	One-time	$75
One-Time Enrollment Fee	Nonrefundable (unless cancelled within 5 calendar days of enrollment agreement and prior to the start of the term)	One-time	$75
Library Service Fee*	Nonrefundable (unless cancelled within 5 calendar days of enrollment agreement and prior to the start of the term)	Recurring (by term)	$50
Technology Fee	Nonrefundable (unless enrollment is cancelled prior to the start of the term)	Recurring (by term)	$100

Fee Type	Refundable / Nonrefundable	Frequency	Cost
Student Activity Fee	Nonrefundable (unless enrollment is cancelled prior to the start of the term)	Recurring (by term)	$25
Convenience Fee	Nonrefundable except where the underlying payment is refunded or otherwise required by law or card network rules to be refunded	Per credit or debit card payment	Not to exceed actual processing cost charged to the College (not to exceed 4%)
Late Tuition Fee	Nonrefundable	N/A	$100
Transcript Evaluation Fee (per transcript)	Nonrefundable	N/A	$50
Graduation Fee (diploma, cap & gown)	Nonrefundable	One-time	$200
Official Transcript Fee	Nonrefundable	N/A	$25
Student ID / ID Replacement Fee	Nonrefundable	N/A	$25
Returned Check Fee	Nonrefundable	N/A	$35
Library Late Fee	Nonrefundable	N/A	$10
Reactivation Fee (after formal Leave of Absence)	Nonrefundable	One-time	$50
One-Week Course Extension Fee — Graduating Students (Undergraduate)	Nonrefundable	One-time	$500 F/T · $230 P/T (Enrollment status of the student is determined by last term prior to graduation.)
One-Week Course Extension Fee — Graduating Students (Graduate)	Nonrefundable	One-time	$750 F/T · $375 P/T (Enrollment status of the student is determined by last term prior to graduation.)

**Library service fees are for third-party services provided to the College.*

STUDENT COST ESTIMATES

(FOR ALL DEGREE TYPES)

Cost Type	Estimated Cost
Transportation & Parking	$250 per academic year
Books & Supplies (entire program)	Associate Degree — $500 Bachelor's Degree — $1,000 Master's Degree — $750
Miscellaneous Expenses**	$500 – $1,000 per academic year
Mandatory in-person orientation — lodging (one-time, at the start of the program)	Orientation is held Monday through Friday. Lodging estimated $100–$200 per night for four (4) nights, or approximately $400–$800 total; rates may be higher during peak season (February–April). Meals are at the student's own choice and expense. Transportation varies by the student's place of residence. Parking at the College is free; if the College lot is full, low-cost public parking is available nearby at the student's expense.

***Degree programs and courses which require labs, certifications, shipping, etc., will be individually assessed fees accordingly. The treatment of books, materials and equipment upon cancellation of enrollment is addressed in the BOOKS AND MATERIALS section of this Agreement.*

The amounts in this table are estimates of costs the student pays to third parties, are not charged by or paid to the College, and are subject to change without amendment of this Agreement.

TUITION AND FEE CHANGES

The College reserves the right to change tuition rates and fees at any time, with any changes applying to subsequent terms, rather than the term during which a tuition rate change or fee change takes place. The College agrees to provide reasonable advance notice to students of increases to tuition rates and/or fees.

TUITION REDUCTIONS FOR QUALIFIED STUDENTS

The College offers tuition discounts, as set forth in BP 3.07.3, "Reduction of Student Tuition and Fees," to eligible students who are part of well-defined groups:

A) Students who are employees of the College: active, full-time employees of the College (employed full-time for a minimum of one year) are eligible for a tuition reduction of 25%.

B) Students with immediate family member(s) currently enrolled at the College: students with immediate family member(s) currently enrolled in a full-time program at the College and paying tuition are eligible for a tuition reduction of 10%.

C) Students with immediate family member(s) who are active employees of the College: these students are eligible for a tuition reduction of 25%. The employee must have been employed full-time for a minimum of one year.

D) Students whose immediate family member(s) are College alumni (graduates): these students are eligible for a tuition reduction of 10%.

Tuition reductions apply only to tuition and do not cover other expenses including, but not limited to, lab fees, material fees, textbooks, technology fees, enrollment fees, graduation fees and fines. To qualify, students must be enrolled full time, maintain Satisfactory Academic Progress, and must submit the Tuition Reduction Application during the Enrollment Period for the upcoming term. These discounts are not retroactive and cannot be combined with any other reductions and/or scholarships. All eligibility criteria, as well as restrictions and exclusions, are

detailed in BP 3.07.3, “Reduction of Student Tuition and Fees.” Approved students will receive written notice of both the discounted tuition amount and the full, non-discounted tuition for the applicable term.

ENROLLMENT AGREEMENT TUITION REDUCTION ADDENDUM

Where a tuition reduction is approved, an Enrollment Agreement Tuition Reduction Addendum will be attached to and incorporated into this Enrollment Agreement, setting forth the qualifying basis, the approved percentage reduction, and the resulting net tuition the student is responsible for paying for the applicable term.

SCHOLARSHIPS FOR QUALIFIED STUDENTS

The College offers institutional scholarships, funded as described in BP 6B.16B.1, “Donor Scholarship Policy,” to eligible students based on demonstrated financial need, as detailed in BP 2.04.11, “Student Need-Based Scholarship Policy.” The College does not award merit-based scholarships.

- **Need-Based Scholarships** are awarded to students who demonstrate financial need as determined through the College Scholarship Service (CSS) Profile submitted during the admissions process.

By signing this Enrollment Agreement, the student acknowledges that they were informed of the availability of institutional need-based scholarships during the admissions process and were provided an opportunity to apply. The student further acknowledges:

- **if awarded a scholarship:** The student received an “Enrollment Agreement Scholarship Addendum,” including the scholarship type (need-based), the scholarship amount, terms, and conditions. The student understands that continued eligibility for the scholarship(s) is contingent upon meeting the terms outlined in the Enrollment Agreement Scholarship Addendum, including maintaining required academic and enrollment standards.
- **if not awarded or did not apply:** The student either did not qualify for or chose not to apply for institutional scholarships and understands that no institutional scholarship funds will be applied to their tuition.

ENROLLMENT AGREEMENT SCHOLARSHIP ADDENDUM

If the student is awarded an institutional scholarship, an Enrollment Agreement Scholarship Addendum will be attached to and incorporated into this Enrollment Agreement. A scholarship may be awarded at the time this Enrollment Agreement is signed or during a later term of the student’s enrollment; in either case it is applied through an Enrollment Agreement Scholarship Addendum incorporated into this Enrollment Agreement for the term(s) the award covers, and a scholarship does not, by itself, require a new Enrollment Agreement. The Enrollment Agreement Scholarship Addendum will set forth: (a) the scholarship type (need-based); (b) the scholarship amount awarded; (c) the specific terms and conditions of the scholarship, including eligibility and continued-eligibility requirements; (d) the resulting reduction in tuition; and (e) the net tuition the student is responsible for paying after application of the scholarship. Where a scholarship is awarded, the Enrollment Agreement Scholarship Addendum reflects the actual tuition charged to the student and, together with this Enrollment Agreement, states the total cost of the program. Institutional scholarship awards are nontransferable, are not redeemable for cash, and are subject to change or revocation if the student no longer meets the stated eligibility requirements.

CLASS SCHEDULE

In each degree program, courses are completed sequentially, based on a predetermined course schedule, rather than concurrently. The student's personalized degree plan will identify the required list of courses for successful completion of the program. With respect to course progression, students will have flexibility to progress through coursework at a speed that matches their learning style and mastery of the course subject matter. To allow for pace flexibility, the courses offered do not have set class times or predetermined dates with the exception of the mandatory in-person orientation held at the start of the student's academic program of study. Students will be able to access their courses, materials, and other academic resources online, at any time the student desires. The availability of academic support will vary based upon the availability of faculty and staff.

(1) CANCELLATION OF ENROLLMENT BY STUDENTS AND REFUND SCHEDULE

After signing an Enrollment Agreement and prior to the start of the term, students have five (5) calendar days[1] to cancel their enrollment and receive a full refund of all monies paid to the College.

Students requesting cancellation more than five (5) calendar days after signing an Enrollment Agreement, but prior to the start of the term, shall be entitled to a refund of all monies paid, other than the nonrefundable fees designated below in 1(A)–(C):

(A) The application fee (not to exceed $75);

(B) A one-time enrollment fee (not to exceed $75); and

(C) Any library service fees provided by a third-party library service.

(The Technology Fee and the Student Activity Fee are nonrefundable, unless enrollment is cancelled prior to the start of the term.)

When enrollment is cancelled more than five (5) calendar days after signing an Enrollment Agreement, and after the start of the term, the College may retain all nonrefundable fees, including those designated in 1(A)–(C), and tuition based on the following:

TUITION REFUND SCHEDULE

Cancellation after attendance has begun, through 20% completion of the term, will result in a prorated tuition refund computed on the number of days of the term completed to the total number of days of the term. Cancellation after completing more than 20% of the term will result in no refund of tuition.

TUITION REFUND EXAMPLE

If a full-time, undergraduate student enrolls in a 13-week term and pays $6,500 in tuition and cancels enrollment after completing 2 weeks (14 days) of the term, the student would be entitled to a tuition refund of $5,500.00. The College would retain $1,000.00 in tuition based on the number of days the student completed.

DETERMINING WITHDRAWAL DATES

When calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation, unless (a) the College received the student's written notice of cancellation on an earlier date, in which case that date is used, or (b) the College cancels the

[1] Where five (5) calendar days from the date an Enrollment Agreement is signed would be shorter than three (3) working days from that date, the longer period applies, consistent with Rule 6E-1.0032(6)(i)4., F.A.C.

student's enrollment for any of the reasons set forth in (2) below, in which case the date on which the College gives the student notice of the cancellation is used. A completed College Withdrawal Form or Leave of Absence Form, or an approved Late Withdrawal/Late Leave of Absence Petition, submitted under BP 2.04.9, "Withdrawals and Leaves of Absence," constitutes the student's written notice of withdrawal for purposes of BP 2.04.5. Students wishing to cancel enrollment must notify the Director of Student Enrollment of their wish to cancel enrollment by email or mail.

(2) CANCELLATION OF ENROLLMENT BY THE COLLEGE

(A) Failure to Meet Pre-Enrollment Requirements. Prior to a student's scheduled start date, the College may cancel enrollment if a student has failed to meet pre-enrollment and admissions requirements including, but not limited to, paying required application fees, passing any required tests and/or admissions assessments, submission of previous college transcripts, submission of proof of degrees or certificates, payment of tuition, or other pre-enrollment requirements. Failure to adequately complete pre-enrollment requirements will constitute grounds for automatic withdrawal and termination of a student's Enrollment Agreement, unless this timeframe is extended by the College.

(B) Dismissal from the Program. Following a student's start date, the College may also cancel enrollment and terminate an Enrollment Agreement where a student has failed to meet Satisfactory Academic Progress per BP 2.04.7, a determination that a student has violated BP 2.05.2, the "Student Code of Conduct," or BP 2.05.3, the "Student Code of Academic Integrity," a failure to meet on-time progress or academic activity requirements under BP 2.04.10, "Enrollment, On-Time Progress, and Academic Activity," failure to pay tuition, or failure to meet pre-enrollment requirements. In such circumstances, the date the student is notified of dismissal will be considered the student's last date of attendance for the purpose of calculating any refund.

REFUNDS

Any money due to a student will be refunded within thirty (30) days of the College's receipt of the student's written notice of cancellation or withdrawal, or of the date the College notifies the student of a cancellation or administrative withdrawal by the College, regardless of whether any materials have been returned. Funds reimbursed to a student are done so through the student's original payment method; i.e., tuition paid via check is refunded via check, and tuition paid by credit card is refunded to the credit card used for the payment. Refunds will be issued in accordance with the schedule set forth above. If a student who is receiving a tuition reduction withdraws and is eligible for a tuition refund, the refund will be calculated based on the discounted tuition amount, not the full tuition amount. For more information, please see BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy," found in the College Catalog on the College's website.

BOOKS AND MATERIALS

Upon cancellation of enrollment, a student whose tuition has been paid in full, but who is not entitled to a refund, is entitled to receive all materials for which the College has been paid and which would otherwise be available to them. If cancellation occurs prior to a student's anticipated start date, the student is also entitled to a refund of any amounts paid to the College for supplies, books or equipment not yet received or used.

TUITION APPEAL

In the case of exceptional circumstances where a student is not entitled to a refund under the policies outlined above, the student may make an appeal for tuition considerations by submitting

a written explanation of the circumstance that warrants an exception to the published refund policy. Exceptional circumstances might include incapacitating illness or injury. Supporting documentation to verify the circumstance is required. All appeals should be emailed to Student Services at studentservices@hcatampabay.org.

GRIEVANCE POLICIES

Applicable Grievance Procedures include AP 2.05.1, “Procedure for Resolving Complaints, Disciplinary Actions and Appeals,” AP 2.05.2, “Procedure for Resolving Violations of the Student Code of Academic Integrity,” and AP 4.12.1, “Procedure for Student Appeal of Academic Actions.” The student acknowledges that grievance policies and procedures are identified in the College Catalog and any grievances not resolved on the institutional level may be forwarded to:

The Commission for Independent Education

Florida Department of Education

325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400

(888) 224-6684

EMPLOYMENT DISCLAIMER

The student acknowledges that the College makes no guarantee of employment in connection with the student entering into this Enrollment Agreement or in connection with its courses, programs or degrees.

TRANSFERABILITY OF CREDITS

The transferability of credits earned at the College is at the complete discretion of an institution to which a student may seek to transfer. Acceptance of a degree(s) awarded by the College is also at the complete discretion of the institution to which a student may seek to transfer. If the credits or degree(s) that a student earns at the College are not accepted at the institution to which a student seeks to transfer, a student may be required to repeat some or all of their coursework at that institution.

EFFECTIVE DATE

This Agreement becomes effective when signed by both the student and an authorized representative of the College. Upon signature, the student shall also receive a copy of this Enrollment Agreement.

By signing this Enrollment Agreement, all signers confirm that they have received and read a copy of this binding document and catalog. Each signer acknowledges understanding the terms and conditions outlined herein.

Student’s Name: _____

Signature: _____ Date: _____

Legal Representative if Student is under 18 years of age: _____

Signature of Legal Representative: _____ Date: _____

HCA TB Representative: _____ Date: _____

Enrollment, On-Time Progress, and Academic Activity

(Reference: BP 2.04.10: ENROLLMENT, ON-TIME PROGRESS, AND ACADEMIC ACTIVITY)

The purpose of BP 2.04.10, "Enrollment, On-Time Progress, and Academic Activity" is to define the standards that students must meet with respect to course enrollment, academic progress, and course engagement while participating in a College program. By defining these requirements, as well as the consequences for non-compliance, the College aims to ensure that students maintain satisfactory academic progress to complete their programs in a timely and successful manner.

Minimum & Maximum Credit Hours:

The College operates on a four-term academic year, with each term lasting 13 weeks. For on-time progress, undergraduate students must enroll in 12 semester credit hours (for full-time students) or 6 semester credit hours (for part-time students); graduate students must enroll in 9 semester credit hours (for full-time students) or 3 semester credit hours (for part-time students).

Full-time students are limited to enrolling in a maximum of 18 credit hours per 13-week term, while part-time students are limited to enrolling in a maximum of 6 credit hours per 13-week term.

Changes to Enrollment Status:

Once a student has committed to a term as a full-time or part-time student, they are committed to the credit hour requirements of that term, and the College will not process changes to their enrollment status unless there is a verified emergency. Changes to part-time or full-time status may only be made for subsequent terms.

Term Enrollment Requirements:

Both part-time and full-time students may enroll in all four of the academic terms offered by the College. However, both full-time and part-time enrollment requires that students enroll in a minimum of three out of the four academic terms offered, unless the student has received an approved Leave of Absence. This is to ensure that students are on track to timely complete the program in which they are enrolled. Students who do not enroll in all four terms are free to choose which of the three terms that they enroll in.

On-Time Progress:

In addition to the requirements of BP 2.04.7, "Standards for Satisfactory Academic Progress," students are expected to enroll in and complete the minimum number of semester credit hours, as described above. If at the end of a term, the student has not enrolled in and completed the minimum number of semester credit hours, the student will be notified and placed on Academic Warning for the subsequent term, in accordance with BP 2.04.7. If after being placed on Academic Warning, the student still fails to meet the minimum progress requirements in the subsequent term, the student will be administratively withdrawn and dismissed from the program at the end of that

term. In the event of administrative withdrawal and dismissal, a refund of tuition, if any, will be issued in accordance with BP 2.04.5, “Student Cancellation of Enrollment and Refund Policy.”

On-time progress requirements do not apply to students who are actively pursuing a College degree, but who have chosen not to enroll in one of the four terms of the College’s academic year. For instance, if a student enrolled in and completed Terms 1 and 2, and elected not to enroll in Term 3, the student would not be subject to Academic Warning or administrative withdrawal for failure to complete the required semester credit hours during Term 3. However, the student would need to enroll in Term 4 in order to remain compliant with this policy.

Academic Activity:

In addition to the requirements of BP 2.04.7, “Standards for Satisfactory Academic Progress,” students are expected to demonstrate consistent engagement with their studies *throughout* each academic term. Activities demonstrating academic engagement include but are not limited to: listening to instructor-recorded lectures, engaging in discussion of course content with the Instructor, viewing course-related videos, utilizing course learning resources, completing course assignments, quizzes, examinations, essays and projects.

“Academic Inactivity” refers to a student’s failure to demonstrate course engagement, as described above, resulting in a lack of verifiable and documented progress towards course completion.

Students who are academically inactive for a period of twenty-one (21) consecutive days during any academic term may be required to confer with their instructor or other administrative personnel to develop a plan for the immediate resumption of their studies, including reengagement with course learning resources. Students who demonstrate forty-two (42) consecutive days of academic inactivity will be subject to administrative withdrawal and dismissal from the program. An academically inactive student will be notified prior to withdrawal. Refunds of tuition, if any, will be issued in accordance with BP 2.04.5: “Student Cancellation of Enrollment and Refund Policy.”

Appealing Administrative Withdrawal: If a student desires to appeal an administrative withdrawal and dismissal due to academic inactivity or lack of on-time progress, as described above, they may do so by completing and submitting a Satisfactory Academic Progress (SAP) Appeal Form, the procedure for which is outlined in BP 2.04.7, under the heading “SAP Appeal.”

Transfer of Hubbard College of Administration of Tampa Bay Credits to Other Institutions

Notice to Students Concerning the Transferability of Hubbard College of Administration of Tampa Bay Credits and Credentials to Other Institutions

The transferability of credits earned at the Hubbard College of Administration of Tampa Bay is at the complete discretion of an institution to which a student may seek to transfer.

Acceptance of a degree(s) awarded by the Hubbard College of Administration of Tampa Bay is also at the complete discretion of the institution to which a student may seek to transfer. If the credits or degree(s) that a student earns at the Hubbard College of Administration of Tampa Bay are not accepted at the institution to which a student seeks to transfer, a student may be required to repeat some or all of his/her coursework at that institution.

For this reason, a student should make certain that his/her attendance at the Hubbard College of Administration of Tampa Bay will meet his/her educational goals. This may include contacting an institution to which the student may seek to transfer to ensure that the credits and/or degree(s) earned at the Hubbard College of Administration of Tampa Bay will transfer.

The Hubbard College of Administration of Tampa Bay has not currently entered into any formal articulation agreements with any educational institutions.

Transfer of Credits to the Hubbard College of Administration of Tampa Bay

(Reference: BP 5.13.2 TRANSFER CREDIT ACCEPTANCE POLICY)

It is the policy of the College to permit the transfer of prior undergraduate college credits earned within the following guidelines:

1. Transfer credits may only be used to satisfy the requirements for general education courses of the College undergraduate programs. No transfer credit may be applied toward the Master of Business Administration (MBA) degree, as the MBA curriculum contains no general education courses.
2. Transfer courses must be similar in content and rigor to the general education course they are satisfying.
3. Credits for transfer courses will not exceed the number of credits of the general education course they are satisfying.
4. Transfer credits will only be awarded for courses completed with a grade of “B” or better.
5. Grades earned in transfer courses will not be factored into the College student’s GPA, nor will the grade be noted on the transcript.
6. Credits for transfer earned on a pass/fail basis will not be accepted for transfer.
7. Credits for transfer must be earned at an institution accredited by an agency recognized by the United States Department of Education. Foreign institutions must be recognized by the Ministry of Education in that country.
8. Official transcripts from the transferring institution are required for transfer credit consideration. The College reserves the right to request a course catalog and/or syllabus, as well as the credentials from the assigned faculty member, from the granting institution for the year(s) the credit was originally earned.
9. An official transcript evaluation will be performed to determine the number of transfer credits that will be granted for previous college-level work to meet degree requirements.
10. Transfer credit cannot be awarded more than once for the same course.
11. Transfer credit will not be awarded for developmental, remedial, continuing education units (CEUs), vocational or other pre-collegiate level coursework aimed at preparing the student for college-level courses.

12. Transfer credit may be awarded for courses completed at colleges and universities outside of the United States. Foreign institutions must be recognized by the Ministry of Education in that country. The award of credit decisions is based on the official evaluation report provided directly from a National Association of Credential Evaluation Services (NACES) member organization, i.e., World Education Services (WES), Educational Credential Evaluators (ECE).
13. Maximum Transfer Credits. Given that transfer credits may be applied only toward general education course requirements (see Guideline 1), the maximum number of transfer credits that may be applied toward each College degree is as follows:
    a. Associate of Science in Business Administration: a maximum of fifteen (15) semester credit hours;
    b. Bachelor of Science in Business Administration: a maximum of thirty (30) semester credit hours;
    c. Master of Business Administration (MBA): no transfer credit is accepted (see Guideline 1).

    These program-level maximums shall be published in the College Catalog. These maximums are consistent with Rule 6E-2.004(4)(j), F.A.C., which requires that at least 25 percent of the credits required for completion of a program be earned through instruction taken at the institution awarding the credential.
14. College Acceleration Program (CAP) Students. A determination made under Section 6 of BP 2.04.13, “College Acceleration Program,” that a CAP student need not take a course in the CAP sequence is not an award of transfer credit. Coursework considered under that Section must be evaluated under this Policy before it may be applied toward the requirements of a College degree.

Right to Appeal Transfer Credit Decisions

Students have the right to appeal transfer credit decisions they believe are not in alignment with this Board Policy. Appeals must be submitted in accordance with Administrative Procedure AP 5.13.2, “Procedure for Appeal of Transfer Credit Decisions.”

Students are encouraged to carefully review the procedure and provide supporting documentation as part of their appeal.

Notice to Students Concerning the Transferability of Credits and Credentials Earned at the Hubbard College of Administration of Tampa Bay

The transferability of credits earned at the College is at the complete discretion of an institution to which a student may seek to transfer.

Acceptance of a degree(s) awarded by the College is also at the complete discretion of the institution to which a student may seek to transfer. If the credits or degree(s) that a student earns at the College are not accepted at the institution to which a student seeks to transfer, a student may be required to repeat some or all of his/her coursework at that institution.

For this reason, a student should make certain that his/her attendance at the College will meet his/her educational goals. This may include contacting an institution to which

the student may seek to transfer to ensure that the credits and/or degree(s) earned at the College will transfer.

The College has not currently entered into any formal articulation agreements with any educational institutions.

Procedure for Submission of Official Transcripts for Transfer Credit Review

(Reference: AP 5.13.3 PROCEDURE FOR SUBMISSION OF OFFICIAL TRANSCRIPTS FOR TRANSFER CREDIT REVIEW)

The College permits the transfer of undergraduate college credits toward general education requirements in accordance with Board Policy 5.13.2, "Transfer Credit Acceptance Policy." The following procedure outlines how transcripts should be submitted.

Before Submitting Transcripts. Students are strongly encouraged to review BP 5.13.2 to understand the standards and limitations that guide the acceptance of transfer credit. Familiarity with the policy will help clarify what materials are required and what types of coursework may be considered.

Step 1: Submission of Official Transcripts. To initiate the evaluation process, students must submit:

- Official transcripts sent directly from the originating institution to the College's Student Transfer & Articulation Advisor (Division 2, Department 5 — Student Support Services).
- Accompanying materials when applicable:
    - Course catalog descriptions and/or syllabi from the term the credit was earned.
    - Faculty credentials, if requested.
    - For international coursework, a third-party credential evaluation from a member of the National Association of Credential Evaluation Services (NACES) (e.g., WES, ECE).

Step 2: Deadlines for Transcript Submission. To ensure timely evaluation, official transcripts and all supporting documentation must be received by:

- Fall Term: July 1
- Winter Term: October 1
- Spring Term: January 1
- Summer Term: April 1

Where a submission deadline falls on a weekend or a day the College is closed, the deadline is the next business day. Submissions received after these dates will be reviewed for the following term.

Step 3: Transcript Evaluation. Upon receipt of all required documentation, the Student Transfer & Articulation Advisor will evaluate the submitted coursework in

accordance with BP 5.13.2, subject to review by the Director of Student Support Services (Division 2, Department 5).

Step 4: Notification of Evaluation Results. Students will receive written notification of the transfer credit decision after the review is complete. The decision will detail which credits were accepted and the rationale for any that were not accepted.

Appeal of Transfer Credit Decisions. If a student believes a decision was made in error or inconsistent with BP 5.13.2, an appeal may be submitted per AP 5.13.2, "Procedure for Appeal of Transfer Credit Decisions."

Procedure for Appeal of Transfer Credit Decisions

(Reference: AP 5.13.2 PROCEDURE FOR APPEAL OF TRANSFER CREDIT DECISIONS)

The College provides students with the opportunity to appeal transfer credit decisions when there is reason to believe a decision was made in error or not in accordance with established policy. This process ensures fairness, consistency, and alignment with academic standards. Pursuant to BP 5.13.2, students who wish to appeal a transfer credit decision may do so by following the procedure outlined below in AP 5.13.2, Procedure for Appeal of Transfer Credit Decisions.

Prior to submitting an Appeal:

Prior to submitting an appeal, students are encouraged to review the College's transfer credit policy (BP 5.13.2) against the specific reasons for the denial or limitation of transfer credit.

Purpose of the Appeal:

Appeals should only be submitted when a student believes there was a violation of the College's established transfer credit policy or an inconsistency in how their credits were evaluated compared to how similar credits have been accepted for other students.

Appeals must reflect a legitimate disagreement with either the credit acceptance decision or the application of accepted credit to the College's curriculum. It is not appropriate to submit an appeal simply because a student disagrees with the College's policy or established precedent.

How to Submit an Appeal:

To initiate an appeal, students must submit a written request to the Vice President of Division 2 (Student Services) within 30 calendar days of receiving their official transfer credit evaluation. The appeal must include:

- A clear summary identifying the specific course(s) for which transfer credit was limited or denied;

- A statement describing the specific policy violation or inconsistency in the evaluation process;

- Supporting documentation, such as course catalogs, syllabi, official transcripts, third-party credential evaluations (for international coursework), etc.

The Vice President of Division 2 (Student Services) will review the appeal in conjunction with the appropriate academic or administrative personnel. Where the same person holds both the post of Vice President of Division 2 (Student Services) and the post that evaluated or approved the transfer credit decision under AP 5.13.3, the appeal is reviewed by the President instead. A written decision will be issued within 15 business days of receipt of a complete appeal. The written decision will indicate whether the appeal was 1) accepted or 2) denied; it will also briefly state the reason(s) for acceptance or denial. The outcome of the appeal review is final and may not be further contested within the institution.

Credit for Prior Learning/Challenge Examinations

(Reference: BP 5.13.3: CREDIT FOR PRIOR LEARNING/CHALLENGE EXAMINATIONS)

BP 5.13.3, “Credit for Prior Learning/Challenge Examinations” establishes the College’s position on the award of credit for prior learning, as well as the College’s position on the acceptance of credits earned by students through completion of challenge examinations or standardized tests. The College’s courses offer a distinct and valuable educational experience that combines theoretical knowledge with practical skills. This policy ensures that students participate in these experiences, which are integral to their academic and personal development. This policy also supports the College’s commitment to consistency in the assessment of student learning throughout all College courses.

Credits for Prior Learning/Challenge Examinations: Except for approved transfer credits, all academic credits must be earned through coursework completed at the College. The College does not accept or award academic credits for prior learning, including but not limited to work experience, professional certifications and licenses, experiential learning or advanced placement exams, nor does the College award credits for the successful completion of challenge examinations or standardized tests and such examinations/tests are not offered by the College as an option for credit accrual.

Transfer Credits: Transfer credits are credits from other institutions based on completed coursework and grades and are distinct from credits for prior learning and credits earned through completion of challenge examinations or standardized tests. The College permits the transfer of prior undergraduate college credits in accordance with the guidelines set forth in BP 5.13.2, “Transfer Credit Acceptance Policy.” No transfer credit is accepted toward the Master of Business Administration (MBA) degree.

Fees/Credit Limits/Appeal Processes: Because the College does not award credits for prior learning or challenge examinations and standardized tests, there are no associated fees, credit limits, or appeal processes for these matters.

Academic Calendar

The 2026-2027 Academic Calendar is below. Please note that the College's administrative offices are closed in observance of the following holidays:

- Labor Day (Monday, September 7, 2026)
- Veterans Day (Wednesday, November 11, 2026)
- Thanksgiving Day (Thursday, November 26, 2026)
- Christmas Day (Friday, December 25, 2026)
- New Year's Day (Friday, January 1, 2027)
- Memorial Day (Monday, May 31, 2027)
- Independence Day (Sunday, July 4, 2027, observed Monday, July 5, 2027).

HUBBARD COLLEGE
OF ADMINISTRATION | TAMPA BAY

2026-2027 ACADEMIC CALENDAR

A STUDENT MAY BEGIN THEIR STUDIES AT THE START OF ANY TERM

LEGEND

APPLICATION DEADLINE	ENROLLMENT PERIOD CLOSES	LAST DAY TO INITIATE NEW COURSE	LATE ENROLLMENT & PAYMENT DEADLINE FOR TERM	TERM BEGINS
ENROLLMENT PERIOD OPENS	TUITION PAYMENT DEADLINE	TERM ENDS	COURSE EXTENSION/INCOMPLETE GRADE REQUEST DEADLINE	INCOMPLETE GRADE PERIOD ENDS FOR TERM

JULY 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026

S	M	T	W	Th	F	S
				1	2	3
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NOVEMBER 2026

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DECEMBER 2026

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JANUARY 2027

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FEBRUARY 2027

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MARCH 2027

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APRIL 2027

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MAY 2027

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JUNE 2027

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*An additional nonrefundable fee of $100 will be assessed for late enrollment and/or late payment of tuition and fees. Students are encouraged to review the following policies for additional information and timelines: BP 2.04.9 Withdrawals and Leaves of Absence, BP 4.12.5 Course Extension and Incomplete Grade Policy and BP 2.04.5 Student Cancellation of Enrollment and Refund Policy.

Academic Unit of Measurement

(Reference: BP 4.12.8 ACADEMIC UNIT OF MEASUREMENT)

Academic credit provides the basis for measuring the amount of engaged learning time expected of a typical student enrolled in traditional classroom settings as well as internships, experiential learning, and distance education. The College mandates that all academic programs and course offerings adhere to the credit hour as the academic unit of measurement in conformance with the federal and state definitions of credit hour and commonly accepted practices in higher education. Furthermore, the College utilizes semester credit hours, as opposed to quarter credit units.

Academic Unit of Measurement:

The College requires that all academic programs and course offerings adhere to the **semester credit hour** as the academic unit of measurement in conformance with commonly accepted practices in higher education.

Semester Credit Hour:

A semester credit hour typically represents 15 hours of academic engagement and 30 hours of student preparation.

Academic engagement includes, but is not limited to submitting work, reading lectures, viewing multimedia presentations, taking an exam, taking part in online discussions and initiating contact with faculty members.

Student preparation includes, but is not limited to homework, reading and study time, completing assignments and projects.

Academic degree or academic credit-bearing distance education courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit hour. One semester credit hour represents 15 hours of academic engagement and 30 hours of student preparation. For practicum and other experiential courses, one semester credit hour represents 45 hours of academic engagement, with preparation integrated into the supervised activity rather than assigned separately. The total of 45 hours of student work per semester credit hour applies to all courses regardless of instructional method. The distribution applicable to each course is recorded in the College's Clock/Credit Hour Evaluation Chart.

Substantive Faculty Interaction:

Faculty of the College are required to ensure substantive faculty interaction takes place during each course. Consistent with the federal definition of Regular and Substantive Interaction at 34 CFR 600.2, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—

(i) Providing direct instruction;

(ii) Assessing or providing feedback on a student's coursework;

(iii) Providing information or responding to questions about the content of a course or competency;

(iv) Facilitating a group discussion regarding the content of a course or competency; or

(v) Other instructional activities approved by the College's or program's accrediting agency (when accredited).

The College ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—

(i) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

(ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Applicability: This policy applies to all courses offered by the College, including associate, bachelor's, and master's degree programs.

Review and Monitoring: Faculty members are responsible for delivering courses that meet the defined semester credit hour requirements and ensuring that the workload and instructional time are consistent with the standards set forth herein. The College administration, in collaboration with academic departments, will regularly review and monitor course structures to ensure compliance with this policy.

Grades

(Reference: BP 4.12.6: GRADING POLICY)

The College seeks to ensure that academic performance is measured by way of a clear and fair grading system that is applied with consistency to all students. The purpose of this policy is to identify standards for passing and failing grades, and to explain the calculation of grade points and grade point average for students to better understand how their academic achievement and progress will be measured. This policy also identifies circumstances under which courses may be repeated, course grades may be appealed, and how students will be notified of their course grades.

Passing Grades: All students are expected to earn passing grades in all courses. Grades below B- earn no credit and may affect a student's Satisfactory Academic Progress (SAP) (See BP 2.04.7, "Standards for Satisfactory Academic Progress"). The final course grade is the score earned on the course's Capstone Assessment, as described in the Assessment Framework below.

Passing grades include A, A-, B+, B, and B- as defined by individual course grading criteria. Failing grades (all grades lower than B-) indicate unsatisfactory performance

and may impact a student's academic standing and progression (See BP 2.04.7: “Standards for Satisfactory Academic Progress”). Grade points associated with each passing grade are listed in the chart below. Other grades, which may be used in some courses, and which are excluded from the calculation of grade point average include:

“W” (Withdrawal) – Applies to a withdrawal from the College, leave of absence, or administrative withdrawal where the student has initiated a course and more than 10% of total coursework has been completed (See BP 2.04.9, “Withdrawals and Leaves of Absence”).

“I” (Incomplete) – This designation must be approved by a student’s instructor (See BP 4.12.5: “Course Extension and Incomplete Grade Policy”).

“P” (Pass) – Applies to courses taken on a pass/no pass basis, where a student achieves 80% or higher for a course.

“NP” (No Pass) – Applies to courses taken on a pass/no pass basis, where a student achieves lower than 80% for a course.

“TC” (Transfer Credit) – Applies to transfer credits accepted by the College (See BP 5.13.2: Transfer Credit Acceptance Policy).

Grade Point Average (“GPA”): GPA is

Grades	Grade Points	% Range
A	4.0	93% - 100%
A-	3.7	90% - 92%
B+	3.3	87% - 89%
B	3.0	83% - 86%
B-	2.7	80% - 82%
C+	2.3	77% - 79%
C	2.0	73% - 76%
C-	1.7	70% - 72%
D+	1.3	67% - 69%
D	1.0	63% - 66%
D-	0.7	60% - 62%
F	0.0	0% - 59%

determined by dividing the total grade points earned by the number of credit hours attempted. A GPA may be calculated for a single term (the Term GPA) or across all courses a student has attempted at the College to date (the Cumulative GPA), subject to the grade-forgiveness rule for repeated courses described below. Unless a specific term is indicated, GPA in this policy refers to the Cumulative GPA. In addition to earning passing grades, students must maintain a minimum cumulative grade point average (GPA) of **3.0** to remain in satisfactory academic progress (See BP 2.04.7: “Standards for Satisfactory Academic Progress”). This minimum GPA requirement underscores the College's commitment to academic excellence and ensures that students are making satisfactory progress towards their educational objectives.

Repeated Courses: Students are permitted to repeat a course in which they have received a grade lower than a “B-.” (This includes courses taken on a pass/no pass basis.) In such cases, all course attempts and earned grades will remain on the student’s transcript. However, provided that the student earns a passing grade in their subsequent attempt, the grade points from the original attempt will be removed and no longer calculated in the grade point average. Repetition of a course more than once requires written approval from the Vice President of Student Services, and that decision is not appealable. Repeated courses will count towards the student’s minimum required credit hours and maximum allowable credit hours for the term in which the course is repeated, pursuant to BP 2.04.10: “Enrollment, On-Time Progress, and Academic Activity,” and BP 4.12.5: “Course Extension and Incomplete Grade Policy.”

Course Failure: Students who score below 80% on the Capstone Assessment fail the entire course. They must re-enroll and re-take the full course; re-taking of only the Capstone Assessment is not permitted.

Assessment Framework

Non-Capstone Assessment Grading: Non-capstone assessments, including AI discussion simulations, AI role-play debates, essays, case studies, practice tasks, and practical projects, are graded pass/fail by the course instructor, with a pass defined as a score of 80% or above. Where a student does not earn a pass, the instructor provides targeted feedback and may assign restudy or corrective work. Non-capstone assessments do not count toward the final course grade, but all must be passed before the Capstone Assessment is graded. Quizzes are scored automatically in the College’s learning management system, and a student must answer every quiz question correctly to progress.

Capstone Assessment Grading: Each course concludes with a Capstone Assessment (project, exam, case study, simulation, or performance-based assignment).

- The Capstone Assessment counts as 100% of the final course grade.

- A score of 80% or higher is required to pass the Capstone Assessment and the course.
- The Capstone Assessment score, once recorded, is the student's official final grade for the course.
- If corrective mastery work is required (for students scoring between 80-99% on the Capstone Assessment) it does not alter the final grade.
- Every course's Capstone Assessment includes a required recorded video presentation by the student, consistent with the identity-verification step required under BP 2.04.3, "Student Identity Verification."

Correction

A Capstone Assessment score of 80% or higher meets the passing standard for both the assessment and the course, and the score recorded at that point is the student's final grade. Students scoring between 80% and 99% are required to complete corrective work to show mastery of all listed learning outcomes before progressing to the next course, so that uncorrected misunderstandings are not carried forward into subsequent coursework. In this context, *mastery* is the subsequent demonstration by the student that all previously incorrect or incomplete responses have been corrected and that the underlying concepts are now understood. This corrective work does not change the recorded final grade.

Notification of Grades: Notification of outcomes for pass/fail assessments, exams, and assignments will be provided to students within a prompt and reasonable timeframe. Non-capstone assessments are reviewed and returned to students within two (2) business days of submission, along with any required feedback or corrective instructions. Capstone Assessments are reviewed and returned within three (3) business days of completion, including notification of the final grade and any required mastery-based correction assignments. These timeframes apply unless an alternative timeframe is established in the approved syllabus and communicated to students at the outset of the course, consistent with BP 4.12.1, "Faculty Responsibilities and Competency Standards." Students can view and access their assessment outcomes and course grades through the College's secure online portal at any time during their enrollment.

Appeals: A student may appeal a final course grade only where it is clearly demonstrated that the instructor (1) made a proven error in grade calculation; (2) failed to observe a clearly stated and applicable College policy or syllabus guideline which has directly impacted the final course grade; or (3) awarded a grade in an "arbitrary and capricious fashion," meaning that the grade was awarded on a basis other than academic merit, i.e., because of favoritism, prejudice and/or discrimination. Disagreement with the instructor's academic judgment of the quality of a student's work is not a ground for appeal. Appeals must be submitted in accordance with AP 4.12.1, "Procedure for Student Appeal of Academic Actions," and approved grade changes are made in accordance with BP 4.12.4, "Policy for Changes to Student Grades."

Examination Administration and Assessment Security: All examinations, assessments, and quizzes are administered through the College's secure online learning management system. Students access the system using Single Sign-On (SSO) and multi-factor authentication, ensuring that only the enrolled student can complete assigned work. All assessment submissions are securely stored within the system in accordance with College policies on student privacy. All final course Capstone Assessments include a recorded student presentation. At the beginning of the presentation, the student will be required to display to the camera the same government-issued identification card, or other approved identification, used during the admissions and enrollment process. This step provides an additional means of verifying that the student presenting the Capstone Assessment is the enrolled student receiving academic credit. Given that the final Capstone Assessment counts as 100% of the student's final course grade, successful completion of this identity-verification step is required before the Capstone Assessment may be graded. Examination integrity and student identity are secured through the measures described above; students are not required to arrange or pay for third-party proctoring. (Reference: BP 2.04.3, "Student Identity Verification")

Course Extension and Incomplete Grade Policy

(Reference: BP 4.12.5: COURSE EXTENSION AND INCOMPLETE GRADE POLICY)

In some circumstances it may not be feasible for a student to complete an entire course as planned. A course extension may be granted, and an incomplete grade may be assigned to accommodate a student who has not completed all coursework before the end of a term.

Definitions:

Enrollment: Enrollment refers to the process of becoming an active student for an upcoming term. By completing the *enrollment process*, the student has paid tuition in full and has agreed to the minimum and maximum credit hours requirements for the upcoming term. For on-time progress, undergraduate students must enroll in 12 semester credit hours (for full-time students) or 6 semester credit hours (for part-time students); graduate students must enroll in 9 semester credit hours (for full-time students) or 3 semester credit hours (for part-time students). Full-time students are limited to enrolling in a maximum of 18 credit hours per 13-week term, while part-time students are limited to enrolling in a maximum of 6 credit hours per 13-week term.

Enrollment Deadline: The Enrollment Deadline is the last opportunity for a student to enroll in an upcoming term. The Enrollment Deadline will be designated on the College's Academic Calendar.

Course Start Deadline: Once a student has enrolled in an upcoming term, they will then initiate and complete courses, sequentially, during that term. The deadline for students to initiate a course during a 13-week term is established by the College as no later than the second Monday before the end of each 13-week term, no fewer than thirteen (13) calendar days before the last day of the term, as designated on the College's Academic Calendar (the "Course Start Deadline").

Deadline to Request a One-Week Extension: The deadline to request an extension to complete outstanding coursework in the subsequent term is defined by the College as five (5) calendar days before the end of a term, as designated on the College's Academic Calendar.

Incomplete Period: Students who are granted a one-week extension to complete outstanding coursework may do so within seven (7) calendar days of the start of the subsequent term, as designated on the College's Academic Calendar. Coursework completed after this deadline will not be accepted for the purpose of calculating the student's final course grade.

Incomplete ("I") Grade: "I" is a temporary designation used on a student transcript when the student was unable to complete all coursework for a given course before the end of a term. The purpose of the "I" designation is to serve as a placeholder until the incomplete course requirements are completed by the student in the subsequent term.

Applicability of an "I" Grade:

Students may initiate a course no later than the second Monday before the end of each 13-week term, no fewer than thirteen (13) calendar days before the last day of the term, as designated on the College's Academic Calendar (the "Course Start Deadline"). Students who initiate a course before the Course Start Deadline, and who are unable to complete the course requirements within the remainder of the term may request a one-week extension from their instructor to complete the course within the subsequent term. Where such requests are granted, the student will receive an "I" grade until the course requirements are completed or the one-week extension has expired. Instructors may grant one-week extensions and assign "I" grades where the following conditions are met:

1) The student has made verifiable and documented academic progress in the course for which they are requesting an "I" grade.
2) The student can achieve a passing grade (B- / 80% or higher) based on completed coursework and the percentage of outstanding coursework.

3) The student is achieving satisfactory academic progress, in accordance with BP 2.04.7, “Standards for Satisfactory Academic Progress,” or if the student is enrolled in their *first term* of a College program, the student has achieved a minimum grade point average of 3.0 based on the courses the student has completed to date.

Where a student is ineligible for an incomplete grade based upon one or more conditions above, the student may elect to attempt completion of the course during the remainder of the term (which may require re-enrolling in the course in the following term if the student does not achieve or cannot achieve a passing grade), or the student may elect to withdraw from the course. With respect to withdrawals, students are encouraged to consult BP 2.04.9, “Withdrawals and Leaves of Absence,” to ensure they are familiar with the academic impact of withdrawals.

Deadline to Request a One-Week Extension/Incomplete Grade:

A request for a one-week extension should be made as soon as practicable, and no later than five (5) calendar days before the end of a term, as designated on the College’s Academic Calendar. Requests made after the deadline will not be considered.

Course Completion Following an “I” Grade:

If a student receives an “I” grade, all remaining coursework must be completed within seven (7) calendar days of the start of the subsequent term (the “Incomplete Period”), as designated on the College’s Academic Calendar. If the student does not complete the course by the end of the Incomplete Period, the student will receive the grade commensurate with the coursework they have completed and submitted as of the end of the Incomplete Period. If the student does not receive a passing grade for the course, the student may enroll in the course in the current term, and the course will count toward the student’s minimum required credit hours and maximum allowable credit hours.

Student Notification Following Course Extension Request:

Following a student’s written request to their instructor for a one-week extension, the instructor will review the request in accordance with the conditions outlined above. The course extension request and the instructor’s written decision will be submitted to the Vice President of Academic Affairs and placed in the student's academic file. Students will be notified of the instructor’s decision via the student’s official College email account. If the extension is granted, the student's notification will include the new deadline to complete the coursework. Students are encouraged to continue their coursework while awaiting notification.

Minimum Credit Requirements:

To meet enrollment requirements for the subsequent term, undergraduate students must enroll in 12 semester credit hours (for full-time students) or 6 semester credit hours (for part-time students), and graduate students must enroll in 9 semester credit hours (for full-time students) or 3 semester credit hours (for part-time students), not including the course granted the incomplete status (unless the same course is repeated in the subsequent term).

Continued Enrollment/Graduating Students:

Students must be enrolled either full-time or part-time in the subsequent term to receive a one-week extension to complete a course in that term. Students will not be permitted to complete a course in a subsequent term if they have not paid tuition for the subsequent term. One-week extensions are permitted for students enrolled in their final term of a program where the incomplete course is the last course required to earn their degree. Graduating students who are approved for a one-week extension will be assessed a prorated tuition fee equivalent to one week of a College term, as designated in the College's Tuition and Fee Schedule. (Enrollment status of the student is determined by last term prior to graduation.)

Computation of an "I" Grade:

Incomplete grades are not used in the computation of a cumulative grade point average (GPA). Where coursework is successfully completed by the student within the Incomplete Period, the instructor shall submit the grade change to the Student Records Coordinator.

Transcript:

All incomplete grades and subsequent coursework and grades will be noted on the student transcript, along with the cumulative grade point average (GPA).

Student Identity Verification

(Reference: BP 2.04.3 STUDENT IDENTITY VERIFICATION)

The College has adopted the following Student Identity Verification Policy, in compliance with applicable Federal Law and accreditation standards, to ensure that student identification is initiated during the admissions process for the purpose of verifying that admitted students who participate and complete coursework are the same students who are awarded credit. As such, the Student Identity Verification Policy applies to all courses and programs offered at the College, beginning with application for admission and continuing through graduation, transfer or withdrawal from study. The College will use one or more of the following methods to verify student identity:

1. A secure login and passcode for access to the course and associated materials:

The College verifies the identity of applicants by obtaining a copy of their government-issued identification card during the admissions process. Upon enrollment, students are issued institutional credentials with Single Sign-On (SSO) and multi-factor authentication, which serve as the ongoing means of verifying identity for access to College systems. To access this account, students will use the unique username issued by the institution and their self-created password, which will prevent other students from accessing this account. The process for creating and changing a student password will include email verification or other MFA (multi-factor authentication) methods. Students will be required to enter their unique username and password to access their student email, the College's learning management system and libraries. Once successfully logged in, students will be able to access their coursework and pertinent course information. Students will be responsible for maintaining the security of their account and are prohibited from attempting to discover another's password or to gain unauthorized access to another person's account, email or files. Additionally, students may not share their password or account credentials with any person, even if they are not affiliated with the College. Sharing this information may result in disciplinary action.

2. Assessments, Examinations, and Student Verification.

   All examinations, assessments, and quizzes are administered through the College's secure online learning management system. Students access the system using Single Sign-On (SSO) and multi-factor authentication, ensuring that only the enrolled student can complete assigned work. All assessment submissions are securely stored within the system in accordance with College policies on student privacy.

   All final course Capstone Assessments include a recorded student presentation. At the beginning of the presentation, the student will be required to display to the camera the same government-issued identification card, or other approved identification, used during the admissions and enrollment process. This step provides an additional means of verifying that the student presenting the Capstone Assessment is the enrolled student receiving academic credit. Given that the Capstone Assessment counts as 100% of the student's final course grade, successful completion of this identity-verification step is required before the Capstone Assessment may be graded.

3. New or other technologies and practices that are effective in verifying student identity.

   The College will continue to monitor, assess, and implement new and/or emerging technologies and practices to assist in the verification of student identities for College courses and programs.

4. Processes that protect student privacy and notify students of any projected additional student charges associated with verification of student identity at the time of registration or enrollment.

   All methods used to verify a student's identity by the College will be conducted in a manner that protects student privacy and safeguards personally identifiable information. Several of these processes have been identified in the sections above. At this time, the College does not require additional student charges associated with its processes for verification of student identity. However, the College reserves the right to implement such charges, if necessary, upon provision of advance notice to students of the anticipated charges at the time of registration or enrollment.

5. FERPA

   The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The College ensures FERPA rights of College students through the following methods:

   A) Students can access their educational records, courses and grades through a secure login and complex password.
   B) Student password-sharing and attempts to gain access to another student's login information is expressly prohibited.
   C) Students who wish to change their password are required to use email verification or other MFA (multi-factor authentication) methods.
   D) Students who have forgotten their password are required to use email verification or other MFA (multi-factor authentication) methods to regain access to their account.

      For a more comprehensive understanding of the College's FERPA guidelines, please consult the College Board Policy 2.04.4 "Family Educational Rights and Privacy Act (FERPA) Policy."

Procedure for Access to Instructional Materials

(Reference: AP 2.05.3 PROCEDURE FOR ACCESS TO INSTRUCTIONAL MATERIALS)

Instructional materials used by the College are intended to support student education and comprehension of course subject matter. The College seeks to ensure that students can access and receive instructional materials in a manner that is efficient, reliable and conducive to distance education. The purpose of this procedure is to establish

guidelines for student access to instructional materials, including textbooks and other required course materials, while enrolled in courses at the College.

Third-Party Online Bookstore: Where a course requires a title not provided by the College, the course syllabus lists the title and students may rent or purchase the title from any vendor of their choosing. Where the title is available through VitalSource, a third-party bookstore that supplies digital textbooks, a direct link is provided within the learning management system. Otherwise, a link to alternative third-party vendors is provided. The College has no ownership or financial interest in VitalSource or any other third-party textbook or course material vendor, receives no proceeds or other financial benefit from student purchases, and has no monetary arrangement with any such vendor.

Textbooks and course materials purchased from third-party vendors are subject to each vendor's own return, exchange, and refund terms, which the College does not control; for additional information, see BP 2.05.4, "Textbook and Materials Refund Policy."

Library and Information Resources Network (LIRN): The College maintains a partnership with LIRN as its contracted library and research services provider. Through LIRN, active students and faculty have access to academic databases, e-books, and other research and reference materials, including required or recommended course texts that may be available through the service. Access to LIRN is provided to students through a Library Service Fee assessed each term; for information regarding that fee and its refundability, see BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy." The amount of the Library Service Fee is published in the College's Fee Schedule, which appears in the College Catalog and in the Enrollment Agreement.

HCA Management System Workspace: The College provides active students access to the Hubbard College of Administration Management System Workspace which also includes access to the Hubbard College of Administration Management System Article Library. Access to the Hubbard College of Administration Management System Workspace and Hubbard College of Administration Management System Article Library is provided to students through a Technology Fee assessed each term. The amount of the Technology Fee is published in the College's Fee Schedule, which appears in the College Catalog and in the Enrollment Agreement. For information regarding the Technology Fee and its refundability, see BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy."

Duration of Access: Access to the College's contracted library and research services, the Hubbard College of Administration Management System Workspace, and the Hubbard College of Administration Management System Article Library continues only while a student is actively enrolled.

Accessibility and Accommodations: The College is committed to non-discrimination, equal opportunity, and equal access for students with disabilities, in accordance with the Americans with Disabilities Act of 1990, as amended ("ADA"), Section 504 of the

Rehabilitation Act of 1973, as amended ("Section 504") and other applicable state and local laws. Accordingly, the College provides qualified students with disabilities access to institutional programs, activities and services and provides reasonable accommodations and auxiliary aids and services, as appropriate, to ensure equal access to all the College's programs and activities where such accommodations will not impose an undue hardship on the College or fundamentally alter the nature of the program or activity. Students seeking an accommodation related to the accessibility of textbooks and course materials are encouraged to review BP 2.06.1, "Accommodation of Students with Disabilities," which contains important information and the required steps for applying for reasonable accommodations.

Student Responsibilities for Copyrighted Materials: Regarding access to and use of all copyrighted materials, including textbooks and course materials accessed through the College, students are responsible for familiarizing themselves with copyright laws and regulations and adhering to them at all times. Students are also reminded to consult BP 2.05.3, "Student Code of Academic Integrity," which defines copyright infringement and provides examples. Copyright infringement constitutes a violation of the Student Code of Academic Integrity.

Withdrawals and Leaves of Absence

(Reference: BP 2.04.9 WITHDRAWALS AND LEAVES OF ABSENCE)

Note to Students: For information regarding cancellation of an Enrollment Agreement, students are encouraged to consult BP 2.04.5: "Student Cancellation of Enrollment and Refund Policy," which governs. After signing an Enrollment Agreement and prior to the start of the term, students have five (5) calendar days to cancel their enrollment and receive a full refund of all monies paid to the College.

The following policy is intended to address circumstances where a current student wishes to withdraw their enrollment from the College. This policy also establishes the required steps for a student to effectuate a College withdrawal and a leave of absence. Students are encouraged to review this policy prior to withdrawing or taking a leave of absence from the College in order to understand any associated financial and academic consequences.

Students should note that the College does not utilize an "add/drop" period. Unless students are notified otherwise, all courses designated as part of a College program are *required*, and must be completed sequentially. However, students may withdraw from the College or a College course, in accordance with this policy.

Definitions:

College Withdrawal: A College withdrawal is a complete separation from the College, inclusive of withdrawal from any course that the student has initiated but not yet completed. Students who leave the College without withdrawing in accordance with these policies will receive failing grades for any course that they have initiated but not completed.

Leave of Absence: A leave of absence is a temporary absence from the College, whereas a College withdrawal indicates a complete separation. When a student takes a leave of absence, they are also withdrawing from any course that they have initiated but not completed.

Administrative Withdrawal: Administrative withdrawal occurs when a student is involuntarily withdrawn by the College from a course or from the College based on administrative reasons, as set forth in more detail herein.

1) **College Withdrawal:**

   A) **Before Initiating a Course/Less than 10% of Coursework Completed:** Students may withdraw from the College at any point during a given term if they are not mid-course at the time of withdrawal. Similarly, students may withdraw from the College after initiating a course, but before completing it, and will not be subject to an academic penalty, so long as the student has completed less than 10% of the total coursework for a course that has been initiated but not completed, as determined by their instructor.

   To initiate a College Withdrawal, the student must complete and submit a "College Withdrawal Form" to the Director of Student Enrollment by email. Once a completed College Withdrawal Form is received, processed and approved, the student's status will be changed to "non-matriculated," and the applicable notations will be made on the student's transcript. Students are encouraged to consult BP 2.04.5: "Student Cancellation of Enrollment and Refund Policy" for a determination as to whether they are entitled to a refund of tuition based on the timing of their withdrawal.

   B) **More than 10% of Coursework Completed:** Students withdrawing from the College after initiating a course and after having completed more than 10% of the total coursework, as determined by their instructor, will receive a grade of "W" on their student transcript for the course they have not completed. To initiate a College Withdrawal, the student must complete and submit a "College Withdrawal Form" to the Director of Student Enrollment by email. Students are encouraged to consult BP 2.04.5: "Student Cancellation of Enrollment and Refund Policy" for a determination as to whether they are entitled to a refund of tuition based on the timing of their withdrawal.

   C) **More than 50% of Coursework Completed:** Students withdrawing from the College after initiating a course and having completed more than 50% of the total coursework, as determined by their instructor, must submit a Late Withdrawal/Late Leave of Absence Petition to the College. Petitions will only be approved where students can demonstrate an extenuating circumstance which justifies approval of withdrawing from the initiated course after the student has completed more than 50% of coursework. If the petition is approved, students will receive a grade of "W" on their student transcript for the course that they have withdrawn from. Students are encouraged to consult BP 2.04.5: "Student

Cancellation of Enrollment and Refund Policy" for a determination as to whether they are entitled to a refund based on the timing of their withdrawal.

D) **Determination of the College Withdrawal Date**: The date of withdrawal from the College is the date on which the student submits a completed College Withdrawal Form to the Director of Student Enrollment, inclusive of all required signatures, by email. When Late Withdrawal/Late Leave of Absence Petitions are *approved*, the date of submission will also constitute the date of withdrawal. Students are advised that non-engagement in a course does not constitute or effect a withdrawal from the College and may result in an "F" grade for courses.

E) **Effect of College Withdrawal**: Once a student withdraws from the College (by completing a College Withdrawal Form or by submission of an approved Late Withdrawal/Leave of Absence Petition), they must apply for readmission if they wish to resume their former degree program in the future. Students withdrawing from a course who intend to resume their degree program may do so, under appropriate circumstances, by taking a leave of absence.

2) Leave of Absence: A leave of absence is a temporary absence from the College, whereas a College withdrawal indicates a complete separation. Students withdrawing from a course who intend to return to the College may take a leave of absence for up to two terms (inclusive of the term during which the leave is taken). A leave of absence allows students to re-enroll upon their return, whereas students who have withdrawn from the College must apply for readmission. Students must complete one full term at the College and be meeting Satisfactory Academic Progress, on-time progress and academic activity requirements, in accordance with BP 2.04.7 "Standards for Satisfactory Academic Progress," and BP 2.04.10: "Enrollment, On-Time Progress, and Academic Activity," in order to qualify for a Leave of Absence. A need-based scholarship is not forfeited by an approved leave of absence; the scholarship is suspended during the leave and resumes upon the student's return for any terms remaining in the original award period, in accordance with BP 2.04.11, Student Need-Based Scholarship Policy.

A) **Before Initiating a Course/Less than 10% of Coursework Completed:** Students may take a leave of absence at any point during a given term if they are not mid-course at the time of the leave of absence. Students may take a leave of absence after initiating a course, but before completing it, and will not be subject to an academic penalty, so long as the student has completed less than 10% of the total coursework for a course that has been initiated but not completed, as determined by their instructor.

To initiate a College Leave of Absence**,** the student must complete and submit a "Leave of Absence Form" to the Director of Student Enrollment by email. Once a completed Leave of Absence Form is received, processed and approved, the student's status will be changed to reflect the leave of absence. A leave of

absence is typically not reflected on student transcripts. Students are encouraged to consult BP 2.04.5: “Student Cancellation of Enrollment and Refund Policy” for a determination as to whether they are entitled to a refund of tuition based on the timing of the leave of absence.

B) **More than 10% of Coursework Completed:** Students taking a leave of absence after initiating a course and having completed more than 10% of the total coursework, as determined by their instructor, will receive a grade of “W” on their student transcript for the course they have not completed. To initiate a College Leave of Absence**,** the student must complete and submit a “Leave of Absence Form” to the Director of Student Enrollment by email. Students are encouraged to consult BP 2.04.5: “Student Cancellation of Enrollment and Refund Policy” for a determination as to whether they are entitled to a refund of tuition based on the timing of the leave of absence.

C) **More than 50% of Coursework Completed:** Students taking a leave of absence after initiating a course and having completed more than 50% of the total coursework, as determined by their instructor, must submit a Late Withdrawal/Late Leave of Absence Petition to the College. Petitions will only be approved where students can demonstrate an extenuating circumstance which justifies approval of withdrawing from the initiated course after the student has completed more than 50% of coursework. If the petition is approved, students will receive a grade of “W” on their student transcript for the course that they have withdrawn from. Students are encouraged to consult BP 2.04.5: “Student Cancellation of Enrollment and Refund Policy” for a determination as to whether they are entitled to a refund based on the leave of absence.

D) **Determination of the Leave of Absence Date**: The date of a Leave of Absence is the date on which the student submits a completed College Leave of Absence Form to the Director of Student Enrollment, inclusive of all required signatures, by email. When a Late Leave of Absence Petition is *approved*, the date of submission will also constitute the date of leave. Students are advised that non-engagement in a course does not constitute or effect a leave of absence from the College and may result in an “F” grade for the course in which the student is enrolled.

E) **Withdrawal from the College During a Leave of Absence**: Students who decide to withdraw from the College while on a leave of absence must complete and submit a College Withdrawal Form by email. Failure to return to the College and/or failure to complete a College Withdrawal Form after the approved leave of absence period ends will result in an administrative withdrawal from the College, requiring a student to reapply for admission.

3) **Administrative Withdrawals**: The College administration can withdraw a student from a course, or cancel a student’s enrollment altogether and terminate an Enrollment Agreement, at any time, under the following circumstances:

A) When a student has failed to meet Satisfactory Academic Progress;
B) A determination by the College that a student has violated the Student Code of Conduct or Student Code of Academic Integrity;
C) A failure to meet on-time progress or academic activity requirements under BP 2.04.10, "Enrollment, On-Time Progress, and Academic Activity";
D) A failure to pay tuition;
E) A failure to meet pre-enrollment requirements; or
F) When the student fails to return to classes once a leave of absence period expires.

Depending on the status of the student's course progress at the time the student is withdrawn, an administrative withdrawal will also result in a "W" on the student's transcript. In such circumstances, the date the student is notified will be considered the student's last date of attendance for the purpose of calculating any refund to the student. Students will be notified of the Administrative Withdrawal through the student's College email account.

4) Refunds for Withdrawals & Leaves of Absence: The College utilizes an equitable prorated refund policy, which defines the percentage of tuition, if any, to be returned to a student based on the length of the term and the number of days which have been completed. Calculation of refunds for students who withdraw from the College or take a leave of absence is made in accordance with BP 2.04.5: "Student Cancellation of Enrollment and Refund Policy."

Change of Academic Degree Program

(Reference: BP 2.04.12: CHANGE OF ACADEMIC DEGREE PROGRAM)

Note to Students: A change of academic degree program (a "Change of Program") is not a withdrawal from the College and is not a cancellation of enrollment. A student who changes programs remains continuously enrolled, is not required to apply for readmission, and is not entitled to a refund by reason of the change alone. Students who wish to leave the College entirely, or to pause their studies, should instead consult "Withdrawals and Leaves of Absence" above.

A student's educational objectives may change during the course of enrollment. The College's intent is that a student whose objectives change is able to move between the College's programs without separating from the College and reapplying for admission. This policy establishes the process for doing so and discloses the academic and financial consequences of a Change of Program before the change is made.

Scope

This policy applies to a change from one College degree program to another. It does not apply to a change between the undergraduate and graduate levels; a student seeking to

move between levels applies for admission to the program sought, in accordance with the admissions criteria published in this Catalog.

A student may request a change between full-time and part-time enrollment status at the same time as a Change of Program, to take effect in the same term. A change of enrollment status requested on its own is governed by “Enrollment, On-Time Progress, and Academic Activity.”

Eligibility

A student may request a Change of Program only if, at the time the request is submitted, the student:

- Is currently enrolled and is not on an approved leave of absence;
- Is not the subject of a pending dismissal or a pending appeal under the Standards for Satisfactory Academic Progress;
- Is not the subject of a pending proceeding under the Student Code of Conduct or the Student Code of Academic Integrity;
- Has no past due balance owed to the College;
- Satisfies the admissions criteria for the program into which the student seeks to change; and
- Has not already made two Changes of Program during the student’s enrollment at the College.

A student who is not eligible because a dismissal, appeal, conduct, or academic integrity matter is pending may request a Change of Program once that matter is concluded. The College will so advise the student. The Vice President of Academic Affairs, or designee, may approve a Change of Program in excess of the two-change limit if documented extenuating circumstances warrant.

Timing

Because the College’s courses are completed sequentially and the College does not use an add/drop period, a Change of Program takes effect only at the start of a term and is never processed mid-course or mid-term. A complete request must be submitted no later than the close of the Enrollment Period for the term in which the student wishes the change to take effect; a request submitted after that date will, if approved, take effect at the start of the following term. Until the new term begins, the student remains subject to the requirements of the current program.

How to Request a Change of Program

A student requests a Change of Program by submitting a completed and signed Change of Program Request form to the Director of Student Enrollment. Before the request is decided, the student participates in an advising conference and receives a written Change of Program Review and Disclosure prepared for that individual student, setting out the eligibility review, the credit and transfer credit review, the Maximum Timeframe calculation, the financial effect, and a revised degree plan. No Change of Program is approved before the student has received that disclosure and acknowledged it in writing. No new application fee and no new enrollment fee is assessed.

Academic Consequences

Credit already earned. Credit earned at the College applies to the new program to the extent the corresponding course is required in that program's curriculum, as published in this Catalog. Credit earned in a course that is not part of that curriculum remains on the transcript but does not apply toward the new program.

Transcript and grade point average. The academic transcript is cumulative and is not altered by a Change of Program. All courses attempted at the College, and the grades earned in them, remain on the transcript, and the Cumulative GPA continues to include all courses attempted at the College.

Satisfactory academic progress. A Change of Program does not reset a student's standing and does not by itself cure a failure to meet the Standards for Satisfactory Academic Progress. A student on Academic Warning at the time of the change remains on Academic Warning and remains subject to dismissal if satisfactory progress is not achieved by the end of that term.

Maximum Timeframe. The Maximum Timeframe is 150 percent of the published length of the program in which the student is enrolled, and all coursework is counted in that calculation. Because the published length of the new program may differ, a Change of Program may change the Maximum Timeframe applicable to the student. A request is denied if the student cannot complete the new program within that timeframe.

Transfer credit. Transfer credit previously accepted does not automatically carry over. All previously accepted transfer credit is re-evaluated against the requirements and limits of the new program. Because the College's maximum for accepted transfer credit differs by program, a student whose accepted credit exceeds the maximum for the new program will have the excess disallowed and must complete the corresponding courses at the College. Any credit that will be disallowed, and the courses the student must complete as a result, are stated in the written disclosure before the request is decided. No new Transcript Evaluation Fee is assessed for transcripts already on file.

New Enrollment Agreement and Financial Effect

The Enrollment Agreement, together with this Catalog, is the binding contract between the College and the student, and it states the program title, the credit hours and time required for completion, the total tuition for the program, and the anticipated program completion date. Each of these changes upon a Change of Program. An approved Change of Program is therefore effected by a new Enrollment Agreement, executed by the student and the College before the first day of the new term. The Enrollment Agreement governing the previous program is superseded as of that date.

Tuition is charged per term rather than per credit hour. If the two programs are charged at the same per-term rate for the student's enrollment status, the rate does not change; if the rates differ, the rate for the new program applies. In either case the total tuition for the program changes, because the number of terms required to complete the new program differs. The revised total is stated in the written disclosure and in the new Enrollment Agreement. A student who also changes enrollment status is advised that a change from full-time to part-time extends the time required to complete the program and ends eligibility for a tuition reduction.

A Change of Program is not a cancellation of enrollment and does not by itself entitle a student to a refund of tuition or fees. Tuition already paid for the current term is applied to that term as charged, and nonrefundable fees already paid are neither refunded nor reassessed. A Change of Program is not processed while a student has a past due balance owed to the College.

An institutional need-based scholarship is not forfeited by reason of an approved Change of Program. A scholarship is awarded for an academic year rather than for the length of a program, and an approved change does not shorten the award period. Where the applicable tuition rates differ, or where the student concurrently changes enrollment status, the award is reassessed rather than forfeited, and continuation remains contingent on the conditions stated in the College's Student Need-Based Scholarship Policy.

Decision and Appeal

A decision is issued in writing to the student's email address of record within ten (10) working days of receipt of a complete request. An approval states the term in which the change takes effect and is accompanied by the revised degree plan and the new Enrollment Agreement for signature. A denial states the specific basis for the denial. A student may appeal the denial of a Change of Program Request in accordance with the "Student Appeal for Academic Actions" procedure published in this Catalog. A student who wishes to contest the re-evaluation of transfer credit may do so in accordance with the "Procedure for Appeal of Transfer Credit Decisions." A student who believes this policy has not been applied fairly may file a complaint in accordance with the complaint procedures published in this Catalog.

Ethical Limitations

A Change of Program is initiated by the student. No employee or agent of the College may recommend, encourage, or induce a Change of Program for the purpose of avoiding a dismissal that would otherwise occur, concealing a student's failure to meet academic standards, or improving the College's reported completion, graduation, or student achievement data.

Further Information

This section summarizes BP 2.04.12, "Change of Academic Degree Program." The full Policy and the related procedure, AP 2.04.12, "Procedure for Requesting a Change of Academic Degree Program," together with the Change of Program Request form, are available from Student Services. Students with questions about a Change of Program, or who wish to discuss whether a change is appropriate for them, should contact Student Services at studentservices@hcatampabay.org.

Standards for Satisfactory Academic Progress

(Reference: BP 2.04.7: STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS)

The College implements and consistently applies standards of satisfactory academic progress of its students. The purpose of this Policy is to provide an explanation of the standards of satisfactory academic progress for the College students, which

encompasses qualitative and quantitative measures for evaluating progress, and procedures related to academic warning, probation, dismissal and re-entry. These standards are foundational to fostering a culture of academic excellence and ensuring the success of the College students. For additional information regarding the College's standards of passing and failing grades, students are encouraged to review the College's "Grading Policy."

Satisfactory Academic Progress ("SAP"): The College has established the following SAP standards that all students must continuously meet, regardless of whether they receive financial aid or not.

Qualitative Measure (GPA): As defined in the College's "Grading Policy" (BP 4.12.6), a student's Cumulative GPA is the grade point average across all courses attempted at the College. Students must maintain a minimum Cumulative GPA of **3.0**, evaluated at the end of each term, to remain in good standing and to complete a College program.

Quantitative Measure (Pace): To comply with the Quantitative Measure, students must successfully complete a minimum of 67% of the cumulative credit hours they have attempted, evaluated at the end of each term, inclusive of repeated and incomplete courses. A withdrawal ("W") counts as credit hours attempted but not completed, and therefore affects a student's pace.

Maximum Timeframe: Students must complete all degree requirements within 150 percent of the published length of their program. For example, for a program requiring 60 credit hours to graduate, students will be limited to 90 credit hours. Likewise, for a program requiring 120 credit hours to graduate, students will be limited to 180 credit hours. All coursework is counted in this calculation including, but not limited to, repeated courses and incomplete courses, transfer credit hours, and coursework completed for a prior degree or major for which a degree was not conferred. At the end of each term, the College also determines whether the student can complete the program within the maximum timeframe. A student who cannot complete all degree requirements within 150 percent of the published length of the program will be notified and dismissed from the program, subject to the SAP Appeal process below.

On-Time Progress and Academic Activity: In addition to the SAP requirements above, students are also responsible for meeting minimum term enrollment and credit requirements for "on-time progress," and for demonstrating consistent engagement with their studies throughout each academic term ("academic activity"), as discussed in BP 2.04.10, "Enrollment, On-Time Progress, and Academic Activity." Failure to maintain compliance with these requirements, in addition to SAP requirements, may result in the student being placed on Academic Warning and/or dismissal from a program.

SAP evaluations and on-time progress evaluations are made at the end of each term to determine eligibility for the next term, while academic activity evaluations are made *throughout* the term. Students will be informed of their academic progress and standing in the program at regular intervals throughout their enrollment.

Academic Warning: At the end of each term, if the student has less than the minimum acceptable cumulative grade point average, has not earned at least the percentage of attempted credit hours described above, or is not demonstrating on-time progress, he or she will be notified and placed on Academic Warning for the following term (i.e., if a student does not meet the above criteria for their performance during the current term, they will be put on notice of Academic Warning prior to the start of the next term). Students will receive notification at their designated email address on file.

If a student fails to achieve satisfactory progress by the end of the term in which they are on Academic Warning, the student will be notified and dismissed from the program (unless the student files and is granted an appeal as defined below). If the student regains SAP and demonstrates on-time progress by the end of the term, they will be notified and removed from Academic Warning.

For purposes of “SAP Appeals” and “Reentry for Dismissed Students” (as discussed below), all references to “SAP” and SAP compliance are inclusive of on-time progress and academic activity requirements.

SAP Appeal: A student may appeal the College’s determination of dismissal due to failure to establish satisfactory progress during the Warning Period, dismissal because the student cannot complete the program within the maximum timeframe, or dismissal due to failure to meet academic activity requirements, where the student experiences extenuating circumstances, including: prolonged illness, severe injury, death of a family member, or other extraordinary circumstances. Students must submit a written Appeal to the Vice President of Student Services prior to the start of the upcoming term, inclusive of the following:

1) Completed Satisfactory Academic Progress (SAP) Appeal Form describing why the student has failed to meet SAP requirements and what has changed that will allow the student to successfully meet SAP in the future.

2) A physician’s note if the appeal is based on medical circumstances. In accordance with HIPAA privacy rules, students are reminded that documentation should never include medical records or copies of prescriptions. Receipt of any note or other medical information will be maintained in confidence by the College, and returned to the student upon completion of their coursework or upon written request.

3) Additional supporting documents, if appropriate.

The Vice President of Student Services will review the information submitted in the context of the student's entire academic record and notify the student of their decision within seven (7) working days. This decision is final. The student will be notified of acceptance or denial in an email to the student's email address on file. If the appeal is granted, the student will be placed on probation for the current term. Where a student who is placed on probation, or following an approved academic plan, as indicated below, is a need-based scholarship recipient, the scholarship continues on its original terms through the probationary term or the period of the approved academic plan, in accordance with BP 2.04.11, Student Need-Based Scholarship Policy. If the student's appeal is granted, yet it is not feasible for the student to meet all SAP requirements within one term, the Vice President's notice to the student will outline the requirements of the academic plan the student must follow. The terms of the academic plan will ensure the student will be able to complete the program within the maximum timeframe (1.5 times the program length) and with the required GPA for graduation. If applicable, the plan will also ensure the student's compliance with on-time progress and/or academic activity requirements.

At the end of the probationary term, if the student's progress indicates that they now meet all SAP requirements, the student will be eligible to remain at the College and will receive notification that they have been removed from probation. At the end of a probationary period (and where a student is following an academic plan), the student's progress will be evaluated based upon the academic plan. If the student is meeting the SAP, or he or she has met all the terms of the academic plan, the student will be eligible to remain at the College. In all subsequent terms, the student must continue to meet SAP standards.

If the student fails to meet the terms of the academic plan at the end of the probationary term and/or fails to meet SAP requirements (where they have not been assigned an academic plan), the student will be dismissed from the program. Additional appeals following dismissal will only be granted at the discretion of the Vice President of Student Services and in very exceptional circumstances.

Re-Entry for Dismissed Students: Students who have been dismissed for failure to meet SAP requirements may apply to be readmitted into the same program, as the class schedule permits, after 6 months from the date of dismissal. Such a student will be enrolled on a probationary basis during their first term. This procedure applies only to dismissals caused by lack of satisfactory progress and when the student is reentering the same curriculum. It does not apply to voluntary withdrawals or to dismissals because the student cannot complete the program within the maximum timeframe.

Student Appeal for Academic Actions

(Reference: AP 4.12.1: PROCEDURE FOR STUDENT APPEAL OF ACADEMIC ACTIONS)

The purpose of AP 4.12.1: "Procedure for Student Appeal of Academic Actions" is to identify the circumstances under which a College student may appeal a course grade,

as well as the steps for initiating a change of grade request. Students should be aware that grades awarded for courses are based on the instructor's professional judgment about the degree to which the student has achieved the learning objectives for a particular course. As such, grade change requests are rare, and are only granted under the circumstances described below.

Circumstances Warranting Grade Change:

Student-initiated grade change requests will be granted where it is clearly demonstrated that an instructor has:

1) Made a proven error in grade calculation;
2) Failed to observe a clearly stated and applicable College policy or syllabus guideline which has directly impacted a final course grade; or
3) Awarded a grade in an "arbitrary and capricious fashion." For purposes of this procedure, "arbitrary and capricious" shall mean that a grade was awarded on a basis *other than academic merit*, i.e., because of favoritism, prejudice and/or discrimination.

Disagreement with the instructor's academic judgment of the quality of a student's work is not a ground for a grade change. These circumstances are the same grounds for appeal stated in BP 4.12.6, "Grading Policy."

Instructor-Initiated Grade Corrections:

Where an instructor identifies, absent a student request, that a grade was awarded in error for either of the reasons stated in items 1) or 2) above, the instructor shall promptly submit a "Change of Grade Form" to the Vice President of Academic Affairs, stating the course, the student, the grade awarded, the corrected grade, and the basis for the correction. The correction takes effect upon approval by the Vice President of Academic Affairs, who shall notify the student in writing. Where the Vice President of Academic Affairs is the instructor, the President shall approve the correction. Where a degree has already been awarded, a correction under this section additionally requires the approval of the President, and the basis for the correction shall be documented in the student's permanent record.

Grade Appeal Procedure:

Any student wishing to request a grade change must follow, in consecutive order, the steps described below.

Step One: A student who believes that a circumstance exists which warrants a grade change will meet and discuss their concern with the instructor within thirty (30) calendar days from the date the final grade is posted. The meeting may take place in person, by telephone, by video conference, or by another method agreed upon by the student and the instructor. The student should provide the instructor with advance notice as to the basis for the requested grade change, as well as any documentation in support of the request. The student must also provide

the instructor with a “Grade Appeal Form.” If approved, the instructor will complete and submit a “Change of Grade Form.”

Step Two: If the matter cannot be resolved between the student and the instructor, the student may request a meeting with an individual appointed by the Vice President of Academic Affairs (an “appointee”). After receipt of a written request by the student, the Vice President of Academic Affairs will select the appointee, who will then arrange a meeting—in person, by telephone, by video conference, or by another method agreed upon by the parties—with the student and the instructor to aid in resolution of the matter. The appointee shall also be provided with the basis for the requested grade change, as well as any supporting documentation, and the Grade Appeal Form. If no resolution is reached between the student and instructor, the appointee will send a written decision to the student and instructor within ten (10) working days of the meeting.

Step Three: If the student is not satisfied at the Step Two decision, the student may formally appeal the final grade to the Vice President of Academic Affairs within ten (10) working days of the Step Two decision. The student must present the appeal in writing, and include the basis for the appeal, any supporting documentation, and any response(s) received from the instructor and/or appointee, as well as the Grade Appeal Form. The Vice President of Academic Affairs shall provide a written response to the student within ten (10) working days after receipt of the appeal. The decision of the Vice President of Academic Affairs shall be considered **final**.

Recusal:

Where the Vice President of Academic Affairs is the instructor whose grade is under appeal, the President shall select the appointee under Step Two and shall decide the appeal under Step Three. In that circumstance, the decision of the President shall be considered final.

Student Code of Academic Integrity

(Reference: BP 2.05.3 STUDENT CODE OF ACADEMIC INTEGRITY)

The College strives to foster an environment of high ethical standards in its dedication to the intellectual growth of its students. The pursuit of this mission requires that students respect the integrity of one another’s work and recognize the importance of safeguarding the intellectual property of others. As such, students are expected to maintain honesty and integrity in all work engaged in while enrolled at the College. Academic dishonesty threatens the integrity of individual students as well as the College’s academic community.

By virtue of participation in the College’s academic community, students accept a responsibility and obligation to abide by this Student Code of Academic Integrity. Students acknowledge their receipt and review of this Student Code of Academic

Integrity by signing it electronically at orientation at the start of their first term of enrollment.

Violations of this policy include, but are not limited to, the following:

1) **Plagiarism.** "Plagiarism" is the intentional or unintentional representation of another's words or ideas as one's own in an academic exercise. Examples of plagiarism include:

    a. Directly copying information from a source without proper citation and without the use of quotation marks or block formatting.

    b. Paraphrasing statements, paragraphs or an entire body of work without proper citation, while using someone else's ideas.

    c. Presenting work as one's own which has been purchased, shared with other student(s), or prepared (in whole or in part) by someone other than the student.

    d. Failing to properly cite and reference statistics, graphic elements, or mathematical or scientific data that are used in one's submission.

    e. Presenting or submitting work completed for another course without the express permission of the instructor.

2) **Unauthorized Assistance.** "Unauthorized assistance" refers to the use of sources of support that have not been specifically authorized in this policy or by a course instructor in the completion of academic work to be graded. Examples of unauthorized assistance include, but are not limited to:

    a. Using unauthorized notes or study aids during an academic exercise or examination.

    b. Viewing or copying another student's work during an academic exercise or examination.

    c. Attempting to communicate or collaborate with another student during an academic exercise or examination.

    d. Providing or receiving the answers to an academic assignment or examination.

    e. The use of faculty materials or answer keys in preparation for or during an academic assignment or examination.

    f. Having another individual take the student's examination.

g. The use of unauthorized devices during an academic assignment or examination.

h. Downloading or attempting to download assessment material from an assessment source or from another former or current student.

i. The unauthorized use of artificial intelligence tools, including but not limited to ChatGPT, and other similar resources, to complete academic assignments and examinations. This includes, but is not limited to:

    i. Submitting work generated in whole or in part by artificial intelligence unless expressly permitted by the course instructor in writing.

    ii. Using AI tools to draft or edit essays, reports, or any other academic submissions unless explicitly permitted by the course instructor in writing.

    iii. Relying on AI-generated content for completing problem sets, coding assignments, or research projects unless explicitly permitted by the course instructor in writing.

    iv. Using AI tools during exams or quizzes, whether for generating answers or as a reference, unless explicitly permitted by the course instructor in writing.

3) **Fabrication.** "Fabrication" refers to the falsification or invention of any information, citation, data or document in any academic assignment without proper acknowledgment of the source. This includes citing sources that a student has not actually used or consulted, or relying on the sources of another without verification.

4) **Copyright Infringement.** "Copyright infringement" is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to a copyright owner under federal law, including the right to reproduce, distribute, adapt, or publicly perform or display a copyrighted work. With respect to file-sharing, this includes the downloading or uploading of a copyrighted work without permission. Examples of copyright infringement include, but are not limited to:

    a. Posting copyrighted materials on the internet without permission of the license holder.

    b. Copying from textbooks, workbooks, text booklets, etc., to avoid purchasing materials.

    c. Using videos, video clips, images or music without permission.

5) **Misrepresentation.** "Misrepresentation" is a false or misleading statement, or a material omission by a student, when interacting with faculty or staff. Examples of misrepresentation include, but are not limited to, the following:

    a. Falsely representing one's need for an absence, accommodation, or an incomplete grade.

    b. Falsely representing one's need for a makeup exam, a special due date, or an extension of course deadline for submitting an academic assignment.

    c. Falsifying or altering any third-party document used to gain admission to the College, or to apply for financial aid.

    d. Lying to College personnel or staff during an investigation or inquiry concerning a violation of this Code of Academic Integrity.

6) **Collusion.** "Collusion" refers to aiding or allowing another student to commit an act which violates the standards of this Code of Academic Integrity. Examples of collusion include, but are not limited to, the following:

    a. Allowing another student to look at one's work during an academic assignment or examination where collaboration is not allowed.

    b. Providing information, materials, or assistance to another student with knowledge that it is likely to be used in violation of any course or College policy pertaining to academic honesty.

    c. Lying to College personnel or staff during an investigation or inquiry concerning another student's violation of this Code of Academic Integrity.

Procedure for Resolving Violations of the Student Code of Academic Integrity

(Reference: AP 2.05.2 PROCEDURE FOR RESOLVING VIOLATIONS OF THE STUDENT CODE OF ACADEMIC INTEGRITY)

The purpose of AP 2.05.2 Procedure for Resolving Violations of the Student Code of Academic Integrity is to identify violation(s) of the Student Code of Academic Integrity and to outline the process for resolving said violation(s). Violations of the Student Code of Academic Integrity include, but are not limited to: plagiarism, unauthorized assistance, fabrication, copyright infringement, misrepresentation, and collusion. Each of these violations is defined and explained in the College Board Policy BP 2.05.3: "Student Code of Academic Integrity."

Step 1: Assessing the Violation

When an instructor believes and/or receives credible information that a College student has violated the Student Code of Academic Integrity, the instructor shall contact the Vice President of Student Services, who will assist in determining whether this is the student's first violation of the Student Code of Academic Integrity based on a review of the student's file. If the student was found to have previously violated the policy, the student shall be charged with a violation of the Student Code of Conduct and be subject to disciplinary procedures governing violations of the Student Code of Conduct, as set forth in AP 2.05.1, "Procedure for Resolving Complaints, Disciplinary Actions and Appeals."

Step 2: Procedure for First-Time Violations

If the student is a first-time violator, the student's instructor shall arrange to discuss the matter with the student. The instructor may also consult with or invite participation from the Vice President of Student Services. The purpose of the discussion is to:

1) Inform the student of the act committed which violates the policy.

2) Determine whether the student acknowledges and accepts responsibility for the act committed and the corresponding policy violation.

3) Attempt to reach a resolution with the student which is commensurate with the violation.

If the student acknowledges and accepts responsibility for the act committed, as identified above, the instructor and student may resolve the violation in a manner that is acceptable to both the instructor and the student. Resolution may include one or more of the following:

A) A lower or failing grade on the academic assignment or examination where the violation occurred.

B) A lower or failing grade for the course.

C) The assignment of additional course work and/or testing to provide evidence of the student's academic performance and understanding of the course material.

D) The assignment of College materials related to the subjects of student integrity and student conduct.

Once the resolution is reached, the instructor shall inform the student (if applicable) that failure to timely complete items (C) and/or (D) above will result in a final course grade of "F," including a denotation that the course failure was the result of a violation of the Student Code of Academic Integrity. Furthermore, any resolution involving an academic

penalty shall be put in writing and signed by both parties and reported by the instructor to the Vice President of Student Services. A copy of the signed agreement will also be provided to the student. A record of the violation and the signed agreement shall be maintained in the student's file.

If a student who is a first-time violator does not acknowledge responsibility, or the instructor and student are otherwise unable to reach a resolution, the instructor shall refer the matter to the Vice President of Student Services, who will conduct an impartial review of the available evidence — affording the student an opportunity to respond — and determine whether a violation of the Student Code of Academic Integrity occurred. If a violation is found, a resolution or academic penalty consistent with this Step 2 shall be applied, and the student may appeal as set forth in AP 4.12.1, "Procedure for Student Appeal of Academic Actions." If no violation is found, the matter is closed with no penalty or record of violation.

Where a student has signed a written resolution but fails to complete the agreed terms (items (C) and/or (D)) by the specified deadline, the instructor shall notify the Vice President of Student Services, and the consequence previously disclosed to the student — a final course grade of "F," with a denotation that the failure resulted from a violation of the Student Code of Academic Integrity — shall be imposed and recorded in the student's file. Because the student has already acknowledged responsibility in writing, no further determination of responsibility is required; the student may appeal only the imposition of the grade penalty under AP 4.12.1.

Step 3: Procedure for Repeat Violations

If a student is a repeat violator, the instructor shall refer the student to the Vice President of Student Services for a violation of the Student Code of Conduct. Disciplinary procedures governing violations of the Student Code of Conduct are set forth in AP 2.05.1, "Procedure for Resolving Complaints, Disciplinary Actions and Appeals." Similarly, procedures for student appeals of academic actions are set forth in AP 4.12.1, "Procedure for Student Appeal of Academic Actions."

7. FEES AND FINANCIAL AID

Federal Financial Aid Statement

Please be advised that the Hubbard College of Administration of Tampa Bay currently does not participate in any state or federal (Title IV) financial aid program. As a result, students are not eligible for state or federal financial aid, including FSAG, Pell Grants, Direct Loans, or Federal Work-Study, through our institution. Students who wish to seek financial assistance must explore alternative funding options, including scholarships, private loans, and other non-federal financial aid sources. Scholarships funded by the College, available for those who qualify, should not be confused with any federal or

state financial aid program. We encourage all prospective and current students to contact the Financial Aid Manager or the Student Award & Scholarship Coordinator for more information on available resources.

Tuition Schedule, Fee Schedule & Student Cost Estimates

TUITION SCHEDULE

(BY DEGREE TYPE)

DEGREE	Tuition Per Term FULL-TIME	Tuition Per Term PART-TIME
Associate Degree	$6,500	$3,000
Bachelor's Degree	$6,500	$3,000
Master's Degree	$9,750	$4,875

The College offers four 13-week terms per year.

Full-time students may take up to 18 semester credit hours per term. Undergraduate full-time students must complete a minimum of 12 semester credit hours per term; graduate full-time students must complete a minimum of 9 semester credit hours per term.

Part-time students are limited to 6 semester credit hours per term. Undergraduate part-time students must complete a minimum of 6 semester credit hours per term; graduate part-time students must complete a minimum of 3 semester credit hours per term.

FEE SCHEDULE

(FOR ALL DEGREE TYPES)

Fee Type	Refundable / Nonrefundable	Frequency	Cost
Application Fee	Nonrefundable (unless cancelled within 5 calendar days of enrollment agreement and prior to the start of the term)	One-time	$75
One-Time Enrollment Fee	Nonrefundable (unless cancelled within 5 calendar days of enrollment agreement and prior to the start of the term)	One-time	$75
Library Service Fee*	Nonrefundable (unless cancelled within 5 calendar days of enrollment agreement and prior to the start of the term)	Recurring (by term)	$50
Technology Fee	Nonrefundable (unless enrollment is cancelled prior to the start of the term)	Recurring (by term)	$100
Student Activity Fee	Nonrefundable (unless enrollment is cancelled prior to the start of the term)	Recurring (by term)	$25
Convenience Fee	Non-refundable except where the underlying payment is refunded or otherwise required by law or card network rules to be refunded	Per credit or debit card payment	Not to exceed actual processing cost charged to the College (not to exceed 4%)
Late Tuition Fee	Nonrefundable	N/A	$100
Transcript Evaluation Fee (per transcript)	Nonrefundable	N/A	$50
Graduation Fee (diploma, cap & gown)	Nonrefundable	One-time	$200
Official Transcript Fee	Nonrefundable	N/A	$25
Student ID / ID Replacement Fee	Nonrefundable	N/A	$25
Returned Check Fee	Nonrefundable	N/A	$35
Library Late Fee	Nonrefundable	N/A	$10
Reactivation Fee (after formal Leave of Absence)	Nonrefundable	One-time	$50

Fee Type	Refundable / Nonrefundable	Frequency	Cost
One-Week Course Extension Fee — Graduating Students (Undergraduate)	Nonrefundable	One-time	$500 F/T · $230 P/T (Enrollment status of the student is determined by last term prior to graduation.)
One-Week Course Extension Fee — Graduating Students (Graduate)	Nonrefundable	One-time	$750 F/T · $375 P/T (Enrollment status of the student is determined by last term prior to graduation.)

**Library service fees are for third-party services provided to the College.*

STUDENT COST ESTIMATES

(FOR ALL DEGREE TYPES)

Cost Type	Estimated Cost
Transportation & Parking	$250 per academic year
Books & Supplies (entire program)	Associate Degree — $500 Bachelor's Degree — $1,000 Master's Degree — $750
Miscellaneous Expenses**	$500 – $1,000 per academic year
Mandatory in-person orientation — lodging (one-time, at the start of the program)	Orientation is held Monday through Friday. Lodging estimated $100–$200 per night for four (4) nights, or approximately $400–$800 total; rates may be higher during peak season (February–April). Meals are at the student's own choice and expense. Transportation varies by the student's place of residence. Parking at the College is free; if the College lot is full, low-cost public parking is available nearby at the student's expense.

***Degree programs and courses which require labs, certifications, shipping, etc., will be individually assessed fees accordingly. The treatment of books, materials and equipment upon cancellation of enrollment is addressed in the BOOKS AND MATERIALS section of the Enrollment Agreement. The amounts in this table are estimates of costs the student pays to third parties, are not charged by or paid to the College, and are subject to change without amendment of the Enrollment Agreement.*

Tuition and Fee Changes: The College reserves the right to change tuition rates and fees at any time, with any changes applying to subsequent terms, rather than the term during which a tuition rate change or fee change takes place. The College

agrees to provide reasonable advance notice to students of increases to tuition rates and/or fees.

Deadlines for Payment of Tuition and Fees

(Reference: BP 3.07.1 DEADLINES FOR PAYMENT OF TUITION AND FEES)

The College has discretion to set all schedules for tuition, fees, and fines which are assessed and collected. This policy establishes the deadlines and procedures for payment of tuition and fees, and addresses the consequences of unpaid tuition and balances for various fees, ensuring financial accountability and clarity for all students at the College.

Enrollment Period: The Enrollment Period for new and continuing students of the College begins approximately one month before the start of each term and lasts approximately two weeks. The purpose of the Enrollment Period is for students to indicate their intent to begin or continue in a college program, to indicate whether they intend to begin or continue on either a full-time or part-time basis, to complete the necessary paperwork, and finalize tuition payment and fee payments for the upcoming term. For specific dates, students are encouraged to consult the College's academic calendar and other resources available on the College's website.

Tuition Payment Deadline: Applicable recurring fees (i.e., the Library Service Fee, Technology Fee, and Student Activity Fee) are to be paid concurrently with tuition. For new students, payment of a one-time "Enrollment Fee" is also paid concurrently with tuition. Tuition and fees for each term are due by the end of the Enrollment Period, approximately two weeks before the start of the term (the "Tuition Payment Deadline"). The College issues a billing statement to the student's account, detailing tuition and fees for the upcoming term. Due dates for timely payment will also be provided to the student on the billing statement. The Tuition Payment Deadline is also reflected on the Academic Calendar. Tuition payment must be made in full, and installment plans and/or payment plans are not offered.

Failure to Pay by Deadline: Failure to pay tuition and fees by the Tuition Payment Deadline will result in the inability to initiate new courses in the upcoming term until the outstanding balance is paid in full. Students will also be restricted from accessing academic resources, including course materials and online platforms. Students should note that the inability to initiate a new course during a term as a result of failure to pay tuition and fees may impact College requirements for Enrollment, On-time Progress and Academic Activity, as described in BP 2.04.10.

Enrollment: Students who enroll in an upcoming term after the Enrollment Period and Tuition Payment Deadline, are allowed a grace period lasting until the

day before the start of a term to pay their tuition and fees. An additional nonrefundable fee of $100 will be assessed for late enrollment and/or late payment of tuition and fees. Students are encouraged to timely enroll in the upcoming term and to make payment of tuition and fees by the Tuition Payment Deadline in order to avoid late fees.

Past Debts: Prior to beginning coursework in a new term, students must satisfy all due/delinquent amounts owed to the College. For instance, if a student is assessed a one-time fee during a term, the student is responsible for paying the fee by the indicated due date. Failure to do so may result in a course initiation hold until the balance is paid in full. This applies to all student financial obligations, including unpaid tuition, fees and/or fines. Students are encouraged to review the College Fee Schedule regarding any fees which may be assessed in addition to tuition. The College shall not place holds on student requests for transcripts, grades, or diplomas because of unpaid student debts.

Accepted Methods of Payment: Students can pay tuition through various methods, including online payments or mail-in checks. Accepted payment methods include credit cards, debit cards, electronic bank transfers, and checks.

Late Fees: Late fees may also be assessed for unpaid administrative fees and fines which are incurred during a term. Students will receive an initial notification of any outstanding fee or fine via their official college email. This notification will include the amount due, the due date, and instructions for payment. If the fee or fine remains unpaid after the due date, a reminder notice will be sent, and a late fee will be assessed.

Reduction of Student Tuition and Fees

(Reference: BP 3.07.3 REDUCTION OF STUDENT TUITION AND FEES)

The purpose of BP 3.07.3, “Reduction of Student Tuition and Fees” is to outline the conditions under which tuition reductions are granted to eligible students. This Policy aims to support the College community by providing financial relief to current and prospective students who are active, full-time employees of the College; students whose immediate family member(s) are currently enrolled at the College; students whose immediate family member(s) are active employees of the College; or students whose immediate family member(s) are alumni (graduates) of the College. These reductions reflect the College’s commitment to supporting employees, students, staff, alumni, and the families of the College community, making education more accessible and affordable. This policy applies to students enrolled or seeking to enroll in a full-time program at the College who meet the eligibility criteria outlined below.

1. **Definitions**:

Active Employee: An individual who is currently employed by the College on a full-time basis for a minimum of one year.

Immediate Family Member: For the purposes of this policy, an immediate family member includes parents, legal guardians, spouses, siblings, and children.

Alumni (Graduates): Individuals who have successfully completed a degree program of the College and graduated from the College.

Currently Enrolled Students: Students who are actively enrolled and attending classes in a degree program of the College on a full-time basis.

2. **Tuition Reduction Eligibility Criteria**: All students who meet one or more of the criteria identified in this Policy are eligible for a tuition reduction. All applicants are evaluated equally across the same criteria for evaluation. Approval for reduced tuition is not based upon the timing or method of payment.

    A) **Students who are employees of the College**: Students who are active, full-time employees of the College (as defined above) are eligible for a tuition reduction of 25%.

    B) **Students with Immediate Family Members Currently Enrolled at the College**: Students who have immediate family members (as defined above) currently enrolled in a full-time program at the College and paying tuition are eligible for a tuition reduction of 10%.

    C) **Students with Immediate Family Members who are Active Employees of the College**: Students who have immediate family members (as defined above) who are active, full-time employees of the College are eligible for a tuition reduction of 25%. The employee must have been employed full-time for a minimum of one year for the student to qualify for the tuition reduction.

    D) **Students whose Immediate Family Member(s) are College Alumni (Graduates)**: Students whose immediate family member(s) (as defined above) are alumni (graduates) of the College are eligible for a tuition reduction of 10%.

3. **Restrictions and Exclusions**:

    A) **Non-Combinability**: Tuition reductions cannot be combined with any other reductions and/or scholarships. Students will receive the highest single reduction for which they are eligible.

    B) **Non-Retroactivity**: Reductions cannot be applied retroactively. Applications must be submitted and approved prior to the start of the academic term.

C) **Full-Time Enrollment**: Reductions apply only to students enrolled full-time. Part-time students are not eligible for these tuition reductions.

D) **Good Academic Standing**: To remain eligible, students must maintain Satisfactory Academic Progress as defined by BP 2.04.7, "Standards for Satisfactory Academic Progress." For instance, if a student is receiving a tuition reduction for the term in which they are currently enrolled and fails to maintain the minimum cumulative grade point average ("GPA") after the conclusion of the term, the student will lose eligibility for a tuition reduction for the following term and until the minimum cumulative GPA is achieved. Students who lose eligibility after the conclusion of a term are not required to repay the College for the tuition reduction(s) they previously received.

E) **Standards for Satisfactory Academic Progress**: Students on Academic Warning are not eligible to receive a reduction of tuition and may only re-apply once they have regained satisfactory academic performance. (See BP 2.04.7: "Standards for Satisfactory Academic Progress" for more information.)

F) **Units Required for Graduation**: Eligibility is lost once a student has reached the total number of completed credits required for graduation in the degree program in which they are enrolled.

G) **Basis for Reduction of Tuition**: Tuition reduction is calculated based on the current cost of tuition (per term) for the program in which the student is enrolled.

H) **Additional Fees Not Subject to Reduction**: Tuition reductions apply only to tuition and do not cover other expenses including, but not limited to, lab fees, material fees, textbooks, technology fees, enrollment fees, graduation fees and fines.

4. **Renewal and Duration**: Tuition reductions are granted for one academic term and must be renewed by term. Continued eligibility must be demonstrated each term through the resubmission of an updated application form and supporting documentation.

5. **Maintenance of Records**: The College maintains verifiable records including detailed and complete data for all students who have applied for and received reductions in student tuition, including any notes of selection committee meetings, and copies of notices to the student who received a reduction. This information is kept on file for on-site inspection.

6. **Refunds**: All tuition refunds are granted in accordance with the College's equitable prorated refund policy (see BP 2.04.5: "Student Cancellation of Enrollment and Refund Policy"). Students receiving a tuition discount will receive a refund, if applicable, based on the discounted cost, rather than the full price of tuition, within 30 days.

7. **Application Process**: Eligible students must complete the "Tuition Reduction Application Form." Applicants with immediate family members who are attending the College or who are alumni of the College must provide appropriate information to verify their eligibility, including, but not limited to: first and last name, dates of attendance, relationship to applicant, the family member's ID number and/or the last four (4) digits of the family member's Social Security number ("SSN"). Applicants whose immediate family member(s) are employed by the College must provide the employee's first and last name, the relationship to the applicant, their current position and their employment start date.

8. **Submission and Approval**: The completed application form must be submitted to the Director of Student Enrollment during the Enrollment Period for the upcoming term. Applications submitted during late enrollment will not be considered. The Director of Student Enrollment will review all applications for completeness and eligibility. Decisions will be communicated to the applicants via their email address on file and before the start of the upcoming term. If approved, students will be notified of the reduction in tuition amount, as well as the cost that would otherwise have been charged by the College. Approved tuition reductions will be applied to the student's account for the upcoming academic term.

Student Cancellation of Enrollment and Refund

(Reference: BP 2.04.5 STUDENT CANCELLATION OF ENROLLMENT AND REFUND POLICY)

The College maintains an equitable prorated refund policy that complies with the Fair Consumer Practices refund requirements of the Florida Commission for Independent Education, Rule 6E-1.0032(6)(i), F.A.C.

The College seeks only to enroll students who have a genuine interest in attending and receiving a degree from the College. The purpose of this policy is to put students on notice of options for terminating their enrollment and/or seeking a refund. Such requests will be honored by the College, subject to the conditions set forth in this policy. Note that additional provisions governing the relationship between the student and the College are contained on the College's website and in the College Catalog, which is available online and accessible before and during a student's enrollment at the College.

1. Cancellation of Enrollment by Student and Refund Schedule:

   After signing an Enrollment Agreement and prior to the start of the term, students have five (5) calendar days to cancel their enrollment and receive a full refund of all monies paid to the College. [2]

[2] Where five (5) calendar days from the date an Enrollment Agreement is signed would be shorter than three (3) working days from that date, the longer period applies, consistent with Rule 6E-1.0032(6)(i)4., F.A.C.

Students requesting cancellation more than five (5) calendar days after signing an Enrollment Agreement, but prior to the start of the term, shall be entitled to a refund of all monies paid other than the following nonrefundable fees:

(A) The application fee (not to exceed $75);

(B) A one-time enrollment fee (not to exceed $75);

(C) Any library service fees provided by a third-party library service.

The Technology Fee and the Student Activity Fee are nonrefundable, unless enrollment is cancelled prior to the start of the term. A complete schedule of tuition and fees is published in the College Catalog and in the Enrollment Agreement.

When enrollment is cancelled more than five (5) calendar days after signing an Enrollment Agreement, and after the start of the term, the College may retain all nonrefundable fees, including those designated in 1(A)-(C) (above) and tuition based on the following:

Tuition Refund Schedule:

Cancellation after attendance has begun, through 20% completion of the term, will result in a prorated tuition refund computed on the number of days of the term completed to the total number of days of the term.

Cancellation after completing more than 20% of the term will result in no refund of tuition.

Tuition Refund Example:

If a full-time, undergraduate student enrolls in a 13-week term and pays $6,500 in tuition and cancels enrollment after completing 2 weeks (14 days) of the term, the student would be entitled to a tuition refund of $5,500.00. The College would retain $1,000.00 in tuition based on the number of days the student completed.

Determining Withdrawal Dates. When calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation, unless (a) the College received the student's written notice of cancellation on an earlier date, in which case that date is used, or (b) the College cancels the student's enrollment for any of the reasons set forth in 2 below, in which case the date on which the College gives the student notice of the cancellation is used.

A completed College Withdrawal Form or Leave of Absence Form, or an approved Late Withdrawal/Late Leave of Absence Petition, submitted under BP 2.04.9, "Withdrawals and Leaves of Absence," constitutes the student's written notice of withdrawal for purposes of this Policy.

Students wishing to cancel enrollment must notify the Director of Student Enrollment of their wish to cancel enrollment by email or mail.

Students Who Do Not Begin Coursework. A student who does not begin any coursework is refunded according to the schedule above, based on the timing of the cancellation or withdrawal: a full refund only if cancelled within five (5) calendar days of signing and before the term begins; otherwise, all monies paid less the nonrefundable fees in 1(A)–(C) if cancellation occurs before the term begins; and the prorated Tuition Refund Schedule if the term has begun. A student who neither begins coursework nor cancels is identified and withdrawn through the academic-inactivity process in BP 2.04.10, "Enrollment, On-Time Progress, and Academic Activity," with any refund calculated from the withdrawal date determined under BP 2.04.9, "Withdrawals and Leaves of Absence."

2. Cancellation of Enrollment by the College.

(A) Failure to Meet Pre-Enrollment Requirements. Prior to a student's scheduled start date, the College may cancel enrollment if a student has failed to meet pre-enrollment requirements and admissions requirements, including, but not limited to, paying required application fees, passing any required tests and/or admissions assessments, submission of previous college transcripts, submission of proof of degrees or certificates, payment of tuition, or other pre-enrollment requirements that a student has been given notice to complete. Failure to adequately complete pre-enrollment requirements, as described above, will constitute grounds for automatic withdrawal and termination of a student's Enrollment Agreement, unless this timeframe is extended by the College. In such cases, the student will be promptly notified in writing, and the notification will be issued prior to the student's scheduled start date. The written notification will identify the incomplete pre-enrollment requirement(s).

(B) Dismissal from the Program. Following a student's start date, the College may also cancel enrollment and terminate an Enrollment Agreement under the following circumstances: where a student has failed to meet Satisfactory Academic Progress per BP 2.04.7, "Standards for Satisfactory Academic Progress," a determination by the College that a student has violated BP 2.05.2, the "Student Code of Conduct" or BP 2.05.3, "Student Code of Academic Integrity," a failure to meet on-time progress or academic activity requirements under BP 2.04.10, "Enrollment, On-Time Progress, and Academic Activity," failure to pay tuition, or failure to meet pre-enrollment or admissions requirements. In such circumstances, the date the student is notified of dismissal will be considered the student's last date of attendance for the purpose of calculating any refund to the student, as discussed below. Written notification will be made promptly upon the final determination of dismissal and following the completion of any required reviews or administrative procedures. The written notification will identify the specific reason(s) for dismissal.

3. Refunds: Any money due to a student will be refunded within thirty (30) days of the College's receipt of the student's written notice of cancellation or withdrawal, or of the date the College notifies the student of a cancellation or administrative withdrawal by the College, regardless of whether any materials have been returned. Funds reimbursed to a student are done so through the student's original payment method, i.e., tuition paid via check is refunded via check, and tuition paid by credit card is refunded to the credit card used for the payment. Refunds will be issued in accordance with the schedule set forth above. If a student who is receiving a tuition reduction withdraws and is eligible for a tuition refund, the refund will be calculated based on the discounted tuition amount, not the full tuition amount.

4. Books and Materials. Upon cancellation of enrollment, a student whose tuition has been paid in full, but who is not entitled to a refund, is entitled to receive all materials for which the College has been paid and which would otherwise be available to them. If cancellation occurs prior to a student's anticipated start date, the student is also entitled to a refund of any amounts paid to the College for supplies, books or equipment not yet received or used.

Tuition Appeal: In the case of exceptional circumstances where a student is not entitled to a refund under the policies outlined above, the student may make an appeal for tuition considerations by submitting a written explanation of the circumstance that warrants an exception to the published refund policy. Exceptional circumstances might include incapacitating illness or injury. Supporting documentation to verify the circumstance is required. All appeals should be emailed to Student Services at studentservices@hcatampabay.org.

Course Cancellations

(Reference: BP 4.12.2: COURSE CANCELLATIONS)

BP 4.12.2, "Course Cancellations" is intended to outline the steps that will be taken when a College course is cancelled.

Course cancellation refers to the College's action of suspending or ceasing the availability of a course in a given term.

The College strives to ensure that students are able to take advantage of all course offerings in order that they may receive a high-quality and diverse academic experience. However, in some circumstances it may become necessary for the College to cancel a scheduled course. Reasons for course cancellations may include: change to the degree requirements or sequence of course offerings, budgetary constraints or faculty unavailability, among others. As such, the College reserves the right to cancel a course offering prior to the start of a term or during a term. Course cancellation will not affect students who have already completed the course or who have already initiated the course but have not yet completed it. In the case of the latter, the College will continue

providing instruction in the course and students will be allowed to complete the course for credit.

1) In the event of a course cancellation, the College shall provide advance notice of the cancellation at least 30 days prior to the start of the term or, where a course is cancelled during a term, as soon as practicable after the decision to cancel. Such notice shall inform students affected by the cancellation of the change being made to the curriculum for their program, as well as any new course that will be required in lieu of the cancelled course.

2) Where a cancelled course is required for graduation and the affected student(s) are not in their last term before graduation, the College will ensure that the same course or a course meeting the same graduation requirement is available for enrollment in the following term. Where the affected student(s) are in their last term before graduation at the time of cancellation, the College will ensure that an acceptable alternative is made available.

Program Discontinuance

(Reference: BP 4.12.3 POLICY FOR PROGRAM DISCONTINUANCE)

Over time, the College may decide to discontinue an existing program. The College Board of Trustees has the responsibility and authority to approve discontinuance of any College degree program and must approve any proposed discontinuance prior to the start of the effective term. Any proposal presented to the Board of Trustees must include the plan to accommodate any students or faculty who are currently active in the program identified. The Board of Trustees shall also ensure the development and submission of a program teach-out plan, including, but not limited to, an explanation of the discontinuance, a spreadsheet describing what will happen with current students, their projected graduation dates, and information on the number of currently enrolled students in the program being discontinued.

Textbook and Course Materials Pricing

(Reference: BP 2.05.5 TEXTBOOK AND COURSE MATERIALS PRICING POLICY)

The purpose of BP 2.05.5, “Textbook and Course Materials Pricing Policy” is to promote transparency regarding the pricing of third-party textbooks and course materials and to clarify the College’s role in that pricing. This Policy explains that textbooks and course materials offered for purchase are sourced from third-party vendors and are neither produced nor priced by the College. Materials developed by the College as part of the Hubbard College of Administration Management System curriculum are not sold.

Pricing for Third-Party Textbooks and Course Materials: For many general education courses and other courses included in a College program, the curriculum often includes required and recommended textbooks and other course materials not

produced by the College. Third-party vendors set prices for textbooks and course materials, not the College. The third-party online bookstore, VitalSource, maintains a broad catalog of digital textbooks, including the author, title, and edition. The College has no ownership or financial interest in VitalSource or any other third-party textbook or course material vendor, receives no proceeds or other financial benefit from student purchases, and has no monetary arrangement with any such vendor. Students may purchase required or recommended textbooks or course materials from a vendor of their choosing and are cautioned to ensure purchases are made from reliable, reputable vendors. Students should also be aware of applicable refund policies offered by third parties (for additional information regarding refunds for textbooks and materials, see BP 2.05.4, “Textbook and Materials Refund Policy”).

HCA Management System Workspace: The College provides active students access to the Hubbard College of Administration Management System Workspace which also includes access to the Hubbard College of Administration Management System Article Library. Access to the Hubbard College of Administration Management System Workspace and Hubbard College of Administration Management System Article Library is provided to students through a Technology Fee assessed each term. The amount of the Technology Fee is published in the College’s Fee Schedule, which appears in the College Catalog and in the Enrollment Agreement. For information regarding the Technology Fee and its refundability, see BP 2.04.5, “Student Cancellation of Enrollment and Refund Policy.”

Textbook Pricing and Access Information: For current textbook pricing information, students may consult VitalSource directly or another third-party vendor of their choosing. For additional information regarding student access to instructional materials, students are also encouraged to consult AP 2.05.3, “Procedure for Access to Instructional Materials.”

Textbook and Materials Refund

(Reference: BP 2.05.4 TEXTBOOK AND MATERIALS REFUND POLICY)

BP 2.05.4 "Textbook and Materials Refund Policy" explains the College’s role, and the limits of that role, with respect to refunds for textbooks and course materials purchased from VitalSource, an independent third-party online bookstore, or from another third-party vendor. Refund conditions and deadlines for those purchases are established by the vendor, not by the College. This Policy also addresses the refundability of the Library Service Fee and the Technology Fee.

Third-Party Online Bookstore: VitalSource and other textbook and course material vendors are independent third parties. The College has no ownership or financial interest in VitalSource or any other third-party textbook or course material vendor, receives no proceeds or other financial benefit from student purchases, and has no monetary arrangement with any such vendor. The College is not responsible for refunds for books or materials purchased from third-party vendors, and students are

encouraged to review the applicable vendor's refund policy before making a purchase. Return policies and deadlines may vary by vendor.

Third-Party Library Services: The College's contracted library and research services provider is available to students through a Library Service Fee assessed each term. The Library Service Fee is associated with a student's enrollment and is not a purchase of textbooks or course materials. It is nonrefundable, unless enrollment is cancelled within five (5) calendar days after signing an Enrollment Agreement and prior to the start of the term. Its refundability upon cancellation or withdrawal is governed by BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy." BP 2.05.4, "Textbook and Materials Refund Policy," does not establish any separate or additional refund terms for the Library Service Fee. Section 1(C) of BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy," identifies library service fees as one of the fees the College may retain outside the initial five-calendar-day cancellation period described in that Policy.

HCA Management System Workspace: The College provides active students access to the Hubbard College of Administration Management System Workspace which also includes access to the Hubbard College of Administration Management System Article Library. Access to the Hubbard College of Administration Management System Workspace and Hubbard College of Administration Management System Article Library is provided to students through a Technology Fee assessed each term. For information regarding the Technology Fee and its refundability, see BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy." The Technology Fee is associated with a student's enrollment and is not a purchase of textbooks or course materials. It is nonrefundable, unless enrollment is cancelled prior to the start of the term. BP 2.05.4, "Textbook and Materials Refund Policy," does not establish any separate or additional refund terms for the Technology Fee.

Scholarships

(Reference: BP 6B.16B.1 DONOR SCHOLARSHIP POLICY)

The College is committed to providing financial support to qualified students who demonstrate financial need or economic disadvantage. This policy establishes the principles and framework governing the establishment, acceptance, and management of donor-funded scholarships at the College. The eligibility, selection, award, and administration of scholarships to students are governed by BP 2.04.11, Student Need-Based Scholarship Policy.

Funding Sources: Funding for scholarships may come from a variety of sources, including:

- The College's own tuition revenue or institutional resources, as allocated based on budgetary considerations;

- College endowments (an amount of money or other financial asset donated to the College with the intention to invest it to yield scholarship funds or additional revenue). Both endowment revenue and the principal asset may be directed by the donor for the funding of scholarships; and/or

- Donations to the College from alumni, individuals, corporations, and/or foundations.

Minimum Donor Requirements: A minimum donation amount is not required for donors to contribute to existing scholarships. New scholarships funded by donors must have a minimum total value of $25,000, with a minimum value of $5,000 per scholarship per student. The minimum amount required to establish an endowed scholarship is $50,000.

Establishing and Governing Donor-Funded Scholarships:

- Scholarships are governed by a framework that adheres to best practices and provides consistency in establishment, administration, and disbursal.

- Before establishing a new scholarship with a donor, the College determines whether a sufficient number of eligible students exists. Where such a student population does not exist, eligibility criteria are broadened in line with the donor's general intention for the scholarship.

- The College establishes scholarships only in accordance with its strategic interests, with regard to the intent of the donor, and in observance of the spirit of antidiscrimination legislation.

- All donor-funded scholarships are need-based and are awarded to students on the discernible and consistent economic standard set forth in BP 2.04.11 and the Need-Based Scholarship Award Procedure.

Nondiscrimination:

- Scholarship recipients are not restricted on the basis of race, sex, color, age, disability, ethnicity, or national origin.

- Scholarships seek to maximize accessibility and to serve the widest range of qualified applicants consistent with the donor's stated purpose.

Donor Agreements: All donors are made aware of their financial commitment and advised to seek independent financial advice regarding any tax implications. The College makes no guarantee regarding the deductibility of any donation. Each donor is

provided a “Donor Agreement,” in which the donor acknowledges the financial commitment and the scholarship terms and conditions, which include, at a minimum, the following:

- Donor contact information;
- Whether the donor intends to contribute to an existing scholarship;
- The name of the scholarship;
- The purpose of the scholarship;
- The total donation amount;
- The duration of the scholarship;
- A payment schedule (if applicable);
- Whether the principal amount will be invested (an endowment) or whether the donor is funding a non-endowed (annual) scholarship;
- For endowed scholarships, the percentage paid to the College as a management fee;
- For endowed scholarships, the amount to be invested and the amount (if any) to be placed in a non-endowed account for the award of the first scholarship;
- The suggested or recommended scholarship amount per student;
- The academic year in which the scholarship funds are intended to be distributed;
- Whether the donor will recommend eligibility criteria for the scholarship; and
- Whether the donor will present the scholarship in person.

Terms and Conditions Applicable to All Donors: By way of the Donor Agreement, the following is disclosed to all donors:

- Scholarship recipients are not restricted on the basis of race, sex, color, age, disability, ethnicity, or national origin;

- All financial assets donated constitute an “irrevocable gift,” of which the College assumes legal control and responsibility;

- The College has discretion to determine the qualified personnel responsible for reviewing and awarding scholarships;

- The College has discretion to determine when, during the applicable academic year, scholarship funds are awarded;

- Where scholarship recipients become ineligible, or where there are no eligible students for the scholarship, the scholarship funds may be awarded during the next academic year, returned to the general scholarship fund, or the College may broaden the eligibility criteria; and

- Changes of conditions may require modification to an existing Donor Agreement or to a scholarship.

The College reserves the right to refuse a donation for a scholarship, or to terminate a scholarship, if the College considers the proposed terms to be unreasonable or association with the donor to be inconsistent with the College’s vision and values.

Student Need-Based Scholarships

(Reference: BP 2.04.11 STUDENT NEED-BASED SCHOLARSHIP POLICY)

The College provides need-based scholarships to qualified students who demonstrate financial need or economic disadvantage. This policy governs the eligibility, application, selection, award, and administration of scholarships awarded to students. The College does not award merit-based scholarships. Donor funding for scholarships is governed by BP 6B.16B.1, Donor Scholarship Policy.

Definition and Scope: A scholarship is a grant-in-aid to an enrolled student that offsets, in part or in full, the tuition the College would otherwise charge. Every scholarship award states the actual reduction in tuition the student receives. Scholarships apply to tuition only; the student remains responsible for all other fees, books, and supplies. A scholarship is not transferable to another student or to a future academic year.

Basis of Award: The College awards scholarships on a discernible and consistent economic standard. The College collects standardized financial information through the College Board's CSS Profile and applies the Institutional Methodology (IM) Family Contribution score to its published award grid to determine each award. The College may adopt a comparable third-party service to assess financial need. The determination method is set out in AP 2.04.11, Need-Based Scholarship Award Procedure.

Undergraduate Full-Time

Based on full-time undergraduate tuition for four terms: $26,000 tuition + $700 fees = $26,700 annually. Scholarships apply to tuition only.

Tier	IM / EFC Range	Annual Scholarship	Per-Term Award	% Tuition	Service Hrs. (Week / Term)
1	$0 – $5,200	$18,000	$4,500	69%	10 / 130
2	$5,201 – $10,400	$15,000	$3,750	58%	8 / 104
3	$10,401 – $15,600	$12,000	$3,000	46%	6 / 78
4	$15,601 – $20,800	$9,000	$2,250	35%	4 / 52
5	$20,801 – $26,000	$6,000	$1,500	23%	N/A
6	$26,001 – $31,200	$3,000	$750	12%	N/A

Undergraduate Part-Time

Based on part-time undergraduate tuition for four terms: $12,000 tuition + $700 fees = $12,700 annually. Scholarships apply to tuition only.

Tier	IM / EFC Range	Annual Scholarship	Per-Term Award	% Tuition	Service Hrs. (Week / Term)
1	$0 – $5,200	$9,000	$2,250	75%	4 / 52
2	$5,201 – $10,400	$7,500	$1,875	63%	N/A
3	$10,401 – $15,600	$6,000	$1,500	50%	N/A
4	$15,601 – $20,800	$4,500	$1,125	38%	N/A
5	$20,801 – $26,000	$3,000	$750	25%	N/A

Tier	IM / EFC Range	Annual Scholarship	Per-Term Award	% Tuition	Service Hrs. (Week / Term)
6	$26,001 – $31,200	$1,500	$375	13%	N/A

Graduate Full-Time

Based on full-time graduate tuition for three terms: $29,250 tuition + $700 fees = $29,950 annually. Scholarships apply to tuition only.

Tier	IM / EFC Range	Annual Scholarship	Per-Term Award	% Tuition	Service Hrs. (Week / Term)
1	$0 – $4,991	$18,000	$6,000	62%	10 / 130
2	$4,992 – $9,883	$15,130	$5,043	52%	8 / 104
3	$9,884 – $14,975	$11,970	$3,990	41%	6 / 78
4	$14,976 – $19,967	$9,130	$3,043	31%	4 / 52
5	$19,968 – $24,959	$5,990	$1,997	20%	N/A
6	$24,960 – $29,950	$3,130	$1,043	11%	N/A

Graduate Part-Time

Based on part-time graduate tuition for four terms: $19,500 tuition + $700 fees = $20,200 annually. Scholarships apply to tuition only.

Tier	IM / EFC Range	Annual Scholarship	Per-Term Award	% Tuition	Service Hrs. (Week / Term)
1	$0 – $3,900	$10,000	$2,500	51%	5 / 65
2	$3,901 – $7,800	$8,336	$2,084	43%	N/A
3	$7,801 – $11,700	$6,668	$1,667	34%	N/A
4	$11,701 – $15,600	$5,000	$1,250	26%	N/A
5	$15,601 – $19,500	$3,336	$834	17%	N/A

Tier	IM / EFC Range	Annual Scholarship	Per-Term Award	% Tuition	Service Hrs. (Week / Term)
6	$19,501 – $23,400	$1,668	$417	9%	N/A

Publication and Disclosure: The College publishes each available scholarship and its eligibility criteria in the College Catalog and promotes them publicly. All scholarship information is truthful, accurate, and clearly stated, and states the actual reduction in tuition the student receives.

Application and Award Period:

- The College awards scholarships for the current academic year. A student who begins in the Fall term is considered for the full academic year; a student who begins in a later term (Winter, Spring, or Summer) is considered for the remaining terms of that academic year.

- To be considered, a student completes the scholarship application through the CSS Profile by the Application Deadline published in the College's academic calendar for the term the student intends to begin. The application specifies the required documentation, including the financial information used to establish need.

- Students are encouraged to apply early, as the College must receive and assess the applicant's financial information before the term's tuition and fees payment deadline.

- The College notifies each recipient of the scholarship amount, the award period, the actual reduction in tuition, and the standards required to keep the scholarship.

- The College credits scholarship funds to the recipient's account upon proof of enrollment for the applicable term.

Annual Review and Renewal: Given that a student's financial circumstances may change over time, the College reviews each need-based scholarship annually. To continue a scholarship for a subsequent academic year, a returning recipient either completes an annual certification confirming that the financial basis for the award has not changed or, if the financial basis has changed, submits an updated application through the CSS Profile. The College reassesses the award based on the information provided.

Selection and Administration:

- The College applies objective, demonstrable selection criteria consistently, and the application, selection, and award process is fair, transparent, and equitable.

- The Vice President of Finance and Administrative Services determines and awards scholarship amounts by applying the economic standard and award grid, and notifies the Vice President of Student Services of each award.

- The College documents each award on the Need-Based Scholarship Award Determination Form (CF 2.04.11), communicates it through the applicable Enrollment Agreement Scholarship Addendum (CF 2.04.20), and records the student's acceptance or decline in the Acceptance/Decline section of that Addendum.

Maintaining a Scholarship: To keep a scholarship, a recipient maintains the enrollment status on which the award was based, satisfies any required service component, maintains satisfactory academic progress, and remains in good standing under the following policies:

- BP 2.04.7, Standards for Satisfactory Academic Progress;
- BP 2.04.10, Enrollment, On-Time Progress, and Academic Activity;
- BP 2.05.2, Student Code of Conduct; and
- BP 2.05.3, Student Code of Academic Integrity.

Required service hours are shown in the Service Hours column of the grid row matching the student's tier. The format "X / Y" means X hours per week and Y hours per term. Where the row shows "N/A," no service hours are required.

Scholarship Continuation During Academic Warning: A recipient who fails to maintain satisfactory academic progress under BP 2.04.7, or to meet the enrollment, on-time progress, or academic activity requirements of BP 2.04.10, is placed on Academic Warning under BP 2.04.7. The scholarship continues, on its original terms, during that one Academic Warning term. A recipient who returns to good standing by the end of the Academic Warning term retains the scholarship. A recipient who does not return to good standing, and who is dismissed under BP 2.04.7, forfeits the scholarship, subject only to the Continuation Through a Granted SAP Appeal provision below. Scholarship continuation during Academic Warning is available to a recipient only once per award, does not extend the award period, and does not increase the award amount.

Immediate Forfeiture for Conduct or Integrity Violations: Scholarship continuation during Academic Warning does not apply to violations of BP 2.05.2, Student Code of Conduct, or BP 2.05.3, Student Code of Academic Integrity. A recipient whom the College determines has violated either policy forfeits the scholarship immediately, without a warning term, and the violation constitutes grounds for administrative withdrawal under BP 2.04.9, Withdrawals and Leaves of Absence. Forfeiture on these grounds is final.

Continuation Through a Granted SAP Appeal: The only relief from forfeiture for a failure of satisfactory academic progress, enrollment, on-time progress, or academic activity is the SAP Appeal process in BP 2.04.7. The College does not conduct a separate scholarship appeal and does not accept scholarship-specific requests, documentation, or deadlines apart from that process; the documentation and privacy requirements of BP 2.04.7 govern. If a recipient's SAP Appeal is granted and the recipient is placed on probation under BP 2.04.7, with or without an academic plan, the scholarship continues on its original terms through the probationary term or the period of the approved academic plan, provided the recipient meets its requirements. If the SAP Appeal is denied, or the recipient is dismissed, the scholarship is forfeited. Continuation under this provision is available to a recipient only once, is limited to the original award on its original terms, applies prospectively only, does not increase the award amount or extend the award period, and creates no entitlement to relief. The Vice President of Student Services decides the SAP Appeal under BP 2.04.7; the Vice President of Finance and Administrative Services then confirms, in writing, the scholarship effect of that determination and does not re-adjudicate it.

Leave of Absence: A recipient who takes an approved leave of absence under BP 2.04.9, Withdrawals and Leaves of Absence, does not forfeit the scholarship. The scholarship is suspended during the leave and resumes upon the recipient's return for any terms remaining in the original award period. Because a scholarship is not transferable to a future academic year, a leave that extends the recipient's enrollment beyond the original award period ends the award as to any unused terms; the recipient may apply anew for the subsequent academic year under the Application and Award Period and Annual Review and Renewal provisions of this policy.

Permitted Non-Enrollment and Status Changes: Enrolling in three of the four terms as permitted by BP 2.04.10, taking an approved leave of absence under BP 2.04.9, or making a change in enrollment status permitted for a subsequent term under BP 2.04.10, is not a failure to maintain enrollment status under this policy. The scholarship is simply not credited for a term in which the recipient does not enroll, and a permitted change in enrollment status results in reassessment of the award under Basis of Award rather than forfeiture.

Forfeiture, Refunds, and Reallocation: Forfeiture is prospective; a tuition reduction already applied for a completed or in-progress term is not reversed. If a recipient withdraws, any tuition refund is calculated on the discounted tuition actually charged, in accordance with BP 2.04.5, Student Cancellation of Enrollment and Refund Policy. If a recipient becomes ineligible, or if no eligible students remain, the College awards the funds in the next academic year, returns them to the general scholarship fund, or broadens the eligibility criteria consistent with the applicable Donor Agreement.

Nondiscrimination: The College does not restrict scholarship recipients on the basis of race, sex, color, age, disability, ethnicity, or national origin. The College maximizes accessibility and serves the widest range of qualified applicants.

8. STUDENT SERVICES

Orientation

The Hubbard College of Administration of Tampa Bay is committed to helping students successfully complete their chosen program of study.

Before beginning coursework in the College's learning management system, first-time students complete a mandatory in-person orientation and communication drills, held Monday through Friday at the College's facility in Clearwater, Florida. The orientation and communication drills form the first three modules of IDS 100, Effective Communication and Team Building, for the Associate and Bachelor of Science in Business Administration programs, and of BUS 500, Executive Communication and Learning Methodologies, for the Master of Business Administration program.

In the instructor-led communication drills, students partner with their peers to practice and refine the communication skills they will apply in a business setting. The orientation introduces students to the College's academic expectations, policies, systems access, and student support services.

Returning students who have already completed the in-person orientation and communication drills may complete an online orientation to review updated information.

Student Services

The College provides a comprehensive range of Student Services to support the academic success, personal growth and professional development of our students. The College's Student Services are designed to meet the standards set forth by the Florida Commission for Independent Education and applicable accreditation standards, ensuring that students receive the necessary support and resources to thrive in their educational journey. Both in-person and virtual appointments accommodate students' schedules, providing flexible access to student services.

Academic Advising:

Description: Through the Department of Student Support Services, the College assists students with academic advising by providing personalized guidance to students, assisting them in selecting courses, developing academic plans, and navigating degree requirements.

Academic Guidance: Academic advisors offer assistance with degree planning, and transfer credit evaluation.

Degree Planning: Academic advisors help create academic plans aligned with career goals and program requirements.

Transfer Credit Evaluation: Academic advisors provide evaluation of transfer credits to ensure smooth integration into chosen academic majors.

Policy Interpretation: Academic advisors provide clarification of academic policies related to degree progress and requirements.

Student Support Services (Personal Advisement):

Description: Through the Department of Student Support Services, the College provides services to assist students to achieve academic and professional goals, addressing areas such as time management, goal setting and interpersonal skills. The College takes a holistic approach to student development, focusing on overall well-being and resilience. Student support appointments are tailored to students' individual needs, guiding them to further achievements and increased outcomes.

Academic Achievement: The College offers both virtual and in-person individualized support to help students navigate barriers, set and achieve goals and cultivate positive habits and skills.

Student Orientation: The College provides an orientation program for incoming students to the College.

Student Health Advisories: The College provides virtual health advisory services to students, offering information and guidance on a wide range of health-related topics.

Learning Support Services (Academic Support Services):

Description: Through the Department of Learning Support, the College offers comprehensive tutoring services to assist students in mastering course material, improving study skills and achieving academic success. Tutoring sessions are offered both online and in-person.

Academic Tutoring: Tutors provide support in various subjects, including business administration, management principles, communication skills, and information technology.

Test Prep Tutoring: Tutors offer coaching sessions focusing on test-taking strategies, time management, and content review.

Progress Monitoring: Tutors work with students to provide effective study plans to optimize the student's academic performance.

Student Support Services (Professional Development):

Description: Through the Department of Student Support Services, the College provides students with essential information to assist in career exploration, job preparation and job market success. The College does not guarantee employment.

Career Workshops: The College provides academic advisors who create both virtual and in-person workshops which cover resume writing, interview skills, job search strategies and professional networking.

Career Guidance Services: The College provides academic advisors who give individualized guidance to help students identify professional strengths, set goals, and build employability skills.

Professional Workshops: The College provides seasoned professionals who will give interactive talks to share their successful actions in business.

Alumni Workshops: The College provides interactive talks and presentations put on by College alumni who share their successful actions while attending the College.

Job Announcements: The College provides an online platform featuring internship opportunities, job postings and career resources. The College does not guarantee employment.

Learning Resources (Online Library Services):

Description: Through the Department of Learning Support, the College offers comprehensive online library services and digital resources. Students will have access to a collection of digital materials, including e-books, audio books, and reference material related to the College's degree offerings.

Library Resources: The College provides access to e-books, audio books, digital reference material and provides librarians who are experts in finding and accessing information to help students navigate databases, locate articles, e-books, audio books and other resources relevant to their research topics and studies. The librarians also provide reference assistance, helping students formulate research questions, refine topics and develop search strategies. Additionally, librarians conduct workshops and classes to teach students how to effectively search for, evaluate and use information.

Computer IT Support:

Description: The College provides online support services and virtual access to software applications and technical resources.

Technical Support: The College provides online assistance with software applications and computer usage through a ticketing system.

Training and Workshops: The College organizes workshops, seminars or online tutorials to help students develop essential technology skills, such as using productivity software, programming languages or multimedia tools.

Tech Purchasing Advice: The College provides guidance on purchasing technology products.

Virtual Learning Support: The College provides services to assist students in navigating and using the College's virtual learning environment, including learning management systems.

Bookstore (Academic Resources and Course Materials):

Description: Materials developed by the College as part of the Hubbard College of Administration Management System curriculum are provided to active students through the HCA Management System Workspace and Article Library and are not sold. Access is provided through the Technology Fee assessed each term.

Third-Party Textbooks and Course Materials: Where a course requires a title not provided by the College, the course syllabus lists the title and students may rent or purchase the title from any vendor of their choosing. Where the title is available through VitalSource, a third-party bookstore that supplies digital textbooks, a direct link is provided within the learning management system. Prices and refund terms are set by the vendor, not the College. For more information, see BP 2.05.4, "Textbook and Materials Refund Policy," and BP 2.05.5, "Textbook and Course Materials Pricing Policy."

College Pride Merchandise: The College offers merchandise such as t-shirts, sweatshirts, polos, hats, mugs and other items with the College brand and logo on them so students can represent the College.

Scholarships:

Description: Through the Finance and Administrative Services Division, the College provides students with education and information regarding scholarships offered and the process to apply for a scholarship.

Scholarships: The College provides detailed information on the various scholarship opportunities and instructions on how to apply for the scholarships and the qualifications for each scholarship.

Student Affairs:

Description: Through the Department of Student Affairs, the College provides students with guidance, institutional policies and procedures regarding the student code of conduct, academic integrity, anti-hazing, and procedures related to resolving violations of academic integrity and complaints.

Complaint Policy: Provides the students with detailed information on the procedure for seeking redress for complaints which is laid out in the Board-approved policies.

Academic Integrity Policy: Provides students the policy on the College's high standards of academic integrity and all the violations of academic integrity which include plagiarism, unauthorized assistance, fabrication, copyright infringement, misrepresentation and collusion. Provides procedure for resolving violations of the Code of Academic Integrity.

Student Code of Conduct: Provides students with a code that will create an environment that is conducive to learning so they can develop the knowledge and skills necessary to achieve their professional goals.

Anti-Hazing Policy: Provides students with policy information which offers an in-depth description of hazing activities to ensure that the students act in compliance and the College remains an institution free from any action or situation that recklessly or intentionally endangers the mental or physical health or safety of every student.

The Hubbard College of Administration of Tampa Bay is committed to delivering comprehensive student services that cater to the varied needs of our student community. Whether through academic advising, personal mentoring, tutoring, career development, library resources, technical support, or academic resources, we strive to create a supportive and enriching learning environment that empowers students to achieve their academic and professional goals.

Accommodation of Students with Disabilities

(Reference: BP 2.06.1 ACCOMMODATION OF STUDENTS WITH DISABILITIES)

The College is committed to non-discrimination, equal opportunity, and equal access for students with disabilities, in accordance with the Americans with Disabilities Act of 1990, as amended ("ADA"), Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504") and other applicable state and local laws. Accordingly, the College provides qualified students with disabilities access to institutional programs, activities and services and provides reasonable accommodations and auxiliary aids and services, as appropriate, to ensure equal access to all of the College's programs and activities where such accommodations will not impose an undue hardship on the College or fundamentally alter the nature of the program or activity.

The Interactive Process Between the College and the Student

A. General

1. Students are required to self-identify as a person with a disability and affirmatively make a request for an accommodation to the College. Once a request has been made, the College will engage in an interactive process with the student to determine (i) whether the student has a disability, (ii)

whether the student needs an accommodation and, if so, (iii) whether a reasonable accommodation is available that will not impose an undue hardship on the College or fundamentally alter the program or activity. To make this determination, the College will communicate with the student, and if reasonably necessary, obtain additional information and documentation from the student.

2. To be entitled to an accommodation, the student must be a person with a disability and be qualified for the program or activity with or without a reasonable accommodation. The College is only obligated to provide reasonable accommodations. The College is not required to fundamentally alter its programs to accommodate a student. Thus, not all accommodation requests will necessarily be granted.

3. Accommodation requests and supporting documentation will be reviewed on an individualized, case-by-case basis. As such, approved accommodations may vary from person to person and from environment to environment for students with the same disability diagnosis. Documentation of a specific disability does not translate directly into specific accommodations.

4. During the interactive process, appropriate College officials, including the faculty member, may need to be consulted to determine the appropriateness of requested accommodations and how best to implement certain accommodations. Student medical information and communications will otherwise be kept confidential.

5. Temporary accommodations may be available while the College engages in the interactive process to determine whether ongoing accommodation is appropriate and, if so, what reasonable accommodations are needed. However, temporary accommodations do not reflect a determination that ongoing accommodation will be granted and/or what reasonable accommodations are appropriate, nor do they create an obligation on the part of the College to continue accommodating the student.

B. Requesting Accommodations and Documentation

1. Students should complete the online student accommodation application process to make a request for reasonable accommodation.

2. On receipt of the student's request for reasonable accommodation, the College will contact the student to arrange a meeting to discuss the student's request. Students should not make accommodation requests directly to faculty members; if this occurs, faculty members will refer students to the College administrator responsible for handling accommodation requests.

3. Where possible, students should submit requests for accommodation prior to the start of a school term because the documentation and determination process may take some time. However, accommodation requests can be made and will be accepted and considered at any time.

4. The College may request the student to provide additional information and/or documentation in support of the request for accommodation. The information and documentation requested will vary depending on the circumstances, but may include (1) a description of the treatment providers' credentials, (2) a description of disability-related impairments as they relate to the student's ability to learn and participate in the academic program, (3) a description of any tests, assessments, facts, observations, records, other materials, and/or evaluations that the treatment provider or other professional relied on in arriving at their specific diagnosis, and (4) a list of accommodations which the treatment provider believes would allow the student to fully and equally participate in their educational program. *Again, student medical information and communications will otherwise be kept confidential.*

Implementation of Approved Accommodations

Once a student has been approved for accommodation, the College will prepare a document outlining the accommodation(s) to be provided. This document will be emailed to the faculty member and the student. It is the student's responsibility to discuss the approved accommodation with the faculty member in each course for which the student wants the accommodations to be implemented.

All faculty members and other College employees are expected to implement accommodations that have been approved by the College.

A student who believes that an approved accommodation is not being appropriately implemented or is otherwise having difficulty with a faculty member related to accommodations, may file a grievance in accordance with the College's grievance policy.

Student Code of Conduct

(Reference: BP 2.05.2 STUDENT CODE OF CONDUCT)

The College has adopted the following Student Code of Conduct to enable students to develop the knowledge and skills necessary to achieve their professional goals and to provide valuable service to their communities. Students are responsible for being honest and ethical and for conducting themselves with integrity as members of the College academic community. Accordingly, students are expected to respect the rights and privileges of others and to foster an environment conducive to learning.

By virtue of participation in the College academic community, students accept an obligation to abide by this Student Code of Conduct, while enrolled at the College and engaged in academic activities or during College-sanctioned events. Students acknowledge their receipt and review of this Student Code of Conduct by signing it electronically at orientation at the start of their first term of enrollment.

Conduct which is determined to impair, interfere with or obstruct the opportunities of others to learn, or which disrupts the mission, processes or orderly functions of the College, will be deemed misconduct, and shall be subject to appropriate disciplinary action.

Examples of misconduct which are subject to disciplinary action include, but are not limited to, the following:

1) Verbal or written statements or actions which threaten or violate the personal safety of the College faculty, staff or students;

2) Engaging in disruptive behavior or willful disobedience of the College faculty or staff, including unwanted or disruptive intrusion into online classes and/or video conferences by way of shocking imagery, racial epithets, profanity or vulgarity;

3) Harassment that has the effect of creating a hostile or offensive educational environment for any College student, faculty or staff member (this includes cyber-bullying, i.e., the use of cell phones, computers or other devices for the purpose of engaging in deliberate, hostile behavior with the intention of harming others);

4) Committing sexual harassment or sexual assault including, but not limited to, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including sexual violence;

5) Engaging in discriminatory behavior based on disability, gender, gender identity, gender expression, national origin, race or ethnicity, religion, sexual orientation, or any other status protected by law;

6) Engaging in expression which is obscene, libelous or slanderous, or which incites College students to commit acts of violence;

7) Hazing of College students, i.e., actions which recklessly or intentionally endanger the mental or physical health or safety of a student for the purpose of initiation into or affiliation with any College-sanctioned organization;

8) Using, selling or being under the influence of alcohol or illegal substances while in class, at College-sanctioned events, or when meeting with College faculty (applicable to both in-person and virtual or online classes, events or meetings);

9) Persistent violation of course standards of conduct, as established by a College Instructor;

10) Failure to comply with directives from College faculty or staff, including failure to cooperate in an investigation conducted by the College;

11) Failure to maintain confidentiality and/or respect the privacy of personal or professional information of College faculty, students or staff;

12) Accessing restricted portions of the College's network, operating system, security software, or other administrative applications without authorization, and/or developing or using programs that may disrupt other computer or network users or that damage software or hardware components of a system;

13) Stealing or attempting to steal College property or private property, or knowingly receiving stolen College property or private property, or causing or attempting to cause damage to College property or private property;

14) Preparing, selling, giving, transferring, distributing or publishing College course lectures, course content, or course materials for commercial gain, except as otherwise permitted under College policies or procedures;

15) Attempting to use, or giving to another person, a faculty member's, staff member's or student's login or password without prior authorization;

16) Brandishing, displaying or threatening the use of weapons during virtual course sessions, at College-sanctioned events, or when meeting with College staff, personnel, or other College enrolled students (not applicable to students who are law enforcement officers and required to carry a firearm by law);

17) Violation of the College Student Code of Academic Integrity;

18) Violation of federal, state, or local laws or regulations that impact the College's educational environment, operation and/or affairs, or which impacts and/or impairs other College students' access to their education;

19) Violations of any College Policies and Procedures (in addition to the prohibited conduct covered by items 1–18 above).

Resolving Complaints, Disciplinary Actions and Appeals

(Reference: AP 2.05.1: PROCEDURE FOR RESOLVING COMPLAINTS, DISCIPLINARY ACTIONS AND APPEALS)

The College has established rules governing student conduct which are considered necessary to preserve and maintain an environment conducive to learning, to ensure the safety and welfare of its students and staff, and to encourage students in the development and practice of self-discipline and professional behavior. These rules are identified in BP 2.05.2, "Student Code of Conduct," and BP 2.05.3, "Student Code of Academic Integrity," both of which are in the College Catalog. The following procedure applies to allegations of student violations of the Student Code of Conduct, as well as the Student Code of Academic Integrity, and is intended to ensure that complaints and

disciplinary actions are handled fairly, in a uniform manner, and with careful consideration by the College administration.

Applicability: A violation of the Student Code of Academic Integrity is first handled in accordance with AP 2.05.2, "Procedure for Resolving Violations of the Student Code of Academic Integrity." In cases where there are multiple violations of the Student Code of Academic Integrity, where the conduct in question was particularly egregious, or where attempts to reach a resolution have failed, the procedure specified herein shall apply. This procedure shall also apply to written complaints by students, personnel or staff, against a student (the "Accused Student") for violations of the Student Code of Conduct.

Written Complaints: Persons alleging that a student has engaged in prohibited conduct (the "Complainant" or "Complainants") shall direct a written complaint to the Vice President of Student Services. Persons submitting complaints should provide sufficient detail, i.e., time, place, and event, in order that the conduct in question can be appropriately investigated. In some cases, following submission of a complaint, the person may be required to provide additional information, meet in person with a member of the College administration, and/or appear during a disciplinary hearing.

Charges and Student Conduct Hearing Procedures:

A) Review and Investigation. Upon receipt of the complaint, the Vice President of Student Services may, depending on the nature and content of the complaint, conduct a preliminary investigation to determine whether the allegation(s) have merit and whether charges should be brought against the Accused Student.

B) Written Notice. If it is determined that the complaint has merit, then the Accused Student shall receive written notice containing the specific infractions and/or misconduct alleged, including citation to the specific Student Code of Conduct violation(s) at issue. The written notice will also identify the Accused Student's rights, as well as the time, date and place of a disciplinary hearing. The written notice shall be provided to the Accused Student as soon as possible following completion of the preliminary investigation, and at least seven (7) business days before the disciplinary hearing is scheduled to begin. The College may provide written notice by mail to the student's mailing address on file, or to the student's institutional email address.

C) Administrative Conference. If it is deemed appropriate by the Vice President of Student Services, they may first attempt to resolve the Student Code of Conduct violation by holding an Administrative Conference, wherein mediation and/or conflict resolution may be used to arrive at an agreeable resolution for all parties involved. The Accused Student must participate in the conference, which may also be attended by the Complainant. If the outcome of the Administrative Conference is acceptable to the Vice President of Student Services, as well as both parties, then the resolution will be deemed final, with no further proceedings. A copy of a letter detailing the outcome will be provided to the Vice President of Student Services. If the resolution involved the Accused Student's admission to a violation of the Student Code of Conduct and/or the Student Code of Academic

Integrity and/or sanction(s), the letter shall include the applicable violation(s) and sanction(s); it shall also be signed by the Accused Student and maintained in the student's disciplinary record. The Accused Student will also be provided a copy of the signed letter for his/her records.

D) Inability to Resolve through Administrative Conference. If the charges are not admitted to and/or cannot be disposed of by an Administrative Conference, then the Vice President of Student Services will hold a disciplinary hearing as described below. If the Accused Student accepts responsibility for violating the Student Code of Conduct during the Administrative Conference, but sanctions are not agreed to, the subsequent process, including a hearing, if necessary, shall be limited to determining the appropriate sanction(s).

E) Hearings. Hearings shall be conducted in private. Hearings shall be presided over by a hearing officer appointed in accordance with item g below, and the Vice President of Student Services shall render the Decision in accordance with item k. In cases where it is reasonably believed that an infraction may result in suspension, expulsion, or other serious sanction, the Vice President of Student Services may form and chair an Ethics Committee. The Ethics Committee shall include up to three (3) impartial individuals in addition to the Chair, with no prior involvement with the Accused Student or investigation. Members of the Ethics Committee may include College administrators, faculty and/or student representatives, and will be appointed by the Vice President of Student Services. The role of the Ethics Committee is to act in an advisory capacity to the Vice President of Student Services, who has the sole authority and responsibility for determining whether the student has committed a violation of the Student Code of Conduct, and to assign appropriate sanctions for said violation(s). The Ethics Committee shall make recommendations to the Vice President of Student Services; however, Ethics Committee members do not vote.

a. Evidentiary Standard and Burden. The Accused Student has the right to a presumption that no violation occurred. A preponderance of the evidence standard (more likely than not) will be used to weigh the evidence and make a recommendation as to whether a violation occurred and what sanction, if any, is warranted.

b. Location. The Accused Student will be afforded the opportunity to address the Committee via video conference in order to make a statement or to present their defense.

c. Representation. The Accused Student has the right to be assisted by an advisor they choose, at their own expense. Advisors may be attorneys. Advisors are permitted to participate in the disciplinary hearing, including the presentation of evidence and questioning of witnesses. The Accused Student and their advisor, if any, shall be allowed to attend the entire portion of the hearing at which information is received. A student should select as their advisor a person whose schedule allows for attendance at the scheduled date(s) and time(s) of the hearing, as scheduling delays will

not normally be allowed due to scheduling conflicts of an advisor. The admission of any other person to the hearing shall be at the discretion of the Vice President of Student Services and shall be requested in advance.

d. Multiple Accused Students. In hearings involving more than one Accused Student, the Vice President of Student Services, at his or her discretion, may permit the hearings concerning each student to be conducted either separately or jointly.

e. Right to Remain Silent. An Accused Student has the right to remain silent during the course of a disciplinary hearing. Such silence may not be used against the student in assessing the student's responsibility for the specific misconduct and/or infractions alleged.

f. Witnesses and Documentary Evidence. The parties shall exchange lists of witnesses expected to testify at the hearing and copies of all documents related to the charges and all documents which are expected to be introduced at the hearing at least five (5) workdays prior to the hearing. The parties shall have the right to call, examine, and cross-examine witnesses regarding relevant evidence, and introduce relevant exhibits or other documents.

g. Hearing Officer. The College shall appoint a hearing officer to preside over the hearing. The hearing officer shall be impartial, shall gain no financial benefit from the outcome of the hearing, and shall not act as a prosecuting officer or as an advocate. A member of the College administration may serve in the capacity of hearing officer, so long as they have no prior involvement in the investigation of the Accused Student. The hearing officer shall endeavor to ensure that all parties have a reasonable opportunity to be heard and to present evidence in an orderly and efficient manner. The hearing officer shall be entitled to determine the order of or procedure for presenting evidence and shall have the authority and discretion to rule on evidentiary disputes, or questions pertaining to the hearing procedure.

h. Rules of Evidence. Judicial rules of evidence and procedure relating to the conduct of the hearing, examination of witnesses, and presentation of evidence shall not apply to a disciplinary hearing conducted under this Procedure. Any relevant evidence, including hearsay, shall be admitted if it is the sort of evidence on which responsible persons are accustomed to rely on in the conduct of serious affairs, regardless of the admissibility of such evidence in a court of law.

i. Record of the Proceeding. The College will make a single verbatim record, such as a digital recording, of any disciplinary hearing (not including deliberations, which shall not be recorded). The original record shall be the property of the College. An Accused Student may request and receive a copy of the record. No hearing participant shall be entitled to make their own separate recording.

j. Failure to Appear. If an Accused Student, after receipt of timely written notice, as explained in section B above, fails to appear for a scheduled hearing or opts not to participate in a hearing, the information in support of the charges shall be presented and considered, and a decision shall be rendered in their absence.

k. Decision. At the conclusion of the hearing and after all pertinent evidence has been received and considered, the Vice President of Student Services shall determine whether the Accused Student has violated the applicable section(s) of the Student Code of Conduct that they have been charged with violating, and the appropriate sanction(s) for the violative conduct (the "Decision").

l. Sanctions. Penalties for violating the Student Code of Conduct are contained in items (1) through (12) below. One or more sanctions may be imposed for any single violation.

1. Reprimand
2. Restitution
3. Withholding of diplomas or transcripts pending compliance with non-financial rules or regulations
4. Completion of any student judicial process or sanction
5. Payment of fines
6. Restriction of the use of or removal from College facilities
7. Community service
8. Educational requirements
9. Probation
10. Suspension
11. Dismissal
12. Expulsion

F) Student Record Following Sanctions. Other than expulsion, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the Accused Student's disciplinary record.

G) Temporary, Emergency Course Suspension.

a. If after preliminary investigation, in the opinion of both the Vice President of Student Services and the President, there is reasonable cause to believe that an Accused Student has committed a violation of the Student Code of Conduct, such that his or her attendance at one or more classes would substantially impact the educational process, or might impair another student's right to receive an education, the student may be placed on temporary suspension from one or more classes or temporarily transferred to a different section of the course, or removed altogether. If a temporary, emergency suspension is put into effect, the Accused Student

will be notified in writing of the charge and the investigation. In such a circumstance, the Accused Student may not return to the course until approved to do so by the Vice President of Student Services. Every effort will be made to investigate and resolve the complaint quickly. The Accused Student may also be offered the option of voluntarily withdrawing from the class.

b. If, as a result of the investigation, the Vice President of Student Services does not approve the Accused Student to return to class, then appropriate charges for violation of the Student Code of Conduct and all procedures for handling the violation of the Student Code of Conduct will be followed as described herein. The Accused Student will not be permitted to return to class until such time as the disciplinary hearing process is complete and, as a result of the outcome of the hearing, it is deemed warranted for the Accused Student to return.

c. If, as a result of the sanction imposed, the student is not permitted to return, then the Vice President of Student Services will withdraw the Accused Student from the specific class.

H) Emergency College Suspension. After preliminary investigation, if, in the opinion of the President or the President's designee, there is reasonable cause to believe that an Accused Student's participation in courses, classes or College activities may a) endanger the safety and well-being of the College faculty, staff or students; b) endanger the Accused Student's own physical or emotional safety and well-being; or c) cause an ongoing threat of disruption of, or interference with, the normal operations of the College, then the President may impose an Emergency College Suspension prior to a hearing and during the investigation. During the emergency suspension, an Accused Student shall be denied access to College facilities (including all classes) and/or all other College activities or privileges for which the student might otherwise be eligible, as determined to be appropriate. The emergency suspension does not replace the regular disciplinary process, which shall proceed on the normal schedule, up to and through a hearing, if required.

I) Appeals.

a. A Decision or a sanction imposed may be appealed by the Accused Student ("Appellant") to the President within five (5) workdays of the Decision. An Appeal shall be in writing and shall be delivered to the Vice President of Student Services. The Appeal should also identify the grounds for Appeal, set forth under (i)-(iv) below, and reference, where applicable, evidence introduced at the hearing.

b. Appeals shall be limited to a review of the verbatim record of the hearing and evidence introduced at the hearing, except as identified in (iv) below. Appeals are permitted for the following reasons:

i. To determine whether the hearing was conducted fairly considering the charges and information presented, and in conformity with prescribed procedures giving the Accused Student a reasonable opportunity to prepare and to present information in defense of allegations that they violated the Student Code of Conduct. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice resulted.

ii. To determine whether the Decision was based on substantial evidence, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish a violation occurred.

iii. To determine whether the sanction(s) imposed were appropriate for the violation(s) of the Student Code of Conduct which the Appellant was found to have committed.

iv. To consider new information, sufficient to alter a decision, or other relevant facts not brought out in the original hearing, because such evidence was not known to the Appellant at the time of the original hearing.

c. With respect to grounds (i) – (iii) above, the President shall notify the Appellant of the decision within ten (10) workdays of the receipt of the petition for appeal. The Decision may affirm finding(s) and/or sanction(s), or may overturn finding(s) and/or sanction(s). The Decision shall include rationale for the Appeal Decision and shall be final. If an Appeal is upheld by the President pursuant to (iv) above, the matter shall be returned to the Vice President of Student Services for re-opening of the hearing to allow reconsideration of the original determination and/or sanction(s). If an Appeal is not upheld, the matter shall be considered final and binding upon all parties involved.

d. With respect to complaints for student conduct that is allegedly violative of Title IX of the Education Amendments of 1972 (Title IX), the federal regulations adopted and in place on the date of the incident(s) shall be used for the purposes of investigating, hearing, resolving and appealing any decisions regarding such complaints.

Receiving, Responding to and Addressing Complaints

(Reference: BP 1.01.8 RECEIVING, RESPONDING TO AND ADDRESSING COMPLAINTS)

The purpose of this Policy is to establish a process for receiving, responding to, and addressing complaints. This Policy is designed to ensure compliance with applicable state regulations for complaint resolution and is intended to supplement the College's existing policies governing academic integrity and student conduct. This Policy also

applies to complaints involving faculty or administrators and any complaints made by students, faculty, administrators, or others who have reasonable grounds to believe the institution is not in compliance with applicable state regulations.

Relationship to Other Policies:

Complaints involving academic misconduct or behavioral conduct will be addressed in accordance with AP 2.05.1, “Procedure for Resolving Complaints, Disciplinary Actions and Appeals.” With respect to complaints regarding student conduct that is allegedly violative of Title IX of the Education Amendments of 1972 (Title IX), the federal regulations adopted and in place on the date of the incident(s) shall be used for the purposes of investigating, hearing, resolving and appealing any decisions regarding such complaints.

Complaint Defined:

A complaint is defined as a written statement submitted by any party—including students, faculty, staff, administrators, or members of the public—alleging a violation of College policy, unfair treatment, or noncompliance with applicable state regulations or federal laws.

For the purposes of this Policy, the College also defines a *student complaint* as any written expression of dissatisfaction by a student regarding a policy, decision, service, or action by the institution or its representatives, which the student reasonably believes to be unfair, improper, or in violation of College policy.

Filing a Complaint:

Student-Initiated Complaints: Students may file complaints in writing by submitting a detailed description of the issue to the Vice President of Student Services (Division 2), via email, mail, or in person. The complaint should include the complainant’s name, contact information, a description of the issue, the names of any individuals involved, relevant dates, and any supporting documentation.

Non-Student-Initiated Complaints: Complaints submitted by faculty, staff, administrators, or other parties should be submitted to the Vice President of Human Resources, Information Technology & Internal Affairs (Division 1), where they will be reviewed by the Vice President or their designee.

No party shall be subject to retaliation or adverse action for filing a good-faith complaint.

Acknowledgment of Complaint:

Student Complaints: The Vice President of Division 2 will acknowledge receipt of the complaint in writing within five (5) business days. Complaints will be reviewed by the Vice President of Student Services or their designee, who will initiate an investigation which may include interviews, document review, or other appropriate fact-finding measures.

Non-Student Complaints: The Vice President of Division 1 will similarly acknowledge non-student complaints within five (5) business days. These complaints will be reviewed by the Vice President of Division 1 or their designee, who will initiate an investigation which may include interviews, document review, or other appropriate fact-finding measures.

When a faculty member or administrator is the subject of a complaint, they will be provided a fair and sufficient opportunity to respond before any final decision is reached. The College will endeavor to resolve complaints within thirty (30) calendar days from the date received. If resolution takes longer, the complainant will be notified in writing of the reason for the delay and the anticipated timeline for resolution.

Follow-Up and Enforcement:

The College will provide the complainant with written notice of the outcome of the investigation which may include, but is not limited to, a finding of no violation, corrective action, changes in policy or procedure, administrative remedies, educational interventions, disciplinary action, or other measures deemed appropriate based on the findings.

Referral to State Agencies:

Any party may file a complaint with the Florida Commission for Independent Education if they believe the institution has not resolved the complaint satisfactorily.

Information for the agency is provided below:

Florida Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
(888) 224-6684
https://www.fldoe.org/policy/cie/

Record Retention:

The College retains the complete files for all complaints filed against the institution, its faculty, staff, students, or other associated parties for five (5) years from the filing of the complaint.

Student Employment Services

Through the Department of Student Support Services, the College provides students with essential information to assist in career exploration, job preparation and job market success. The College does not guarantee employment.

Career Workshops: The College provides academic advisors who create both virtual and in-person workshops which cover resume writing, interview skills, job search strategies and professional networking.

Career Guidance Services: The College provides academic advisors who give individualized guidance to help students identify professional strengths, set goals, and build employability skills.

Job Announcements: The College provides an online platform featuring internship opportunities, job postings and career resources. The College does not guarantee employment.

Anti-Hazing Policy

(Reference: BP 2.05.1 ANTI-HAZING)

It is the policy of the College that any student(s), group(s) of students, or student organization(s) affiliated with the College are prohibited from engaging in any form(s) of hazing activities.

> "Hazing" is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to:
>
> > (a) Initiation into any organization operating under the sanction of a postsecondary institution;
> > (b) Admission into any organization operating under the sanction of a postsecondary institution;
> > (c) Affiliation with any organization operating under the sanction of a postsecondary institution; or
> > (d) The perpetuation or furtherance of a tradition or ritual of any organization operating under the sanction of a postsecondary institution.
>
> The term includes, but is not limited to, pressuring or coercing the student into violating the College Student Code of Conduct or policies, state or federal law or any other conduct which is prohibited by Sec. 1006.63, Fla. Stat.; any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that could adversely affect the physical health or safety of the student; or any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. The term does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.
>
> Any student(s), student group(s), or student organization(s) which are affiliated with the College, on campus or off-campus, that are found responsible for hazing will be subject to appropriate sanctions by the College, which may include the imposition of fines; withholding of grade(s), transcripts and/or diplomas pending compliance with the current Student Code of Conduct; the imposition of counseling, probation, suspension, dismissal or expulsion of said person(s) or organization(s), and/or the rescission of permission for the College-sanctioned

organization(s) to operate on the College campus or to otherwise operate under the sanction of the College.

All penalties imposed by the College do not absolve the student(s), group(s) of students, or student organization(s) from any penalty imposed for violation of criminal laws of the State of Florida, including but not limited to such criminal penalties prescribed in Sec. 1006.63, Fla. Stat., or penalties imposed in civil proceedings or for violation of any other College regulation(s) to which the violator(s) may be subject.

A copy of this policy shall be kept on file in the College Office of the Vice President of Student Services. Advisors and each member of a College-sanctioned organization must attend a hazing workshop each academic year.

9. FACULTY

Faculty Listing

Note: This list reflects instructors who are actively teaching and those available for future course assignments. Faculty are approved for instructional assignments only after verification of academic credentials, transcripts, continuing education, and institutional requirements.

Vicky Delgado (Part-Time)
B.S. Accounting, University of Maryland Global Campus
M.S. Accounting and Financial Management, University of Maryland Global Campus
Subject area: Accounting

Ryan Johnson (Part-Time)
B.S. Mechanical Engineering, Lehigh University
MPhil, Engineering, University of Cambridge
Subject area: Science

Jimena Layton (Part-Time)
B.A. Economics, Universidad Nacional Autónoma de México
B.A. International Affairs, Universidad de las Américas
M.A. Applied Economics, Johns Hopkins University
Subject area: Economics

Jonathan Lo Bue (Full-Time)
B.B.A. (Bachelor of Business Administration), Charisma University
M.B.A., Charisma University
D.B.A. Organizational Leadership, South College
Subject area: Business Administration

David Nessen (Part-Time)
B.S. Aerospace Engineering, Embry-Riddle Aeronautical University
M.S.E., Software Engineering, Embry-Riddle Aeronautical University

Subject area: Information Technology

Geraldine M. Perri (Part-Time)
A.A.S. Dental Hygiene, Hostos Community College (CUNY)
B.S. Dental Health Education, New York University
M.A. Health Education in Schools and Colleges, New York University
M.A. Organization Development, Fielding Graduate University
Ph.D. Human and Organization Systems, Fielding Graduate University
Subject area: Business Administration

Holly Reiling (Part-Time)
B.S. Early Childhood Education, East Carolina University
M.Ed. Reading Education, University of South Carolina
Subject area: English

Duane Rice (Part-Time)
B.S. Finance, Business Law and Real Estate, California State University, Northridge
M.B.A., W.P. Carey School of Business, Arizona State University
Subject area: Business Administration, Accounting, Finance

Stefania Spinali (Part-Time)
B.A. Business Marketing, Liverpool John Moores University
M.S. Digital Marketing, International University of La Rioja
Subject area: Marketing

Eder Zambrano (Part-Time)
B.S. Chemical Engineering, Rafael Landívar University
M.B.A., INCAE Business School
Subject area: Business Administration

10. STAFF

Staff Listing

Ilse Chemaly, M.A.
Student Services (Division 2)

Lauren Daly, Ph.D.
Curriculum (Division 6A)

Debra Ellish, B.A.
Governance (Division 7)

Jon Gauthier, B.S.
Human Resources, Information Technology and Internal Affairs (Division 1)

Perla Holguin, B.S.
Human Resources, Information Technology and Internal Affairs (Division 1)

Keith Jaeger, M.A.
Academic Affairs (Division 4)

David Nessen, M.S.E.
Human Resources, Information Technology and Internal Affairs (Division 1)

Jesse Radstrom
Curriculum (Division 6A)

Duane Rice, M.B.A.
Student Services (Division 2)

Stefania Spinali, M.S.
Academic Affairs (Division 4)