



HUBBARD COLLEGE OF ADMINISTRATION OF TAMPA BAY
COLLEGE CATALOG
2025-2026

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The announcements, information, policies, rules, regulations, and procedures set forth in this 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.

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 Statement

(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 Education 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, ownership of student records passes 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 (although students do not have the right to copies of the record, the provision of which is discretionary and for which the College may charge a fee). 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 the following parties or under the following conditions:

- 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.
- 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.

Records Exempt from FERPA: The following items are not considered educational records under FERPA: Employment records if employment is not contingent on student status; records maintained by Campus Security; records maintained by the Student Health Coordinator; 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, dates of attendance, 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, the appropriate address is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

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, federal laws, and accrediting rules. The College follows the established records retention schedule and guidelines of the State which are 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/>

Maintenance of Student Records: The College formally enrolls students and maintains records for all students. Records may be paper or retained electronically through imaging/scanning. 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 will retain the complete files for all complaints which may be 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 College Registrar shall be the custodian of all student educational records, and shall be maintained on the College campus. Permanent electronic records are scanned and stored into the College's scanning system and maintained 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. 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 "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 Custodian of 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 federal or State financial aid programs.

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 the “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 310 Wildwood Avenue, Belleair, Florida 33756. Business hours are Monday through Friday from 9:00 am to 5:00 pm (EST). The telephone number: (813) 923-7993. The facility spans 1,619 square feet and offers various amenities, including a reception area for visitors, private offices accommodating several employees and a flexible workspace that can be used as a training room or meeting space. The administrative offices also include a print station, storage room and an IT server room. Additionally, the facility provides Wi-Fi connection and staff and visitor parking.

It is important to note that no classes are held at this address. Hubbard College of Administration of Tampa Bay courses and student support services are provided online. 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.

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 310 Wildwood Avenue, Belleair, Florida 33756 has been issued a certificate certifying the structure is in compliance with Florida Building Code and the Town of Belleair Land Development code and the various ordinances of the Town of Belleair. The facility has also been issued a Fire Safety Inspection Report from the

Largo Fire Rescue Department certifying compliance with local fire code(s). These certificates 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 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 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

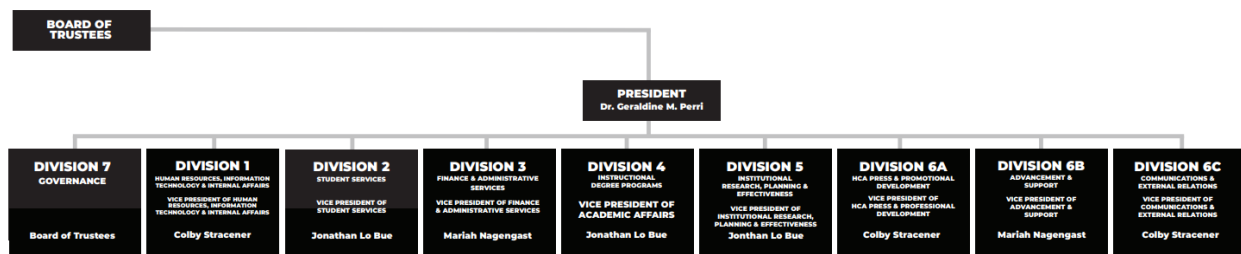
The Hubbard College of Administration of Tampa Bay (the College) is led by the College President who reports to the 5-member Board of Trustees.

President - Geraldine M. Perri, Ph.D.

The President oversees the Executive 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, MBA
3. Vice President of Finance and Administrative Services (Division 3)
Mariah Nagengast
4. Vice President of Academic Affairs (Division 4)
Jonathan Lo Bue, MBA
5. Vice President of Institutional Research, Planning and Effectiveness (Division 5)
Jonathan Lo Bue, MBA
6. Vice President of HCA Press and Professional Development (Division 6A)
Colby Stracener
7. Vice President of Advancement and Support (Division 6B)
Mariah Nagengast
8. Vice President of Communications and External Relations (Division 6C)
Colby Stracener

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, not-for-profit academic institution governed by its own board of directors 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, 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. As of 2024, 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 responsibilities of the Board are as follows:

- The Board shall set policy that promotes the mission, vision and goals of the College and which ensure student success.
- The Board 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 approved and periodically reviewed by the Board of Trustees.
- The Board is 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, 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 Hubbard College of Administration of Tampa Bay.

3. GENERAL INFORMATION

History of the College

History of the Hubbard College of Administration of Tampa Bay

The Hubbard College of Administration of Tampa Bay (the College) was established on March 29, 2022, as a not-for-profit corporation incorporated under the laws of the State of Florida.

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 educational programs in business administration based on the Hubbard College of Administration Management System.

The college empowers students with the theoretical knowledge and practical tools to effectively create innovative business enterprises and prudently manage, improve and expand existing businesses and organizations, thereby, enabling students to contribute to the overall betterment of society and a prosperous economy by serving as agents of change and paragons for others.

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 which fosters student understanding, certainty and competency.

Student Success – Teaching the study skills necessary to ensuring 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 which demonstrate a sense of integrity and a high level of responsibility for oneself and others, and thus 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 of varying individual viewpoints.

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

4. INSTRUCTIONAL DEGREE PROGRAMS

Program Descriptions including Program Student 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 skills essential for successful careers in diverse business environments. The program aims to achieve the following objectives:

1. **Develop Competency in Study Skills and Communication:** Build essential study skills and effective communication strategies necessary for academic and professional success.
2. **Gain Mastery of Basic of Business Concepts:** Provide a solid understanding of fundamental business concepts and principles needed for navigating contemporary business landscapes.
3. **Apply the Hubbard College of Administration Management System Principles:** Introduce students to the principles of the Hubbard College of Administration Management System, emphasizing the application of management principles with real-world business situations.
4. **Acquire Foundational Business Knowledge:** Equip students with comprehensive foundational knowledge in key areas such as management, finance, marketing and operations to prepare students for entry-level business roles.
5. **Cultivate Critical Thinking and Problem-Solving Skills:** Develop critical thinking and problem-solving abilities applicable to practical business context enhancing students' analytical capabilities in business contexts.

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 Student 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 various business settings. Upon completion of the program, graduates will demonstrate a solid understanding of core business principles and competencies.

Program Student Learning Outcomes:

1. Students will demonstrate the ability to employ effective study techniques and communication strategies, ensuring clarity and impact in both written and verbal forms for academic and professional success.
2. Students will have a comprehensive understanding of fundamental business principles, including management, finance, marketing, and operations, allowing them to navigate and contribute effectively to contemporary business environments.

3. Students will integrate the Hubbard College of Administration Management System principles into business practices, applying these management concepts to real-world business scenarios.
4. Students will exhibit competence in core business areas, providing a solid foundation for entry-level positions and practical applications in management, finance, marketing, and operations.
5. Students will develop analytical abilities to address and solve real-world business challenges, applying critical thinking to make informed decisions and develop effective solutions.

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 |
| MGT 100 | Introduction to Business and the Hubbard College of Administration Management System | 3 |
| SST 100* | Effective Study Techniques | 3 |
| COM 100* | Effective Communication and Team Building | 3 |
| MGT 110 | Management Fundamentals | 3 |
| ENG 100* | English Composition | 3 |
| MGT 120 | Organizational Structure and Design | 3 |
| PSC 100* | Introduction to Political Science | 3 |
| PHI 100* | Critical Thinking | 3 |
| COM 110 | Business Communications | 3 |
| BUS 110 | Business Statistics | 3 |
| ECO 100 | Microeconomics | 3 |
| ACC 100 | Financial Accounting | 3 |
| ECO 110 | Macroeconomics | 3 |
| MRK 200 | Marketing and Public Relations | 3 |
| BUS 120 | Business Law | 3 |
| BUS 130 | Ethics in Business | 3 |
| ACC 110 | Managerial Accounting | 3 |
| FIN 100 | Financial Planning and Budgeting | 3 |
| MRK 210 | Sales Methodologies | 3 |
| INT 200 | Internship – Associate Degree | 3 |
| | OR | |
| CAP 200 | Capstone Project (Undergraduate) | 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 meet the following requirements:

1. Credit Requirements: Complete a total of 60 credits as specified in the curriculum.
2. Coursework and Assessments: Achieve a minimum grade of 80% in all required coursework, with assessments distributed as follows:
 - Participation: 20%
 - Assignments and Projects: 30%
 - Exams: 40%
 - Final Project: 10%
3. Capstone Project: Successfully execute a capstone project that integrates and applies knowledge acquired from the Associate Degree in Business Administration curriculum. This project should demonstrate business acumen, critical thinking, research proficiency, and mastery of the program's material.

OR

4. Internship/Externship Component: Complete an internship or Externship. This component includes conducting research, implementing project strategies, and presenting findings in a professional setting.

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 is designed to provide students with 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, this program prepares students for diverse career paths across multiple industries. Students will gain insights into management, finance, marketing, ethics, and leadership, ensuring they possess the skills needed to navigate and 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 integrating principles from the Hubbard College of

Administration Management System. The program aims to develop critical thinking, leadership and problem-solving abilities, preparing graduates for diverse career paths in the business world. Through a balanced curriculum that integrates core business disciplines such as marketing, finance, accounting, operations and human resources, students will gain the knowledge and practical experience needed to succeed in dynamic, global business environments.

The program aims to achieve the following educational objectives:

1. Build Competency in Study Skills and Communication Strategies: Develop proficiency in essential study techniques and communication strategies crucial for effective business operations.
2. Master Workplace Efficiency and Organizational Management: Demonstrate the ability to optimize workplace efficiency and effectively manage organizational resources.
3. Develop Executive and Leadership Competencies: Cultivate leadership skills and executive capabilities necessary for leading teams and making strategic business decisions.
4. Apply Critical Thinking to Develop Strategic Plans: Utilize critical thinking to formulate comprehensive strategic plans aligned with organizational objectives.
5. Utilize Organizing Boards, Valuable Final Products (VFPs), and Perform Statistical Analysis: Employ organizational tools such as organizing boards and VFPs to facilitate decision-making processes and perform statistical analysis to support informed business decisions.
6. Understand and Apply Ethical Business Principles: Demonstrate an understanding of ethical principles in business operations and apply ethical frameworks to business decision-making.
7. Implement Project Management Competencies: Apply project management methodologies to plan, execute, and monitor business projects effectively.
8. Develop and Execute Public Relations and Marketing Strategies: Formulate and implement public relations and marketing strategies to promote products and services in competitive markets.
9. Mastery in Sales of Products and Services: Demonstrate proficiency in sales management techniques to effectively manage the sales process and enhance customer satisfaction.
10. Demonstrate Competency in Financial Management: Acquire and apply knowledge in financial management practices to ensure responsible financial decision-making.
11. Integrate Principles of the Hubbard College of Administration Management System to Enhance Business Practices: Incorporate principles from the Hubbard College of Administration Management System to optimize business practices and enhance operational efficiency.

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 Student Learning Outcomes:

Bachelor of Science in Business Administration

Graduates of the Bachelor of Science in Business Administration program will demonstrate a robust understanding of core business principles, integrating contemporary practices with the Hubbard College of Administration Management System principles. They will possess the skills and knowledge necessary to excel in diverse business environments and leadership roles, applying their expertise to effectively manage organizational resources, lead teams, and make strategic decisions.

Program Student Learning Outcomes:

1. Students will develop effective academic study techniques and communication skills crucial for successful business practice, including tailored written and verbal communication skills for various business settings.
2. Students will gain expertise in enhancing workplace efficiency and managing organizational resources through the implementation of the Hubbard College of Administration Management System.
3. Students will develop competencies in various proven management systems and recognized methodologies, including Six Sigma, Lean Management, Agile Management, Total Quality Management (TQM), and Balanced Scorecard.
4. Students will foster leadership skills and executive competencies essential for strategic decision-making and effective team management, including mastery of the Administrative Scale, goal setting, strategic planning, project management, and use of the target maxims.
5. Students will utilize critical thinking skills to create comprehensive strategic plans, leveraging tools such as logics, outpoints, plus points, finding correction whys for organizational situations.
6. Students will employ organizational tools such as Organizational Charts and Valuable Final Products (VFPs), statistical analysis to facilitate decision-making and track performance through meaningful statistical analysis.
7. Students will acquire a deep understanding of ethical principles in business, applying frameworks to ensure ethical decision-making and maintain organizational integrity.
8. Students will apply project management methodologies to effectively plan, execute, and monitor business projects, ensuring alignment with organizational objectives and goals.
9. Students will create and execute public relations and marketing strategies to effectively promote products and services, utilizing various channels and tools, including digital and traditional media.

10. Students will gain proficiency in managing sales processes, including both business-to-consumer and business-to-business sales, and implementing effective sales management techniques.
11. Students will acquire comprehensive knowledge of financial management practices, including financial planning, budgeting, solvency, credit standing, financial reporting, while ensuring adherence to ethical business standards.
12. Students will integrate the Hubbard College of Administration Management System principles to optimize business practices, including system implementation, resource management, and organizational efficiency.
13. Students will develop skills to analyze and solve complex business problems by applying strategic management frameworks and innovative solutions.
14. Students will engage in real-world business scenarios through starting, running and operating a business, internships or capstone project to apply theoretical knowledge and gain practical experience.

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 |
| MGT 100 | Introduction to Business and the Hubbard College of Administration Management System | 3 |
| SST 100* | Effective Study Techniques | 3 |
| COM 100* | Effective Communication and Team Building | 3 |
| MGT 110 | Management Fundamentals | 3 |
| ENG 100* | English Composition | 3 |
| MGT 120 | Organizational Structure and Design | 3 |
| PSC 100* | Introduction to Political Science | 3 |
| PHI 100* | Critical Thinking | 3 |
| COM 110 | Business Communications | 3 |
| BUS 110 | Business Statistics | 3 |
| ECO 100 | Microeconomics | 3 |
| ACC 100 | Financial Accounting | 3 |
| ECO 110 | Macroeconomics | 3 |
| MRK 200 | Marketing and Public Relations | 3 |
| BUS 120 | Business Law | 3 |
| BUS 130 | Ethics in Business | 3 |
| ACC 110 | Managerial Accounting | 3 |
| FIN 100 | Financial Planning and Budgeting | 3 |

| | | |
|---------------------------|---|-----|
| MRK 210 | Sales Methodologies | 3 |
| ENT 300 | Entrepreneurial Leadership and Venture Creation: Starting a Business | 3 |
| MGT 300 | Strategic Management | 3 |
| COM 300* | Public Speaking | 3 |
| MGT 310 | Human Resources Management | 3 |
| LDR 300* | Leadership Development | 3 |
| MGT 320 | Operations Management | 3 |
| MGT 400 | International Business | 3 |
| GLS 300 | Global Perspective | 3 |
| ANT 300* | Cultural Anthropology | 3 |
| MGT 410 | Supply Chain Management | 3 |
| MGT 420 | Leadership and Team Building Dynamics | 3 |
| ART 300* | Art and Business | 3 |
| BIT 300 | Information Systems in Business | 3 |
| SOC 300* | Media and Society | 3 |
| BUS 310 | History of Business | 3 |
| BUS 400 | Research Methods in Business | 3 |
| BUS 410 | Integrating AI Into Business Practices | 3 |
| BUS 420 | Sustainable Business Practices | 3 |
| MRK 400 | Marketing Strategy Basics | 3 |
| FIN 300 | Strategic Finance | 3 |
| ENT 400 | Entrepreneurial Leadership and Venture Creation: Operating a Business | 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 grade of 80% in all required coursework, with assessments distributed as follows:
 - o Participation: 20%
 - o Assignments and Projects: 30%
 - o Exams: 40%
 - o Final Project: 10%
3. Entrepreneurial Leadership and Venture Creation Project: Successfully execute a venture creation project that integrates and applies knowledge acquired from the Bachelor of Science in Business Administration curriculum. This project should demonstrate business acumen, critical thinking, research proficiency, and mastery of the program's material. Additionally, the student will create and

operate a business or be integrally involved in the creation and operation of a business.

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 Marketing and Public Relations, Management Consulting, and Organizational Leadership. This program offers students hands-on, concentrated experience in business and their chosen specialty. It aims to equip students with an advanced understanding of business principles, strategic acumen, principles from the Hubbard College of Administration Management System, and practical skills at a senior leadership level. This preparation is designed to foster personal and organizational success in senior leadership roles.

Objective/Purpose of the Program:

The objective of the Master of Business Administration (MBA) program is to provide students with advanced theoretical knowledge and skills in business administration in specialized concentrations such as: Marketing and Public Relations, Management Consulting, and Organizational Leadership and preparing students for senior leadership roles in business and organization settings. The program aims to achieve the following objectives:

1. Develop Mastery in Financial Management: Demonstrate the ability to analyze financial data and apply financial management principles to drive strategic business decisions.
2. Cultivate Advanced Skills in Strategic Planning: Formulate and implement comprehensive business strategies that align with organizational goals and respond to competitive market conditions.
3. Enhance Leadership and Management Competencies: Apply leadership and management theories to enhance team performance and foster a positive organizational culture.
4. Foster Entrepreneurial Thinking: Develop and implement innovative business models and strategies to capitalize on entrepreneurial opportunities.

5. Master Digital Marketing Analytics: Utilize digital marketing analytics to design data-driven marketing strategies that optimize customer engagement and business growth.
6. Demonstrate Integrated Business Knowledge: Synthesize knowledge from across the MBA program and the Hubbard College of Administration Management System to develop and present a comprehensive solution to a real-world business problem.

Concentrations

1. Develop Advanced Skills in Marketing and Public Relations: Formulate and lead strategic marketing and public relations initiatives, leveraging contemporary business practices and the Hubbard College of Administration Management System to enhance brand visibility and drive sustainable growth.
2. Cultivate Advanced Management Consulting Skills: Apply advanced consulting frameworks and leadership strategies, integrating contemporary business solutions and the Hubbard College of Administration Management System to solve complex business problems, drive organizational transformation, and achieve sustainable growth.
3. Demonstrate Expertise in Organizational Leadership: Lead and inspire teams by utilizing contemporary business knowledge and the Hubbard College of Administration Management System to formulate strategic goals and foster an ethical, results-driven organizational culture.

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

Program Student Learning Outcomes:

Master of Business Administration (MBA)

The Master of Business Administration (MBA) program is designed to provide students with advanced education in specialized concentrations such as Marketing and Public Relations, Management Consulting, and Organizational Leadership, preparing them for senior leadership roles in business. Upon completion of the program, graduates will demonstrate advanced expertise and leadership capabilities in their chosen fields.

Program Student Learning Outcomes:

1. Students will be able to develop and implement long-term strategies and plans that guide organizational growth and success.
2. Students will enhance organizational effectiveness through effective change management, development programs, and performance improvement initiatives.
3. Students will apply analytical and strategic thinking to address and resolve complex business challenges in real-world contexts.

4. Students will emphasize the use of strategic management frameworks, innovative solutions, and data-driven decision-making.
5. Students will engage in capstone projects or externships with incubators or external clients to apply theoretical knowledge and gain practical, hands-on experience.
6. Students will take advantage of opportunities for real-world application through internships, consulting projects, and industry partnerships.
7. Students will gain specialized Hubbard College of Administration Management System knowledge and skills in areas such as Marketing and Public Relations, Management Consulting, and Organizational Leadership, fostering depth of understanding and expertise in these concentrations.
8. Students will apply principles from the Hubbard College of Administration Management System to analyze and solve business problems, fostering innovation and strategic thinking.
9. Students will master the Hubbard College of Administration Management System methodologies and tools, integrating them into various aspects of business management and operations.
10. Students will cultivate leadership abilities and effective communication strategies essential for executive roles, preparing to lead effectively in diverse organizational settings.
11. Students will focus on ethical leadership, team dynamics, organizational change, and professional development.

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 |
| FIN 500 | Financial Management and Analysis | 3 |
| | Concentration Elective 1 | 3 |
| MGT 500 | Advanced Business Strategies | 3 |
| | Concentration Elective 2 | 3 |
| MGT 510 | Managing People and Organizations | 3 |
| | Concentration Elective 3 | 3 |
| ENT 500 | Entrepreneurship and Innovation | 3 |
| MRK 500 | Advanced Digital Marketing and Analytics | 3 |
| | Concentration Elective 4 | 3 |
| CAP 600 | Capstone Project (Graduate) | 3 |
| Program Total | | 30 |

| Marketing and Public Relations Concentration Electives | | |
|--|---|---|
| PUB 500 | Public Relations Fundamentals | 3 |
| MRK 510 | Marketing and Public Relations Surveys | 3 |
| SOC 500 | Advanced Behavioral Analysis and Prediction | 3 |
| MRK 600 | Creating Advanced Marketing Strategies | 3 |
| Management Consultant Concentration Electives | | |
| STA 500 | Data Analysis for Business Consultants | 3 |
| MGT 520 | Organizational Planning and Execution from a Consultant's Perspective | 3 |
| MGT 530 | Executive Leadership and Decision Making | 3 |
| BUS 600 | Advanced Business Consulting | 3 |
| Organizational Leadership Concentration Electives | | |
| STA 500 | Data Analysis for Business Consultants | 3 |
| MGT 520 | Organizational Planning and Execution from a Consultant's Perspective | 3 |
| MGT 530 | Executive Leadership and Decision Making | 3 |
| MGT 600 | Advanced Business Operations Management | 3 |

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 as specified in the curriculum.
2. **Coursework and Assessments:** Attain a minimum grade of 80% in all required coursework, with evaluations distributed as follows:
 - Participation: 20%
 - Assignments and Projects: 30%
 - Exams: 40%
 - Final Project: 10%
3. **Core Courses and Concentration Specialization:** Successfully complete all mandatory core courses that cover essential disciplines within the MBA program, along with concentration-specific electives tailored to individual career objectives and academic interests.
4. **Capstone Project:** Demonstrate proficiency through successful completion of a capstone project, applying acquired knowledge and skills in a practical business context.
5. **Assessment Components:** Demonstrate satisfactory performance in assignments, projects, exams, participation, and overall engagement throughout the program. These requirements ensure that students acquire a comprehensive foundation in core business principles, along with advanced knowledge in their chosen specialization, preparing them for leadership roles and professional success in alignment with their career goals.

Unit Requirement for Degrees

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

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 combined with a minimum of 45 semester credit hours of prescribed major courses.

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 combined with a minimum of 90 semester credit hours of prescribed major courses.

Master of Business Administration Degree

Students receiving the College's Master of Business Administration degree must earn a minimum of 30 semester credit hours.

General Education Courses

General education subjects include courses teaching core competencies of study skills, science, art, communication, interpersonal relationship skills, human behavior, and the humanities, with the goal of educating students with an understanding of different cultures, viewpoints, and the essential skills of lifelong learning and communication.

5. COURSE DESCRIPTIONS

Course Numbering System

The course numbering system utilized by the Hubbard College of Administration of Tampa Bay follows a common academic structure where course numbers reflect the level of study.

100-level courses: Introductory or fundamental courses, designed for freshmen or students new to the subject area. Examples include:

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| MGT 100: | Introduction to Business and the HCA Management System |
| ENG 100: | English Composition |
| PHI 100: | Critical Thinking |
| BUS 110: | Business Statistics |

200-level courses: Intermediate courses, which build upon the foundational knowledge of 100-level classes. These may also introduce more specialized topics.

| | |
|----------|--------------------------------|
| MRK 200: | Marketing and Public Relations |
| MRK 210: | Sales Methodologies |
| INT 200: | Internship – Associate Degree |

300-level courses: Advanced or upper-division courses, aimed at students with a solid grasp of the subject. These are generally taken by juniors and seniors.

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| MGT 300: | Strategic Management |
| ENT 300: | Entrepreneurial Leadership and Venture Creation: Starting a Business |
| FIN 300: | Strategic Finance |
| LDR 300: | Leadership Development |

400-level courses: Highly specialized or capstone courses taken by seniors, which may focus on practical applications, integration of knowledge, or advanced theory.

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|----------|---|
| MGT 400: | International Business |
| ENT 400: | Entrepreneurial Leadership and Venture Creation: Operating a Business |
| BUS 410: | Sustainable Business Practices |

500 and 600-level courses: Graduate level courses taken by students enrolled in the MBA program.

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| FIN 500: | Financial Management and Analysis |
| MRK 500: | Advanced Digital Marketing and Analytics |
| MGT 510: | Managing People and Organizations |
| MGT 530: | Executive Leadership and Decision Making |
| CAP 600: | Capstone Project (Graduate) |

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

| | |
|------|---------------------------------|
| ACC: | Accounting |
| ANT: | Anthropology |
| ART: | Art |
| BIT: | Business Information Technology |
| BUS: | Business |

CAP: Capstone
COM: Communication
ECO: Economics
ENG: English
ENT: Entrepreneurship
FIN: Finance
GLS: Global Studies
INT: Internship
LDR: Leadership
MGT: Management
MRK: Marketing
PHI: Philosophy
PSC: Political Science
PUB: Public Relations
SOC: Sociology
SST: Student Study Techniques
STA: Statistics

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 each term. Courses must be taken in the approved sequence based on the student's program of study.

Course Descriptions including Student Learning Outcomes

Courses are listed alphabetically by their full title.

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| SOC 500 |
| ADVANCED BEHAVIORAL ANALYSIS AND PREDICTION |
| 3 Units |
| Prerequisite(s): MRK 510 Managing People and Organizations |
| <p>Description:</p> <p>This advanced course delves into evaluating and predicting human behavior, drawing from the Hubbard College of Administration Management System and the works of L. Ron Hubbard. MBA students will explore sophisticated techniques for behavior analysis and prediction, applying these methods to complex business scenarios to enhance leadership, management, and strategic decision-making skills.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will gain an in-depth understanding of human behavior principles as guided by the Hubbard College of Administration Management System framework and the teachings of L. Ron Hubbard. 2. Students will assess personality traits and behavioral patterns using the Emotional Tone Scale along with advanced analytical tools. 3. Students will forecast behavioral outcomes in intricate business scenarios based on collected data and Hubbard's methodologies. 4. Students will implement communication strategies and ethical practices to effectively guide and influence behavior in leadership and management positions. 5. Students will apply predictive methods for making informed strategic decisions within business settings. 6. Students will enforce ethical standards and utilize condition formulas to manage behavior in corporate environments. |

BUS 600

ADVANCED BUSINESS CONSULTING

3 Units

Prerequisite: MRK 500 Advanced Digital Marketing and Analytics

Description:

This course builds on the foundational principles of Hubbard College of Administration Management System and business consulting, focusing on advanced methodologies and practical application for the business consultant. The course covers advanced diagnostic techniques for identifying organizational issues, developing and implementing strategic improvement plans, and applying consulting skills. Students will learn to address complex business challenges, design effective programs, and demonstrate their consulting expertise in real-world scenarios.

Student Learning Outcomes:

1. Students will uncover and analyze organizational problems using advanced diagnostic techniques.
2. Students will design and implement detailed improvement plans based on comprehensive business assessments.
3. Students will apply structured procedures to execute and manage consulting programs effectively.
4. Students will develop comprehensive consulting documentation including purpose, procedures, materials, and success metrics.
5. Students will engage with clients professionally by managing expectations and facilitating productive discussions.
6. Students will evaluate consulting cases to identify best practices and derive lessons for future applications.
7. Students will develop and present comprehensive consulting project proposals demonstrating advanced consulting skills and adherence to the Hubbard College of Administration Management System principles.

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| MGT 600 |
| ADVANCED BUSINESS OPERATIONS MANAGEMENT |
| 3 Units |
| Prerequisite(s): MRK 500 Advanced Digital Marketing and Analytics |
| <p>Description:</p> <p>This course offers advanced knowledge and skills in business operations management, focusing on optimizing performance and resolving challenges. Participants will explore techniques for maintaining high standards of quality, diagnosing and addressing inefficiencies, and managing teams to achieve operational goals. The course also covers strategies for fostering employee development, executing strategic planning, and effective executive decision-making to enhance overall business performance.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will implement and manage quality control measures to ensure products and services meet high standards. 2. Students will identify inefficiencies and develop effective solutions to resolve dysfunctions in business processes. 3. Students will establish and lead operational teams to achieve organizational objectives and enhance team performance. 4. Students will utilize strategies to support employee growth, improve skills, and increase productivity. 5. Students will perform advanced executive functions including strategic planning, decision-making, and leadership. 6. Students will develop techniques for diagnosing operational issues and implementing improvements to boost business performance. 7. Students will apply comprehensive strategies to drive organizational improvement and achieve long-term success. |

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| MGT 500 |
| ADVANCED BUSINESS STRATEGIES |
| 3 Units |
| Prerequisite: FIN 500 Financial Management and Analytics |
| <p>Description:</p> <p>This course provides an in-depth analysis of advanced strategic management concepts and practices. It covers the formulation, implementation, and evaluation of strategies in complex and dynamic business environments. Students will engage with contemporary strategic challenges, including global competition, technological advancements, and evolving market dynamics. The course emphasizes strategic innovation, competitive advantage, and long-term business sustainability.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will apply advanced strategic management frameworks to real-world business scenarios. 2. Students will analyze complex business challenges and develop innovative strategic solutions. 3. Students will demonstrate advanced strategic thinking and decision-making skills in various business contexts. 4. Students will evaluate the influence of external and internal factors on strategic business decisions. 5. Students will design comprehensive strategic plans that address global market dynamics and competitive landscapes. 6. Students will implement effective strategic initiatives that align with organizational goals and objectives. 7. Students will assess and respond to strategic risks and opportunities in a rapidly changing business environment. 8. Students will integrate ethical considerations and corporate governance into strategic decision-making processes. 9. Students will develop strategic resilience plans to ensure business continuity during crises. |

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| MRK 500 |
| ADVANCED DIGITAL MARKETING AND ANALYTICS |
| 3 Units |
| Prerequisite: ENT 500 Entrepreneurship and Innovation |
| <p>Description:</p> <p>This course explores the strategic and tactical aspects of digital marketing, focusing on the use of data and analytics to drive marketing decisions. Students will learn how to leverage digital channels to build brand awareness, engage customers, and drive sales. The course covers key topics such as search engine optimization (SEO), social media marketing, content marketing, email marketing, and web analytics. Emphasis is placed on data-driven decision-making and measuring the effectiveness of digital marketing campaigns.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate a comprehensive understanding of the principles and practices of digital marketing. 2. Students will effectively utilize various digital channels to enhance marketing communication and customer engagement. 3. Students will analyze digital marketing data and interpret it to make informed strategic decisions. 4. Students will develop proficiency in using a range of digital marketing tools and platforms. 5. Students will design and implement effective, data-driven digital marketing strategies. 6. Students will create integrated digital marketing campaigns that leverage SEO, social media, content, and email marketing. 7. Students will measure and evaluate the performance of digital marketing initiatives using analytics tools. 8. Students will apply digital marketing techniques to real-world business scenarios, optimizing for maximum impact. 9. Students will adapt digital marketing strategies to align with emerging trends and technological advancements. 10. Students will integrate ethical considerations and best practices into digital marketing activities. |

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| ART 300 |
| ART AND BUSINESS |
| 3 Units |
| Prerequisite(s): MGT 420 Leadership and Team Building Dynamics |
| <p>Description:</p> <p>This course explores the relationship between art and business, focusing on how artistic expression, design principles and creative thinking intersect with commercial endeavors. Through case studies, interactive discussions and practical projects, students will explore topics such as the role of aesthetics in branding, the use of visual storytelling in marketing campaigns and the integration of artistic innovation into business strategies. Emphasis will be placed on understanding the impact of art and creativity on business success and cultivating skills that are relevant to both artists and business professionals.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will describe how art shapes business practices. 2. Students will analyze the impact of aesthetic principles on branding and marketing. 3. Students will develop basic skills in visual communication and design thinking. 4. Students will explore ethical challenges in art and commerce. 5. Students will evaluate creative strategies in business. 6. Students will demonstrate effective communication through visual storytelling. 7. Students will apply knowledge of artistic expression and design principles to real-world business challenges. 8. Students will reflect on personal experiences with art and business to assess the integration of artistic innovation into business strategies. |

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| COM 110 |
| BUSINESS COMMUNICATIONS |
| 3 Units |
| Prerequisite(s): PHI 100 Critical Thinking |
| <p>Description:</p> <p>This course provides a comprehensive exploration of communication skills essential for success in business settings. Topics include crafting professional emails and documents, delivering impactful presentations and fostering effective interpersonal communication. Through practical exercises and case studies, students will develop proficiency in communicating effectively across various business contexts.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate mastery in applying effective communication strategies within a business context. 2. Students will be able to produce clear and concise written communications. 3. Students will demonstrate the ability to deliver engaging presentations. 4. Students will navigate interpersonal interactions with confidence utilizing communication skills developed throughout the course. |

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| BUS 120 |
| BUSINESS LAW |
| 3 Units |
| Prerequisite(s): MRK 200 Marketing and Public Relations |
| <p>Description:</p> <p>This course offers a comprehensive exploration of the legal environment in which businesses operate, focusing on fundamental principles of business law and their practical applications. Topics include the formation and enforcement of contracts, legal aspects of commercial transactions, principles of agency law and regulatory compliance. Through case studies and discussions, students analyze legal issues commonly encountered in business settings and develop an understanding of how to navigate legal challenges effectively.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will study business law principles and analyze their implications for business operations. 2. Students will study business law principles and analyze their implications for starting a new business or launching a new business product. 3. Students will be able to identify and analyze legal issues commonly encountered in business settings. 4. Students will be able to apply relevant legal principles to business scenarios and make informed decisions in compliance with applicable laws and regulations. 5. Students will contribute to ethical and legally sound business practices through application of principles learned throughout the course. |

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| BUS 110 |
| BUSINESS STATISTICS |
| 3 Units |
| Prerequisite(s): COM 110 Business Communications |
| <p>Description:</p> <p>This advanced-level course explores the significance of statistics in management, covering condition formulas and their utilization in statistical analysis and business management. Students delve into the relationship between statistics, production efficiency and graphing techniques, learning to visually represent data effectively. Additionally, the course addresses management by statistics, emphasizing the integration of statistical analysis into organizational processes to optimize productivity and performance.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate proficiency in applying statistical management practices. 2. Students will be able to identify statistical concepts, statistics, gross division statistics, create graphs and interpret statistical results. 3. Students will analyze data and apply conditional formulas to enhance decision-making processes. 4. Students will develop strategic insights into integrating statistical analysis throughout the organizational processes, thereby contributing to improved productivity and performance in management roles. 5. Students will effectively present statistical analysis findings and recommendations in both written reports and oral presentations. |

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| CAP 200 |
| CAPSTONE PROJECT (Undergraduate) |
| 3 Units |
| Prerequisite(s): Approval of the VP Academic Affairs |
| <p>Description:</p> <p>The objective of the capstone project is to offer students a platform to synthesize and apply their acquired knowledge and skills from the entire business curriculum, enabling them to demonstrate their proficiency in tackling real-world business challenges through a comprehensive project.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will apply comprehensive knowledge and skills from the Bachelor of Science in Business Administration program, integrating the Hubbard College of Administration Management System principles into the capstone project to address real-world business challenges. 2. Students will demonstrate advanced proficiency in conducting comprehensive analyses, leveraging interdisciplinary knowledge to inform decision-making. 3. Students will communicate their findings to stakeholders using human-centered communication strategies, emphasizing empathy. 4. Students will collaborate effectively within a multidisciplinary team environment, applying teamwork principles. 5. Students will apply project management techniques to organize and execute the capstone project efficiently, integrating diverse perspectives. |

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| CAP 600 |
| CAPSTONE PROJECT (Graduate) |
| 3 Units |
| Prerequisites: Approval of the VP Academic Affairs |
| <p>Description:</p> <p>The capstone project provides an opportunity for students to apply their accumulated knowledge and skills to solve a significant business challenge or opportunity. Working individually or in teams, students conduct research, analyze data, develop recommendations and present findings to stakeholders. Projects may involve collaboration with external partners, client organizations or incubator businesses to address current industry issues and trends.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate a solid foundational knowledge of general business concepts and their applications in various organizational contexts. 2. Students will apply fundamental skills to analyze and solve complex business problems, selecting solutions aligned with organizational objectives. 3. Students will evaluate the strategic implications of business investments and recommend strategies for maximizing return on investment (ROI). 4. Students will contribute effectively to strategic planning initiatives within organizations by integrating business considerations into overall strategy. |

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| MRK 600 |
| CREATING ADVANCED MARKETING STRATEGIES |
| 3 Units |
| Prerequisite(s): MRK 500 Digital Marketing and Analytics |
| <p>Description:</p> <p>This course provides an in-depth exploration of the process of creating marketing strategies designed for business growth. Students will gain advanced skills in the conceptualization and execution of brand strategy, with a focus on creating a comprehensive brand house. Students will delve into the development of a cohesive brand identity, encompassing mission, vision, values, and messaging architecture. The course emphasizes the integration of these elements into a unified brand book that guides all aspects of marketing communications. Through a blend of theoretical frameworks and practical applications, students will learn to design, develop, and implement a robust brand strategy that aligns with organizational objectives and resonates across various marketing channels.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will formulate a comprehensive brand strategy that articulates the mission, vision, values, and messaging framework of a brand. 2. Students will develop a detailed brand book that serves as a strategic guide for all marketing and communication efforts. 3. Students will design and produce key marketing assets that are consistent with the brand's identity and strategic positioning. 4. Students will integrate brand strategy into a cohesive marketing plan that effectively leverages digital and traditional marketing channels. 5. Students will critically assess the performance of brand strategies using advanced analytical tools and adjust tactics accordingly. 6. Students will adapt brand strategies to reflect changing market dynamics and consumer preferences. 7. Students will incorporate sustainable and ethical practices into the overall brand strategy to enhance long-term value. |

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| PHI 100 |
| CRITICAL THINKING |
| 3 Units |
| Prerequisite(s): PSC 100 Introduction to Political Science |
| <p>Description:</p> <p>This course offers a detailed exploration of the executive role, focusing on key responsibilities and competencies expected in various organizational settings. Students gain clarity on executive roles' significance in driving organizational success and learn fundamental principles such as data evaluation, investigation methodologies, debug technology, management tools, the Name-Want-Get Your Product formula. Additionally, the curriculum covers essential elements of effective management, leadership qualities, problem-solving methodologies and management tools and techniques, providing practical strategies for optimizing organizational performance.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will develop a comprehensive understanding of the role of an executive and the skills required to model effective executive behavior. 2. Students will examine the executive's role in enhancing organizational production and driving overall efficiency. 3. Students will study tools of management and their application in various business contexts. 4. Students will utilize advanced management tools to optimize business operations and decision-making processes. 5. Students will explore the principles of leadership and their impact on organizational success. 6. Students will learn and employ data evaluation for informed business management. 7. Students will cultivate investigation skills to identify and resolve issues within business operations. 8. Students will gain proficiency in product debug methodologies to ensure smooth and efficient business processes. |

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| ANT 300 |
| CULTURAL ANTHROPOLOGY |
| 3 Units |
| Prerequisite(s): GLS 300 Global Perspective |
| <p>Description:</p> <p>This course explores the principles of cultural anthropology as a social science discipline, focusing on the comparative study of human cultures, cultural diversity, and the dynamics of cultural change. Through lectures, readings, discussions, and experiential learning activities, students will examine key topics such as kinship, religion, economy, politics, language, and symbolic systems, gaining a deeper understanding of the ways in which culture shapes human behavior, beliefs, and social institutions. Emphasis will be placed on developing cross-cultural awareness, critical thinking skills, and an appreciation for the complexities of cultural diversity in a globalized world.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will study core cultural anthropology concepts, theories, and methods. 2. Students will analyze and compare cultural practices, beliefs, and social structures. 3. Students will evaluate global impacts on indigenous cultures and minorities. 4. Students will apply anthropological perspectives to contemporary issues. 5. Students will engage in ethical cross-cultural communication. 6. Students will reflect on personal biases and cultural assumptions to improve these in business interactions. |

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| STA 500 |
| DATA ANALYSIS FOR BUSINESS CONSULTANTS |
| 3 Units |
| Prerequisite(s): FIN 500 Financial Management and Analysis |
| <p>Description:</p> <p>This course provides students with the skills and knowledge necessary to analyze data effectively in small and medium-sized businesses (SMBs). The course covers data collection methods, statistical analysis, data visualization, and using data to inform business decisions. Students will learn how to leverage data to provide actionable insights and recommendations for SMBs.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will acquire a thorough understanding of the essential principles of data analysis and its significance in small and medium-sized businesses (SMBs). 2. Students will effectively gather, clean, and analyze data, ensuring its quality and integrity throughout the process. 3. Students will apply statistical techniques to analyze data, allowing them to extract meaningful insights. 4. Students will develop the ability to create clear and impactful data visualizations using a variety of tools. 5. Students will utilize data-driven insights to make informed decisions that enhance strategic planning and operational efficiency. 6. Students will become proficient in using software tools to conduct efficient data analysis and support decision-making. |

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| COM 100 |
| EFFECTIVE COMMUNICATION AND TEAM BUILDING |
| 3 Units |
| Prerequisite(s): SST 100 Effective Study Techniques |
| <p>Description:</p> <p>This course provides students with comprehensive training in communication and team building within professional contexts. The course covers various aspects of effective communication, including the formula for effective communication, techniques, communication drills, understanding emotions in the workplace, predicting behavior and employing effective communication strategies. Additionally, students will explore team-building methodologies aimed at enhancing professional and organizational performance.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will analyze and apply the principles of affinity, reality and communication and the communication formula to improve workplace interactions. 2. Students will complete the series of communication drills designed to enhance their verbal communication skills 3. Students will apply knowledge of workplace emotions, predict behavior using the Emotional Tone Scale and manage emotional dynamics to enhance relationships and communication. 4. Students will demonstrate mastery of team-building methodologies to enhance both personal and organizational performance. 5. Through interactive exercises, students will apply concepts to real-world scenarios, preparing them for success in professional environments. |

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| SST 100 |
| EFFECTIVE STUDY TECHNIQUES |
| 3 Units |
| Prerequisite(s): MGT 100 Introduction to Business and the Hubbard College of Administration Management System |
| <p>Description:</p> <p>A foundational course designed to teach students the L. Ron Hubbard study technology and equip students with essential techniques for effective learning and academic success. The course covers the three barriers to study: absence of mass, too steep a gradient and the misunderstood word and the precise technology to overcome the barriers to ensure learning. Students will also learn methods to improve their comprehension and retention of material they study.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the ability to apply essential study skills to achieve academic success and support their lifelong learning. 2. Students will be able to apply effective learning techniques and strategies to broaden their knowledge and mastery of course content. 3. Students will develop and implement strategies to overcome learning challenges and barriers to study, enhancing their ability to succeed in their studies. 4. Students will cultivate a proactive and self-directed approach to learning, demonstrating behaviors that contribute to academic excellence. 5. Students will utilize practical study technology tools and resources to enhance their comprehension, retention and application of course material. 6. Students will develop the essential techniques of effective learning and knowledge of the barriers to study necessary to navigate academic and professional learning environments with confidence and competence. |

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| ENG 100 |
| ENGLISH COMPOSITION |
| 3 Units |
| Prerequisite(s): MGT 110 Management Fundamentals |
| <p>Description:</p> <p>This course combines foundational elements with advanced concepts to enhance students' writing abilities across various contexts. Through a blend of foundational instruction and advanced application, students will refine their writing skills, develop persuasive arguments and gain a college level mastery of grammar and language structure. Emphasis is placed on the writing process, including prewriting strategies, drafting, revising and editing to produce quality written work.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate proficiency in composing well-structured and coherent essays across various genres and purposes. 2. Students will develop critical thinking skills by analyzing and evaluating rhetorical strategies used in written texts. 3. Students will apply principles of grammar, punctuation and syntax to enhance clarity and effectiveness in writing. 4. Students will utilize the writing process, including prewriting techniques, drafting, revising and editing to produce polished written work. 5. Students will effectively integrate and cite sources to support arguments and enhance credibility. 6. Students will demonstrate an understanding of the power of language and explain its impact on communication and persuasion. |

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| ENT 300 |
| ENTREPRENEURIAL LEADERSHIP AND VENTURE CREATION: STARTING A BUSINESS |
| 3 Units |
| Prerequisite(s): MRK 210 Sales Methodologies |
| <p>Description:</p> <p>This course introduces the foundational principles of entrepreneurship, focusing on the steps needed to create and develop new business ventures. Students will explore key aspects such as identifying viable opportunities, generating innovative ideas, conducting feasibility analyses, and developing comprehensive business plans. Through practical exercises and case studies, students will gain the skills needed to evaluate market needs, create strategic plans, and effectively launch new ventures.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will develop and apply an entrepreneurial mindset, recognizing personal strengths and weaknesses while leading and collaborating within a team. 2. Students will identify viable business opportunities, generate creative business ideas, and assess the impact of external factors on business ventures. 3. Students will conduct feasibility studies, including market, financial, and SWOT analyses, to evaluate the viability of business ideas. 4. Students will create comprehensive business plans, outlining business concepts, goals, financial projections, and marketing strategies. 5. Students will prepare for business launch by managing legal, administrative, and operational aspects, ensuring regulatory compliance. 6. Students will successfully launch a business, implement initial sales and marketing strategies, and engage with early adopters and customers. 7. Students will develop and execute marketing campaigns, manage sales initiatives, and implement strategies for business growth and scalability. 8. Students will effectively manage teams, navigate leadership challenges, and optimize operational processes for business success. |

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| ENT 400 |
| ENTREPRENEURIAL LEADERSHIP AND VENTURE CREATION: OPERATING A BUSINESS |
| 3 Units |
| Prerequisite(s): ENT 300 Entrepreneurial Leadership and Venture Creation: Starting a Business |
| <p>Description:</p> <p>This course builds on the foundational entrepreneurial principles detailed in ENT 2001 by focusing on advanced strategies for effectively managing and operating a newly launched business. Students will explore the critical aspects of scaling operations, producing goods or services, and implementing successful sales strategies. The course emphasizes the development of strategic plans for ongoing business management, including financial management, market strategy, and operational efficiency. Through practical exercises and real-world case studies, students will gain the skills necessary to assess and adapt to market needs, manage day-to-day operations, and, when necessary, understand the process of closing a business initiative.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will apply effective management and leadership skills to operate and scale a newly launched business successfully. 2. Students will analyze and respond to market dynamics to optimize product or service offerings and maintain competitive advantage. 3. Students will develop and implement strategic operational plans that enhance efficiency and support sustainable business growth. 4. Students will manage financial resources proficiently, including budgeting, financial forecasting, and performance analysis to ensure business viability. 5. Students will design and execute comprehensive marketing and sales strategies to expand the customer base and increase revenue. 6. Students will demonstrate proficiency in overseeing daily business operations, including supply chain management and quality control processes. 7. Students will effectively lead and collaborate with diverse teams, addressing organizational challenges and fostering a productive work environment. 8. Students will evaluate and navigate legal and regulatory requirements pertinent to ongoing business operations and potential business closure scenarios. 9. Students will assess and make informed decisions regarding the continuation, transformation, or closure of business initiatives based on performance metrics and strategic objectives. |

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| ENT 500 |
| ENTREPRENEURSHIP AND INNOVATION |
| 3 Units |
| Prerequisite(s): MGT 510 Managing People and Organizations |
| <p>Description:</p> <p>This course examines the entrepreneurial process, from opportunity identification to venture creation and growth. Topics include innovation management, business model canvas, funding strategies, market entry strategies and entrepreneurial leadership. Students will develop skills to assess market opportunities, navigate challenges and develop sustainable business models in dynamic environments.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will conduct market research and analysis to identify gaps, niches and emerging trends in the market. 2. Students will evaluate the feasibility and potential of entrepreneurial opportunities through market validation and opportunity assessment. 3. Students will develop creative and unique business models that capitalize on identified opportunities and address market needs. 4. Students will design strategies that focus on long-term sustainability, considering economic, social and environmental factors. 5. Students will employ entrepreneurial skills such as creativity, adaptability, and risk-taking to navigate the challenges of starting and growing a new venture. 6. Students will implement growth strategies that leverage innovation and technology to expand market reach and competitiveness. 7. Students will evaluate the impact of disruptive technologies and business models on industry incumbents and new entrants. 8. Students will analyze competitive dynamics to identify and capitalize on opportunities for differentiation and competitive advantage. |

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| BUS 130 |
| ETHICS IN BUSINESS |
| 3 Units |
| Prerequisite(s): BUS 120 Business Law |
| <p>Description:</p> <p>This course examines the fundamental concept of ethics, examining its intersection with justice and the dynamics of business operations. Students will explore the application of condition formulas in ethical decision-making, gaining insights into the ethical implications of various organizational actions. 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.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate comprehension of the theoretical foundations of ethics and their application in business operations. 2. Students will analyze the correlation between ethics and justice in organizational contexts. 3. Students will apply lower condition formulas to resolve ethical dilemmas encountered in business decision-making. 4. Students will evaluate the ethical ramifications of various business practices and policies. 5. Students will formulate strategies aimed at fostering ethical integrity and building organizational trust. 6. Students will investigate real-world ethical dilemmas and the processes involved in ethical decision-making within business environments. 7. Students will explore how human behavior influences ethical conduct within organizational settings. 8. Students will cultivate self-awareness and ethical self-regulation in both personal and professional spheres. |

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| MGT 530 |
| EXECUTIVE LEADERSHIP AND DECISION MAKING |
| 3 Units |
| Prerequisite(s): MGT 510 Managing People and Organizations |
| <p>Description:</p> <p>This course examines the skills and strategies necessary for effective leadership and decision-making in organizations. The course covers leadership theories, decision-making processes, ethical considerations, and techniques for leading high-performing teams. Students will learn how to make informed decisions and lead organizations toward success.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will implement leadership strategies to establish a productive team environment through effective goal setting, constructive feedback, and collaborative efforts. 2. Students will apply analytical skills to make strategic decisions by critically evaluating information and assessing the impact on the team and the organization. 3. Students will guide high-performing teams by setting clear objectives, motivating team members, and fostering an environment conducive to growth and excellence. 4. Students will analyze real-world leadership scenarios to understand the practical application of leadership theories and to learn from both successes and challenges. 5. Students will utilize leadership tools and techniques, including conflict resolution and performance evaluation methods, to enhance leadership effectiveness and achieve desired outcomes. |

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| ACC 100 |
| FINANCIAL ACCOUNTING |
| 3 Units |
| Prerequisite(s): ECO 100 Microeconomics |
| <p>Description:</p> <p>This course covers the accounting information system, including recording and reporting of business transactions, with a focus on the accounting cycle, financial statements, statement analysis and the application of generally accepted accounting principles (GAAP). It also examines issues relating to asset, liability and equity valuation, revenue and expense recognition, cash flow, internal controls and ethics.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will identify the forms of business organizations and explain the principal types of business activities. 2. Students will evaluate primary financial statements and identify their main components. 3. Students will list major assumptions and principles in financial reporting. 4. Students will explain the accounting information system. 5. Students will identify potential unethical accounting practices. 6. Students will describe basic differences between the U.S. generally accepted accounting principles (GAAP) and international financial reporting standards (IFRS). |

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| FIN 500 |
| FINANCIAL MANAGEMENT AND ANALYSIS |
| 3 Units |
| Prerequisite(s): None |
| <p>Description:</p> <p>This course covers advanced topics in financial management, including financial statement analysis, capital budgeting, risk management and strategic financial planning. Students learn to interpret financial data, assess financial risks and formulate financial strategies to optimize organizational performance and shareholder value.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will conduct comprehensive financial analyses using advanced financial tools and techniques. 2. Students will interpret financial statements and reports to support strategic decision-making. 3. Students will utilize financial modeling to forecast future financial performance and assess risk. 4. Students will apply advanced financial techniques such as discounted cash flow (DCF) analysis and risk analysis to evaluate investment opportunities. 5. Students will develop financial plans and budgets to guide resource allocation and ensure financial sustainability. 6. Students will monitor key financial metrics and indicators to track performance against targets and benchmarks. 7. Students will analyze financial data and trends to identify opportunities for cost reduction and revenue enhancement. 8. Students will communicate financial analysis and recommendations to stakeholders, including senior management and investors. 9. Students will collaborate with internal and external stakeholders to develop and implement financial strategies. 10. Students will ensure compliance with financial regulations and reporting requirements in all financial activities. 11. Students will continuously evaluate and refine financial strategies to adapt to changing market conditions and organizational needs. |

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| FIN 100 |
| FINANCIAL PLANNING AND BUDGETING |
| 3 Units |
| Prerequisite(s): ACC 110 Managerial Accounting |
| <p>Description:</p> <p>This course covers various topics, addressing strategies for alleviating financial stress, creating financial stability, and creating financial prosperity through prosperity, including solvency, credit and debt. Students develop essential money management skills for financial stability, followed by practical techniques for budgeting, saving and debt management.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will define and apply the Hubbard College of Administration Management System strategies for alleviating financial stress through effective financial planning and budgeting. 2. Students will develop organizational techniques for money management and improving credit standing. 3. Students will master the Financial Plan #1 (FP #1) system. 4. Students will analyze and manage cash flow and bills. 5. Students will identify appropriate reserve accounts for organizational purposes. 6. Students will explore principles of inventory management, strategies for cost optimization and make informed financial decisions through case study analysis. |

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| GLS 300 |
| GLOBAL PERSPECTIVE |
| 3 Units |
| Prerequisite(s): MGT 400 International Business |
| <p>Description:</p> <p>This course offers a broad exploration of key global issues, emphasizing the significance of cultural diversity, international relations and global economic dynamics. Students will examine the interconnectedness of nations and cultures, analyze global trends shaping business landscapes and gain insights into the complexities of conducting business across borders. Through engaging lectures, discussions and interactive activities, students will gain knowledge of the multifaceted nature of globalization and its implications for individuals and organizations.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will identify global challenges and discuss their effects on society and business. 2. Students will demonstrate their ability to assess and discuss diverse cultural perspectives. 3. Students will identify the dynamics of diplomacy, conflicts and cooperation among nations. 4. Students will examine economic indicators to interpret trends and their impact on global markets. 5. Students will develop informed perspectives for addressing complex global issues. |

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| BUS 310 |
| HISTORY OF BUSINESS |
| 3 Units |
| Prerequisite(s): SOC 300 Media and Society |
| <p>Description:</p> <p>This course examines the historical development of business from ancient civilizations to the modern era, tracing the evolution of commerce, trade, entrepreneurship and economic systems. Through a combination of lectures, readings and discussions, students will explore key historical events, innovations, and figures that have shaped business practices and institutions. Topics include the emergence of early markets, the rise of capitalism, industrialization, globalization and the impact of business on social, political, and cultural dynamics.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will analyze historical roots of business practices and institutions. 2. Students will evaluate the impact of historical events and innovations on business development. 3. Students will identify and discuss key figures and movements shaping business history. 4. Students will demonstrate knowledge of the evolution of economic systems and theories. 5. Students will examine the relationship between business, society and culture. 6. Students will develop critical thinking skills using primary and secondary sources. 7. Students will communicate historical business concepts effectively through presentations. 8. Students will relate historical context in assessing current business trends. |

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| MGT 310 |
| HUMAN RESOURCES MANAGEMENT |
| 3 Units |
| Prerequisite(s): COM 300 Public Speaking |
| <p>Description:</p> <p>This course will introduce and provide an overview of the human resource (HR) management concepts, theories, and practices that are essential for the effective management of people. This course provides individuals with an understanding of the key HR competencies for non-HR supervisors in the areas of talent acquisition, learning and development, performance management and employment law & workplace ethics. The course reviews best practices for supervisors regarding motivation, team building and conflict resolution.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will study human resource management from a systemic, strategic perspective, describing the field of human resource management. 2. Students will identify the value of having robust human resources systems in place in a business. 3. Students will describe and explain the relevance of human resource management to managers and employees in work organizations. 4. Students will be able to recognize and employ contemporary human resource management tools. 5. Students will identify and apply the technical details of human resource management practices. 6. Students will apply relevant theories to the management of people in organizations. 7. Students will be able to describe best practices in the areas of talent acquisition, learning and development, performance management and employment law & workplace ethics. |

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| BIT 300 |
| INFORMATION SYSTEMS IN BUSINESS |
| 3 Units |
| Prerequisite(s): ART 300 Art and Business |
| <p>Description:</p> <p>This foundational course offers a comprehensive exploration of information systems within the context of business. Students will learn the fundamental concepts of information systems, including their various types and functionalities, and their integration with organizational processes. Through theoretical frameworks and practical examples, students will grasp the essential role of information systems in enhancing business operations and facilitating informed decision-making. Emphasis will be placed on developing a strong foundation in understanding the strategic significance of information systems in driving organizational success.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate a solid foundational knowledge of information systems and their applications in business contexts. 2. Students will discuss the role of information systems in facilitating business operations, supporting decision-making processes, and contributing to strategic planning initiatives within organizations. 3. Students will examine and select information systems solutions aligned with organizational objectives. 4. Students will recognize the strategic implications of information technology investments. 5. Students will contribute to strategic planning initiatives within organizations. |

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| BUS 410 |
| INTEGRATING AI INTO BUSINESS |
| 3 Units |
| Prerequisite(s): BUS 400 Research Methods in Business |
| <p>Description:</p> <p>This course offers an overview of the practical applications of artificial intelligence (AI) technologies in various business domains. Participants will explore the basics of AI, including machine learning algorithms and robotics, and their integration into business processes to drive efficiency and innovation. Additionally, the course covers the potential of generative AI in generating creative content and solving complex business challenges. Through case studies and interactive discussions, participants will gain practical knowledge into leveraging AI technologies to enhance decision-making, streamline operations, and create competitive advantages in the business landscape.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will study and evaluate AI technologies and their business applications. 2. Students will identify opportunities for integrating AI solutions to optimize business processes. 3. Students will enhance productivity and foster innovation through AI integration. 4. Students will develop critical thinking and problem-solving skills to evaluate AI-driven strategies. 5. Students will make informed decisions to drive organizational success in the digital era. |

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| MGT400 |
| INTERNATIONAL BUSINESS |
| 3 Units |
| Prerequisite(s): MGT 320 Operations Management |
| <p>Description:</p> <p>This course examines the complexities of international business, providing insights into the dynamics of global trade, investment strategies and the impact of cultural differences on business operations. Topics covered include international trade theories, market entry strategies, global supply chain management and cross-cultural negotiation techniques. Through case studies and practical examples, students will gain knowledge of the multifaceted nature of conducting business in diverse global markets.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will analyze factors shaping international business operations. 2. Students will evaluate strategic implications of global trade decisions. 3. Students will apply cross-cultural management techniques. 4. Students will enhance problem-solving skills in global contexts. 5. Students will develop leadership abilities for global markets. 6. Students will evaluate ethical dimensions of international business practices. |

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| INT 200 |
| INTERNSHIP - ASSOCIATE DEGREE |
| 3 Units |
| Prerequisite(s): Approval of the VP Academic Affairs |
| <p>Description:</p> <p>The objective of this internship is to provide students with a platform to integrate and apply their accumulated knowledge and skills gained from the entire business curriculum. This enables them to showcase their proficiency in addressing real-world business challenges through practical experience and hands-on projects.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will apply theoretical knowledge and practical skills acquired throughout their academic studies, integrating the Hubbard College of Administration Management System principles into their internship projects to effectively address real-world business challenges and enhance the operations of their host organizations. 2. Students will demonstrate proficiency in conducting thorough analyses, synthesizing information from diverse sources and effectively communicating findings to stakeholders within the internship context. 3. Students will utilize their curriculum of contemporary business knowledge to inform decision-making and problem-solving processes during the internship experience. 4. Students will cultivate essential teamwork, project management and presentation skills necessary for success in future professional endeavors, through active participation and engagement in internship activities. |

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| MGT 100 |
| INTRODUCTION TO BUSINESS AND THE HUBBARD COLLEGE OF ADMINISTRATION MANAGEMENT SYSTEM |
| 3 Units |
| Prerequisite(s): None |
| <p>Description:</p> <p>This course examines the resources and expectations of contemporary business models, with an emphasis on how the Hubbard College of Administration Management System enhances and integrates into business practices. Students will learn strategies for addressing questions and concerns related to the Hubbard College of Administration Management System.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will analyze and evaluate the role of the Hubbard College of Administration Management System in contemporary business models. 2. Students will demonstrate a foundational knowledge of contemporary business models, including their key components and applications. 3. Students will demonstrate the ability to navigate the Hubbard College of Administration Management System resources, discuss its expectations and address related questions or concerns. 4. Students will integrate and utilize the Hubbard College of Administration Management System in various business contexts to enhance organizational performance and decision-making. |

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| PSC 100 |
| INTRODUCTION TO POLITICAL SCIENCE |
| 3 Units |
| Prerequisite(s): MGT 120 Organizational Structure and Design |
| <p>Description:</p> <p>This course offers an introduction to politics, exploring the fundamental principles and structures that underpin various forms of government. Students will analyze key political ideologies, such as democracy, authoritarianism, socialism, and liberalism, and examine how these ideologies influence governance and policymaking. The course also delves into international relations, providing insights into how nations interact on the global stage, address conflicts, and cooperate through organizations like the United Nations.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will gain knowledge of various political systems and ideologies. 2. Students will analyze political behavior and institutions at both local and global levels. 3. Students will analyze the role of politics in shaping society and governance. 4. Students will evaluate the impact of political decisions on public policy and societal outcomes. 5. Students will explore the relationship between political theory and practical governance. 6. Students will develop critical thinking skills through the analysis of case studies and simulations. 7. Students will investigate the role of international organizations in global politics. 8. Students will examine the influence of cultural, economic, and social factors on political systems. 9. Students will enhance their research skills through the study of supplemental articles and scholarly works. 10. Students will identify and discuss the complexities of international relations and diplomacy. |

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| MGT 420 |
| LEADERSHIP AND TEAM BUILDING DYNAMICS |
| 3 Units |
| Prerequisite(s): MGT 410 Supply Chain Management |
| <p>Description:</p> <p>This course provides an in-depth exploration of leadership theories and their practical application in fostering cohesive team dynamics within diverse organizational contexts. Students will analyze various leadership styles, strategies for building high-performing teams and techniques for enhancing interpersonal communication and conflict resolution. Through interactive discussions, case studies and experiential learning activities, students will develop the knowledge and competencies necessary to lead teams successfully and drive organizational performance.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will analyze contemporary leadership theories and apply techniques to cultivate productive team dynamics. 2. Students will demonstrate proficiency in leading diverse teams. 3. Students will facilitate collaboration and constructive conflict resolution. 4. Students will foster an environment conducive to innovation and success within global business settings. |

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| LDR 300 |
| LEADERSHIP DEVELOPMENT |
| 3 Units |
| Prerequisite(s): MGT 310 Human Resources Management |
| <p>Description:</p> <p>Leadership Development explores theories and practices of leadership, focusing on self-awareness, communication, decision-making and team dynamics. The course examines different leadership styles and approaches, emphasizing the development of authentic and ethical leadership behaviors. Students will engage in experiential learning activities, case studies and reflective exercises to enhance their leadership capabilities.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate knowledge of various leadership theories and models. 2. Students will demonstrate increased self-awareness and emotional intelligence in leadership roles. 3. Students will apply communication skills essential for leadership roles. 4. Students will use critical thinking to address ethical challenges in leadership contexts. 5. Students will demonstrate skills in teamwork and conflict resolution strategies. 6. Students will prepare a personalized leadership development plan based on identified strengths and areas for growth. Students will be able to describe best practices in the areas of talent acquisition, learning and development, performance management, employment law and workplace ethics. |

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| ECO 110 |
| MACROECONOMICS |
| 3 Units |
| Prerequisite(s): ACC 100 Financial Accounting |
| <p>Description:</p> <p>Macroeconomics examines the behavior of large-scale economic entities, such as nations and global markets, in making resource allocation decisions and understanding their interactions. Through analysis of aggregate economic indicators, fiscal and monetary policies, and international trade dynamics, students gain insights into the economic principles governing large-scale economic systems.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will describe and discuss the behavior and interactions of large-scale economic entities, including nations and global markets, within the context of Macroeconomics. 2. Students will analyze aggregate economic indicators to assess the overall health and performance of an economy. 3. Students will evaluate the impact of fiscal and monetary policies on economic stability, growth, and inflation. 4. Students will assess the role of international trade dynamics in shaping economic outcomes and globalization trends. 5. Students will apply economic principles to analyze and predict the effects of policy changes and external shocks on large-scale economic systems. |

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| MGT 110 |
| MANAGEMENT FUNDAMENTALS |
| 3 Units |
| Prerequisite(s): COM 100 Effective Communication and Team Building |
| <p>Description:</p> <p>This course examines the diverse strategies for optimizing workplace productivity, covering task management, workflow optimization and the implementation of gamification principles. Students gain proficiency in business and organizational communication while exploring concepts like Developed Traffic (Dev-T) to identify and resolve inefficiencies, fostering overall performance and success.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the ability to apply control and the cycle-of-action theory to optimize task management and workflows in varied workplace scenarios. 2. Students will implement strategies for efficient work processes, including prioritization, time management and resource allocation techniques. 3. Students will evaluate the effectiveness of gamification in driving productivity and achieving results in both business and personal contexts. 4. Students will develop strong business communication skills to effectively share information and collaborate, fostering teamwork and productivity. 5. Students will analyze Dev-T to identify and address organizational inefficiencies. |

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| ACC 110 |
| MANAGERIAL ACCOUNTING |
| 3 Units |
| Prerequisite(s): BUS 130 Ethics in Business |
| <p>Description:</p> <p>This course teaches the principles and techniques of managerial accounting, emphasizing the interpretation and analysis of financial data to support managerial decision-making processes. Topics include cost behavior, cost-volume-profit analysis, budgeting, performance evaluation and strategic planning. Through case studies and practical exercises, students explore the application of managerial accounting concepts in various organizational contexts.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will describe and apply managerial accounting to provide internal stakeholders with relevant financial information for decision-making. 2. Students will utilize managerial accounting tools such as cost-volume-profit analysis and variance analysis to assess business performance. 3. Students will demonstrate the ability to interpret financial data and communicate findings to non-financial stakeholders. 4. Students will integrate managerial accounting concepts into strategic planning processes to support long-term organizational goals. 5. Students will utilize accounting information systems to streamline financial reporting and analysis processes. 6. Students will adhere to ethical standards and regulatory requirements in financial reporting and decision-making. |

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| MGT 510 |
| MANAGING PEOPLE AND ORGANIZATIONS |
| 3 Units |
| Prerequisite(s): MGT 500 Advanced Business Strategies |
| <p>Description:</p> <p>This course examines theories and practices related to managing individuals and teams within organizations. Topics include leadership styles, motivation theories, organizational culture, team dynamics and change management. Students will learn to apply management principles to enhance team performance, foster a positive work environment and drive organizational success.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will employ transformational, situational and other leadership theories to inspire and guide team members toward shared goals. 2. Students will implement strategies to create a supportive and inclusive organizational culture that values diverse viewpoints and promotes employee well-being. 3. Students will lead change initiatives by effectively communicating the need for change, involving stakeholders and addressing concerns. 4. Students will implement conflict resolution strategies, such as negotiation and mediation, to improve team dynamics and productivity. 5. Students will foster a collaborative team environment by promoting open communication, trust and respect among team members. 6. Students will develop and implement employee engagement strategies, such as recognition programs and professional development opportunities, to enhance job satisfaction and retention. 7. Students will evaluate the impact of leadership strategies and organizational culture on team performance and make adjustments as needed. 8. Students will lead by example, demonstrating ethical behavior, transparency and a commitment to organizational values. |

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| MRK 200 |
| MARKETING AND PUBLIC RELATIONS |
| 3 Units |
| Prerequisite(s): ECO 110 Macroeconomics |
| <p>Description:</p> <p>This course offers a comprehensive overview of marketing and public relations. Starting with marketing fundamentals, students will explore marketing strategies, copywriting and art theory. Practical training includes the use of surveys to gather consumer insights and the application of diverse marketing channels for campaign creation. The course then transitions to public relations (PR), highlighting its role in shaping public perception and maintaining brand reputation. Students will learn ARC theory for improved communication and essential PR tactics such as media relations and crisis management. Through a blend of theoretical learning, case studies and hands-on exercises, students will acquire foundational skills for effective marketing and public relations.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will study and apply marketing fundamentals, including strategies and copywriting techniques. 2. Students will analyze art theory basics to assess visual components in marketing materials. 3. Students will utilize surveys for consumer insights and feedback gathering. 4. Students will analyze diverse marketing channels for audience targeting and engagement. 5. Students will describe PR's role in brand reputation and public perception. 6. Students will learn and apply utilization of Affinity, Reality and Communication for improved communication with stakeholders. 7. Students will demonstrate skills in media relations, crisis communication, and reputation management. 8. Students will handle black propaganda and negative publicity to an effective outcome. 9. Students will create marketing campaigns and PR strategies. |

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| MRK 510 |
| MARKETING AND PUBLIC RELATIONS SURVEYS |
| 3 Units |
| Prerequisite(s): PUB 500 Public Relations Fundamentals |
| <p>Description:</p> <p>This course provides advanced knowledge in the area of design, implementation, and analysis of surveys used in marketing and public relations. Through the study of survey methodologies, data collection techniques, and statistical analysis, students will learn to create effective surveys, interpret results, and apply findings to strategic marketing and PR initiatives.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will apply the principles and methodologies of survey research in marketing and PR to create surveys that yield accurate and actionable data. 2. Students will design effective and unbiased surveys for various marketing and PR purposes, ensuring reliable insights by avoiding biases. 3. Students will apply appropriate sampling techniques to gather data that accurately reflects the target population. 4. Students will collect and analyze survey data using statistical tools to derive meaningful interpretations. 5. Students will interpret and report survey findings to inform and guide strategic marketing and PR decisions. |

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| MRK 400 |
| MARKETING STRATEGY BASICS |
| 3 Units |
| Prerequisite(s): BUS 410 Sustainable Business Practices |
| <p>Description:</p> <p>This course provides an introductory exploration of marketing strategies tailored for contemporary business environments. Students will examine the foundational marketing planning processes, including basic market analysis, segmentation, targeting, and positioning. The course also introduces students to brand management, emphasizing the creation and enhancement of brand equity. Furthermore, students will explore elementary digital marketing strategies, including social media marketing and content marketing, to effectively engage target audiences.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will formulate basic strategic marketing plans. 2. Students will implement fundamental marketing strategies. 3. Students will manage brand identities to improve visibility. 4. Students will leverage digital marketing channels for basic engagement. 5. Students will acquire essential analytical skills to evaluate marketing performance. 6. Students will adapt basic marketing strategies to meet evolving market dynamics. 7. Students will study the role of sustainability in business operations. |

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| SOC 300 |
| MEDIA AND SOCIETY |
| 3 Units |
| Prerequisite(s): BIT 300 Information Systems in Business |
| <p>Description:</p> <p>This introductory course explores the influence of media on society, emphasizing advertising strategies, media literacy and the evolving impact of digital technologies on business communication. Students will examine how media shapes cultural values, consumer behaviors and business practices.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will study and discuss concepts and theories of media and society. 2. Students will describe the role of advertising in shaping consumer behavior and cultural norms. 3. Students will develop basic media literacy skills to evaluate media messages and sources. 4. Students will examine the ethical considerations of media representations and advertising practices. 5. Students will analyze the impact of digital technologies on business communication and media consumption. 6. Students will apply media theories and concepts to analyze contemporary media issues and be able to communicate about media-related topics. 7. Students will describe and evaluate personal media consumption habits and their attitudes toward media and society. |

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| ECO 100 |
| MICROECONOMICS |
| 3 Units |
| Prerequisite(s): BUS 110 Business Statistics |
| <p>Description:</p> <p>This course offers an examination of microeconomic principles, focusing on how individuals and firms make decisions regarding production, consumption and pricing in various market structures. Topics include supply and demand analysis, consumer behavior, production theory, cost analysis, market competition and the role of government intervention. Through lectures, readings and case studies, students explore the application of microeconomic concepts to real-world scenarios.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate proficiency in analyzing microeconomic issues, including market behavior, resource allocation and decision-making processes. 2. Students will apply microeconomic theories to evaluate individual and organizational behavior within the economy. 3. Students will critically assess policy implications. 4. Students will be able to make informed decisions in personal and professional contexts using macroeconomic information. |

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| MGT 320 |
| OPERATIONS MANAGEMENT |
| 3 Units |
| Prerequisite(s): LDR 300 Leadership Development |
| <p>Description:</p> <p>This course will introduce concepts, principles, problems and practices of operations management, focusing on managerial processes for effective operations in both goods-producing and service-rendering organizations. Topics include contemporary operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance and project management.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate knowledge of operations management concepts, principles and practices. 2. Students will discuss the role of production and operations management within organizations. 3. Students will recognize the significance of productivity and competitiveness in operational efficiency. 4. Students will describe and apply effective strategic approaches in operations management. 5. Students will demonstrate knowledge of the impact of various design decisions on organizational strategies. 6. Students will examine and compare quality management practices such as Total Quality Management (TQM), Lean and Six Sigma. 7. Students will learn and demonstrate planning practices including capacity, aggregate, and project planning. 8. Students will analyze and apply the basics of inventory management. 9. Students will be able to identify and discuss contemporary approaches in operations, manufacturing, and supply chain management. |

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| MGT 520 |
| ORGANIZATIONAL PLANNING AND EXECUTION FROM A CONSULTANT'S PERSPECTIVE |
| 3 Units |
| Prerequisite(s): MGT 500 Advanced Business Strategies |
| <p>Description:</p> <p>This course focuses on the principles and techniques necessary for effective organizational planning and implementation. The course covers strategic planning, setting achievable goals, resource allocation, and ensuring that plans are executed successfully. Students will learn how to align organizational objectives with actionable plans to achieve desired outcomes.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will develop and execute organizational plans that are closely aligned with strategic objectives. 2. Students will master the skills required to set and achieve goals that support the organization's vision and mission. 3. Students will effectively allocate resources to ensure the successful implementation of organizational plans. 4. Students will acquire techniques for monitoring progress and making necessary adjustments to keep plans on track. 5. Students will utilize project management tools to enhance the planning and execution of organizational initiatives. 6. Students will critically analyze real-world case studies to extract valuable insights from both successful and unsuccessful planning efforts. |

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| MGT 120 |
| ORGANIZATIONAL STRUCTURE AND DESIGN |
| 3 Units |
| Prerequisite(s): ENG 100 English Composition |
| <p>Description:</p> <p>This course provides in-depth exploration of organizational principles, emphasizing the relationship between organization and productivity. Students analyze concepts such as planning by product and the valuable final product, gaining insights into optimizing workflow efficiency. The course covers the structuring of a seven-division organizing board, implementation methodologies and strategies for infinite business expansion. Additionally, this course includes the topics of hatting (training), organizational lines and the role of organizational development in facilitating business evolution and growth.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will conduct a comprehensive study of organizational principles and analyze their impact on productivity. 2. Students will analyze planning concepts to improve workflow efficiency. 3. Students will apply advanced techniques to effectively structure and create organizing boards. 4. Students will implement and maintain organizing boards to support business expansion. 5. Students will develop proficiency in creating and assigning organizational roles. 6. Students will recognize the role of the Establishment Officer in business evolution. 7. Students will identify and solve real-world workplace challenges, demonstrating the ability to adapt strategies to various workplace environments and industries. 8. Students will collaborate effectively with peers to explore and apply efficiency concepts. |

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| PUB 500 |
| PUBLIC RELATIONS FUNDAMENTALS |
| 3 Units |
| Prerequisite(s): FIN 500 Financial Management and Analysis |
| <p>Description:</p> <p>This course provides an in-depth understanding of the principles, strategies, and techniques used in the field of public relations. Through the study of PR theories, communication tactics, media relations, and campaign planning, students will learn how to build and maintain a positive public image for organizations and individuals, manage communication crises, and effectively engage with various stakeholders.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will understand the principles and theories of public relations. 2. Students will develop effective media relations and communication strategies. 3. Students will plan and execute comprehensive PR campaigns. 4. Students will manage communication crises and maintain organizational reputation. 5. Students will utilize digital tools and social media for PR purposes. 6. Students will measure and evaluate the success of PR activities. |

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| COM 300 |
| PUBLIC SPEAKING |
| 3 Units |
| Prerequisite(s): MGT 300 Strategic Management |
| <p>Description:</p> <p>This course in public speaking emphasizes the development of effective oral communication abilities, focusing on techniques tailored for various contexts. Students engage in exercises to refine delivery, organization and persuasive strategies, preparing them for effective communication in academic, professional and personal settings.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate effective speaking and presentation skills across diverse contexts. 2. Students will showcase mastery in delivery, organization and persuasive techniques essential for successful oral communication. 3. Students will create visual presentations suitable for various business and organizational settings. 4. Students will demonstrate confidence in public speaking engagements. |

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| BUS 400 |
| RESEARCH METHODS IN BUSINESS |
| 3 Units |
| Prerequisite(s): BUS 310 History of Business |
| <p>Description:</p> <p>This course provides a comprehensive overview of research methodologies tailored for business settings. Students will learn the fundamentals of research design, including the formulation of research questions, hypothesis development and selection of appropriate research methods. Emphasis will be placed on various data collection techniques such as surveys, interviews and observational studies, as well as qualitative and quantitative data analysis methods. Through practical exercises and case studies, students will gain hands-on experience in applying research methodologies to address real-world business challenges.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate proficiency in designing, conducting and analyzing business research. 2. Students will create clear research objectives aligned with business goals. 3. Students will select appropriate research methods for various business contexts. 4. Students will collect and analyze data effectively to draw meaningful conclusions. 5. Students will apply critical thinking and problem-solving skills to conduct rigorous research. 6. Students will inform and defend business decision-making through research findings. |

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| MRK 210 |
| SALES METHODOLOGIES |
| 3 Units |
| Prerequisite(s): FIN 100 Financial Planning and Budgeting |
| <p>Description:</p> <p>This course offers a thorough introduction to the principles and practices of successful selling, drawing from the research of L. Ron Hubbard and tailored for use in contemporary business. Students will explore fundamental selling techniques, learn advanced sales strategies and hone their abilities to handle objections and close deals effectively.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate proficiency in applying sales methodologies, sales strategies and techniques. 2. Students will effectively employ the Hubbard College of Administration Management System sales techniques to address diverse customer needs and preferences. 3. Students will navigate complex sales scenarios with confidence by analyzing customer behavior, identifying potential objections and adapting sales approaches accordingly. 4. Students will utilize relationship-building skills in sales contexts. 5. Students will gain familiarity with and apply contemporary sales methodologies, such as consultative selling, relationship selling and solution-based selling. |

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| FIN 300 |
| STRATEGIC FINANCE |
| 3 Units |
| Prerequisite(s): MRK 400 Marketing Strategy Basics |
| <p>Description:</p> <p>This course explores advanced concepts and practices in strategic finance, focusing on the integration of financial strategies with long-term business goals. Students will study techniques for capital budgeting, risk management, financial performance analysis and corporate finance. Emphasis will be placed on developing and implementing financial strategies that enhance organizational value, with practical applications through case studies, simulations and real-world scenarios.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will formulate long-term financial strategies aligned with organizational goals. 2. Students will apply advanced techniques to assess investment opportunities. 3. Students will identify risks and implement strategies for financial stability. 4. Students will evaluate financial metrics to recommend improvements. 5. Students will develop strategies for balancing debt and equity. 6. Students will evaluate the financial and strategic aspects of mergers and acquisitions. 7. Students will integrate financial strategies with corporate governance. 8. Students will construct and use financial models for strategic decisions. 9. Students will balance profitability with ethical considerations in financial decisions. 10. Students will present analyses and recommendations effectively to stakeholders. |

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| MGT 300 |
| STRATEGIC MANAGEMENT |
| 3 Units |
| Prerequisite: MAR 210 Sales Methodologies Co-Prerequisite: ENT 300 Entrepreneurial Leadership and Venture Creation: Starting a Business |
| <p>Description:</p> <p>This course provides students with an in-depth knowledge of strategic and operational principles. Key topics include goal setting, policy formulation, strategy planning, program development and execution. Through analysis, case studies and practical exercises, students will learn to align organizational goals with strategic objectives, develop effective policies and create coherent strategic plans. The course also covers program and project management practices aimed at optimizing organizational performance and efficiency.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will conduct a comprehensive study of modern strategic principles in organizational contexts. 2. Students will demonstrate the ability to set goals, create policies and develop strategic plans. 3. Students will formulate cohesive and effective goals, policies and strategic plans to guide decision-making and action. 4. Students will be proficient in program development and execution, emphasizing the use of targets, programs, projects and effective management practices. 5. Students will demonstrate techniques to optimize performance and efficiency. |

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| MGT 410 |
| SUPPLY CHAIN MANAGEMENT |
| 3 Units |
| Prerequisite(s): ANT 300 Cultural Anthropology |
| <p>Description:</p> <p>This course covers the intricacies of supply chain management, offering insights into the strategic planning and execution of sourcing, procurement, conversion and logistics activities across international borders. Students will explore key concepts such as supplier selection, inventory management, transportation optimization and risk mitigation strategies. Through case studies, real-world examples and interactive simulations, students will develop the knowledge and skills necessary to design, optimize and manage efficient and resilient supply chains in a business environment.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will analyze supply chain processes to enhance organizational efficiency and competitiveness. 2. Students will describe strategic sourcing and procurement techniques. 3. Students will explain the technology employed to streamline logistics operations. 4. Students will identify and discuss contemporary risk management strategies to mitigate supply chain disruptions effectively. |

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| BUS 420 |
| SUSTAINABLE BUSINESS PRACTICES |
| 3 Units |
| Prerequisite(s): BUS 410 Integrating AI Into Business Practices |
| <p>Description:</p> <p>This course explores the principles and strategies of sustainable business practices within the context of environmental stewardship, social responsibility and economic viability. Topics include sustainable development, corporate social responsibility, green marketing, renewable energy, waste management, ethical decision-making and stakeholder engagement. Through case studies, discussions and projects, students will analyze real-world examples of sustainable business initiatives and develop practical skills for implementing sustainability strategies in organizational settings.</p> |
| <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will study and evaluate sustainability and its relevance to business operations. 2. Students will analyze the environmental, social and economic impacts of business activities. 3. Students will evaluate different approaches to corporate sustainability and their effectiveness. 4. Students will identify opportunities and challenges associated with implementing sustainable business practices. 5. Students will develop strategies for integrating sustainability into organizational decision-making processes. 6. Students will communicate effectively about sustainability issues with internal and external stakeholders. |

6. ACADEMIC POLICIES

Admission 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 skills sets necessary to successfully achieving 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 on "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 admission to the College as part of a dual enrollment contract with a high school, home school parent/educator or any other such contract between the College and an educational organization.

1. Application and Fee. A completed College admissions application with the required application fee of \$75.00 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 Education 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 (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 received within 30 days of application. Students who fail to comply with this requirement will be withdrawn from the program.

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 Quill Bot) 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. 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, Power Point

Microsoft 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

9. 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.

10. 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: <http://www.foreignconsultants.com/>
- Educational Credential Evaluators: <http://www.ece.org/>
- Educational Perspectives: <https://edperspective.org/>
- International Research Foundation: <http://www.ierf.org/>
- World Education Services: <http://www.wes.org/>

11. 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).

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.

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:

Undergraduate Degree.

- a. A minimum total score of **80** on the Test of English as a Foreign Language (TOEFL) Internet Based Test (iBT) or Home Edition; **6.0** on the International English Language Test System (IELTS).
- 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.

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 skills sets necessary to successfully achieving 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 on “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.

1. Application and Fee. A completed College admissions application with the required, non-refundable application fee of \$75.00 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.

Transfer students will be evaluated based on their college transcripts, academic performance, and a review of the courses they wish to transfer (see Section 3 below).

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

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

 - Transcripts that show the applicant possesses a bachelor's degree.
 - Transfer college students – college transcript(s)
 - o Applicants should consult BP 5.13.2, "Transfer Credit Acceptance Policy" for information on the acceptance of transfer credits.

* Official transcripts are required for admission and must be received within 30 days of application. Students who fail to comply with this requirement will be withdrawn from the program.

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 Quill Bot) 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 5 years of relevant professional work experience in a field related to the course of study.

- b) GMAT Score Requirements. The recommended minimum score for the GMAT is: **550**.

- 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 non-native English-speaking applicants (English as a second language learners) and international students whose first language is not English and for students 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, Power Point

Microsoft 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: <http://www.foreignconsultants.com/>
- Educational Credential Evaluators: <http://www.ece.org/>
- Educational Perspectives: <http://www.educational-perspectives.org/>
- International Research Foundation, Inc.: <http://www.ierf.org/>
- World Education Services: <http://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.

13. Student Identify 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 **80** on the Test of English as a Foreign Language (TOEFL) Internet Based Test (iBT) or Home Edition; **6.5** on the International English Language Test System (IELTS).
- 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 Admissions Office for the most up-to-date information and specific admission requirements for their desired program of study.

Enrollment Agreement

HUBBARD COLLEGE OF ADMINISTRATION OF TAMPA BAY (THE "COLLEGE" OR "HCA TB")

College Address: 310 Wildwood Way, Belleair, FL 33756

College Phone number: (813) 923-7993

Website: www.hcatampabay.org

ENROLLMENT AGREEMENT

| | | |
|--------------------------------|-------------------|-------------|
| Student's First Name: | Last Name: | |
| Mailing Address: | | |
| City: | State: | Zip: |
| Phone: | | |
| Email Address: | | |
| 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.

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 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 he/she has reviewed the College's website at www.hcatampabay.org and the College catalog, and agrees to the policies, regulations and academic requirements set forth therein.

Program Title: This Agreement governs the student's enrollment and 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)

Program Type: (Check Applicable) _____ Undergraduate _____ Graduate

Standard Number of Credit Hours by Program: (Check Applicable)

- _____ Associate of Science in Business Administration – 60 Semester Credits Hours
_____ Bachelor of Science in Business Administration- 120 Semester Credit Hours
_____ Master's in Business Administration - 30 Semester Credit Hours

The student understands that for undergraduate and graduate 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.

Credential for Satisfactory Completion: Pursuant to BP 4.12.6, "Grading Policy," and BP 2.04.7, "Standards for Satisfactory Academic Performance," the student acknowledges that they must maintain a minimum cumulative grade point average (GPA) of 3.0 to remain in satisfactory academic performance. 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): | September 2, 2025 - November 30, 2025 |
| _____ Winter Term | (2): | December 1, 2025 - March 1, 2026 |
| _____ Spring Term | (3): | March 2, 2026 – May 31, 2026 |
| _____ Summer Term | (4): | June 1, 2026 - August 30, 2026 |

The student will begin their studies at the start of the term, as 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

Students enrolling full-time may complete up to a maximum of 18 credits per term. Full-time students are required to successfully complete a minimum of 12 credits per term and must enroll in at least three terms per academic year. Students electing to enroll part-time are required to successfully complete 6 credits per term (which may not be exceeded) and must enroll in at least three terms per academic year. Students are not permitted to change between full-time and part-time status during a term and may only do so when enrolling in an upcoming term.

Anticipated Program Completion: The following estimates for completion of each College Program are based on *minimum credit requirements* for full-time and part-time students. The College academic year is comprised of four 13-week terms.

Associate Degree – The estimated time to complete this program for full-time students is approximately 5 terms and approximately 10 terms for part-time students.

Bachelor's Degree - The estimated time to complete this program for full-time students is approximately 10 terms and approximately 20 terms for part-time students.

Master's Degree - The estimated time to complete this program for full-time students is approximately 3 terms and approximately 5 terms for full-time students.

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.

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

| 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. |

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.

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. Additional information regarding tuition and fee deadlines for *continuing students* is contained in BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy."

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 the third parties.

FEE SCHEDULE (FOR ALL DEGREE TYPES)

| Fee Type | Refundable/Nonrefundable | Frequency | Cost |
|---|---|---------------------|---|
| Application Fee | Nonrefundable (Unless cancelled within 3 calendar days of enrollment agreement) | One-time | \$75. |
| One-Time Enrollment Fee | Nonrefundable (Unless cancelled within 3 calendar days of enrollment agreement) | One-time | \$75. |
| Library Service Fee* | Nonrefundable (Unless cancelled within 3 calendar days of enrollment agreement) | Recurring (by term) | \$50. |
| Technology Fee | Nonrefundable (Unless enrollment is cancelled before start of a term) | Recurring (by term) | \$100. |
| Student Activity Fee | Nonrefundable (Unless enrollment is cancelled before start of a term) | Recurring (by term) | \$25. |
| Late Tuition Fee | Nonrefundable | N/A | \$100. |
| Transcript Evaluation Fee (per transcript) | Nonrefundable | N/A | \$50. |
| Graduation fee (diploma, cap and gown) | Nonrefundable | One-time | \$200. |
| Official Transcript Fee | Nonrefundable | N/A | \$25. |
| Student ID/ID Replacement Fee | Non-refundable | N/A | \$25. |
| Returned Check Fee | Non-refundable | N/A | \$35. |
| Library Late Fee | Non-refundable | N/A | \$10. |
| Reactivation Fee (After formal leave of absence) | Non-refundable | One-time | \$50. |
| One-week Course Extension Fee for Graduating Students | Non-refundable | One-time | Undergraduate: \$500. (Full-time students) \$230. (Part-time students) Enrollment status of the student is determined by last term prior to graduation. |

| Fee Type | Refundable/Nonrefundable | Frequency | Cost |
|---|--------------------------|-----------|--|
| One-week Course Extension Fee for Graduating Students | Non-refundable | One-time | Graduate: \$750. (Full-time students) \$375. (Part-time students) 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 Annual Cost |
|----------------------------|-----------------------|
| Transportation and Parking | \$250. |
| Books and Supplies | \$1,500. |
| Miscellaneous Expenses** | \$500. - \$1,000. |

**Degree programs and courses which require labs, certifications, shipping, etc. will be individually assessed fees accordingly. Upon cancellation, a student whose costs of education are paid in full, but who is not eligible for a refund, is entitled to receive all materials, including equipment.

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.

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. 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 Student.** After signing an Enrollment Agreement, students have three (3) calendar days to cancel their enrollment and receive a full refund of all monies paid to the College.

Students requesting cancellation more than three (3) calendar days after signing an Enrollment Agreement, but prior to beginning a course or program, shall be entitled to a refund of all monies paid other than the following non-refundable fees:

- (A) The application fee/transfer credit evaluation fee (not to exceed \$75);
- (B) A one-time registration fee (not to exceed \$75);
- (C) Any library service fees provided by a third-party service.

When enrollment is cancelled more than three (3) calendar days after signing an Enrollment Agreement, and after a student's start date, the College may retain all non-refundable fees designated in 1(A)-(C) and tuition based on the following:

Cancellation after attendance has begun, through 40% completion of the term, will result in a Pro Rata tuition refund computed on the number of weeks completed to the total term weeks.

Cancellation after completing more than 40% of the term will result in no refund of tuition.

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 earlier written notice was received or the date on which the College gives a student notice that their enrollment has been cancelled based on any of the reasons set forth in #2 below.

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 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.

- (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, a determination by the College that a student has violated the Student Code of Conduct or Student Code of Academic Integrity, a failure to meet minimum attendance requirements established by the College, failure to pay tuition, or failure to meet pre-enrollment requirements (if the deadline to complete those requirements was extended by the College). 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.

Refunds. Any money due to a student will be refunded within thirty (30) days of cancellation by the College or a student cancellation request, 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 below.

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 that have been paid for and would otherwise be available to them. If cancellation occurs prior to a student's anticipated start date, students are also entitled to a refund for payments towards supplies, books or equipment which have not yet been received and/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 the Vice President of Student Services, Jonathan Lo Bue, MBA - at jlobue@hcatampabay.org.

Grievance Policies: Applicable Grievance Procedures include AP 2.05.1, "Procedure of 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 32399-0700
(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.

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 as well as the accompanying college 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, students must enroll in 12 semester credit hours (for full-time students) or 6 semester credit hours (for part-time students). Full-time students are limited to enrolling in a maximum of 18 credits per 13-week term, while part-time students are limited to enrolling in a maximum of 6 credits 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 the 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 you 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 you may seek to transfer. If the credits or degree(s) that you earn at the Hubbard College of Administration of Tampa Bay are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution.

For this reason, you should make certain that your attendance at the Hubbard College of Administration of Tampa Bay will meet your educational goals. This may include contacting an institution to which you 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 and graduate 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 and graduate programs.
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 awarded from an accredited 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)].

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 and graduate college credits in accordance with the guidelines set forth in BP 5.13.2, Transfer Credit Acceptance Policy.

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

HUBBARD COLLEGE OF ADMINISTRATION OF TAMPA BAY 2025-2026 ACADEMIC CALENDAR

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

| FALL TERM (1) | | | | | | | WINTER TERM (2) | | | | | | | SPRING TERM (3) | | | | | | | SUMMER TERM (4) | | | | | | |
|----------------|----|----|----|----|----|----|-----------------|----|----|----|----|----|----|-----------------|----|----|----|----|----|----|-----------------|----|----|----|----|----|----|
| September 2025 | | | | | | | December 2025 | | | | | | | March 2026 | | | | | | | June 2026 | | | | | | |
| S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 | | 1 | 2 | 3 | 4 | 5 | 6 | | 2 | 3 | 4 | 5 | 6 | 7 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | | 28 | 29 | 30 | 31 | | | | 29 | 30 | 31 | | | | | 28 | 29 | 30 | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| October 2025 | | | | | | | January 2026 | | | | | | | April 2026 | | | | | | | July 2026 | | | | | | |
| S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 | | | | | 1 | 2 | 3 | | | | 1 | 2 | 3 | 4 | | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 26 | 27 | 28 | 29 | 30 | | | 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| November 2025 | | | | | | | February 2026 | | | | | | | May 2026 | | | | | | | August 2026 | | | | | | |
| S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S | S | M | T | W | Th | F | S |
| | | | | | | 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | 1 | 2 | | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 29 | 30 | | | | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | | 1 | | | | | | | 31 | | | | | | | 30 | 31 | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Important Dates and Deadlines

| | Fall Term (1) | Winter Term (2) | Spring Term (3) | Summer Term (4) |
|--|-------------------|-------------------|-------------------|-------------------|
| Application Deadline: | July 1, 2025 | October 1, 2025 | January 2, 2026 | April 1, 2026 |
| Enrollment Period Opens: | August 1, 2025 | November 1, 2025 | February 2, 2026 | May 1, 2026 |
| Enrollment Period Closes: | August 15, 2025 | November 15, 2025 | February 16, 2026 | May 15, 2026 |
| Tuition/Fees Payment Deadline: | August 18, 2025 | November 18, 2025 | February 19, 2026 | May 18, 2026 |
| Late Enrollment and Payment Deadline: * | August 31, 2025 | November 30, 2025 | March 1, 2026 | May 31, 2026 |
| Term Begins: | September 2, 2025 | December 1, 2025 | March 2, 2026 | June 1, 2026 |
| Last Day to Initiate a New Course: | November 16, 2025 | February 15, 2026 | May 17, 2026 | August 16, 2026 |
| Course Extension/Incomplete Grade Request Deadline: | November 25, 2025 | February 24, 2026 | May 26, 2026 | August 25, 2026 |
| Term Ends: | November 30, 2025 | March 1, 2026 | May 31, 2026 | August 30, 2026 |
| Incomplete Grade Period Ends: | December 7, 2025 | March 8, 2026 | June 8, 2026 | September 7, 2026 |

* An additional non-refundable 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 Dropped Courses, Withdrawals, and Leaves of Absence
BP 2.04.5 Enrollment Agreement Cancellation

BP 4.12.5 Course Extension and Incomplete Grade Policy
BP 2.04.5 Student Cancellation of Enrollment & Refund Policy

Academic Unit of Measurement

(Reference: BP 4.12.8 ACADEMIC UNIT OF MEASUREMENT)

Academic Unit of Measurement

The College mandates 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.

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

Substantive Faculty Interaction:

Faculty of the College are required to ensure substantive faculty interaction takes place during each course. Substantive academic interaction includes, but is not limited to: providing direct instruction, including video presentations; assessing or providing feedback on a student's coursework; providing information or responding to questions about the content of a course or competency; participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; leading group or team-based activities; facilitating a group discussion regarding the content of a course or competency; or other instructional activities approved by the institution's or program's accrediting agency.

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

Review and Monitoring: Faculty members are responsible for delivering courses that meet the defined credit unit 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 BP 4.12.6, “Grading 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. BP 4.12.6, “Grading 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 to maintain satisfactory academic performance (SAP). Grades are determined by instructors, based upon measures identified by the instructor and the College and which may include: evaluation of student written exercises, examinations, performance exercises, classroom contributions and mastery of pertinent skills.

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 Performance”). 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 or leave of absence 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”).

| Passing Grades | Grade Point | % 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% |
| Non-passing Grades | Grade Points | % Range |
| 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% |

Grade Point Average (“GPA”): GPA is determined by dividing the total grade points earned by the number of credit hours attempted. In addition to earning passing grades, students must maintain a minimum cumulative grade point average (GPA) of 3.0 to remain in satisfactory academic performance (See BP 2.04.7, “Standards for Satisfactory Academic Performance”). 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. Once a student has successfully repeated a course, he or she can request that the initial grade be “forgiven” by sending a written request to the Vice President of Student Services. 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 4.12.5, “Course Extension and Incomplete Grade Policy”).

Course Failure: Students who do not achieve a passing score for a course (identified above as 80%) inclusive of the final examination score, will not receive a passing grade for the course. Students must re-take and receive a passing grade for any course in order to progress in their program curriculum. Students who receive a failing grade for a course will receive grade points commensurate with the letter grade awarded pursuant to the chart above.

Testing and Correction (If Applicable):

For certain courses, students are required to achieve a passing grade, as well as a score of 100% on the final examination. This requirement will be set forth in the course catalog if applicable. In a situation where a student has passed a course but did not achieve a final examination score of 100%, “testing and correction” may be required. This requirement will be designated in the course syllabus and consists of the student completing *additional* coursework and/or re-testing, as explained in greater detail below. The purpose is to ensure that students have a complete and thorough understanding of the material being studied before moving on to more difficult or complex subjects or materials. This process ensures that students have the proper foundation from which to build upon as they progress in their studies.

For courses that require testing and correction, students who receive a passing score for the course, inclusive of the final examination score (and who received a score of less than 100% on the final examination), will receive a passing grade for the course, *contingent* upon their completion of one or more of the following requirements, and as determined by their instructor. This may include:

- 1) Study assignment(s) pertaining to portions of the final exam material identified by the student’s instructor as deficient and/or incorrect, including but not limited to: re-review of course materials, papers, essays, oral presentations or problem sets, and/or
- 2) After completion of the study assignment(s), re-testing on the final examination material with a score of 100%. Students will be afforded multiple attempts to re-test on final examination material with a passing score of 100%.

Students should note that testing and correction is an individualized process, meaning student study assignments will vary from student to student, depending on their comprehension of the course material as determined by their performance on final examinations.

Students who fail to complete testing and correction requirements for a course prior to the end of a term may request a one-week extension from their instructor to complete the course within the subsequent term, in accordance with the conditions set forth in BP

4.12.5, “Course Extension and Incomplete Grade Policy.” If approved, the student will receive an “I” grade for the course until the requirements have been successfully completed.

Testing and correction takes place after a final exam has been completed and graded, and before the end of the term. These requirements do not apply to courses which do not utilize a final examination, to courses which do not require testing and correction, or to students who receive a score of 100% on a final examination.

Notification of Grades: Grades for each assignment, exam or assessment will be made available to students within a reasonable period after completion. Grades for final examinations will be made available to students before they begin testing and correction. Students can view and access their grades and academic progress through the College’s secure online portal. Students will have access to final course grades electronically through the College’s online student portal as they progress through a course term. Degree audits following course completion will indicate the total credits attempted, credits earned, and cumulative grade point average. As such, students will be informed of their academic progress at regular intervals throughout their enrollment.

Appeals: Students who believe there has been an error in the calculation of their grade, or a failure on the part of an instructor to observe a College policy or syllabus guideline which has directly impacted their final course grade, or that a grade was awarded on a basis other than academic merit, may submit an appeal following the College’s established Procedure (See AP 4.12.1: “Procedure for Appeal of Academic Actions”).

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. Thereafter, College applicants will be assigned a unique student identification number. Upon acceptance to the College, each student will be provided access to a secure network account which is linked to their personal identification number. Students

will create a personal username and password which will prevent other students from accessing their personal information. The process for creating and changing a student password will require several forms of authentication. Students will be required to enter their username and password to access their student email, as well as the College's learning management system. 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 ID number, username and password 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 username, password or other credentials with any person, even if they are not affiliated with the College. Sharing this information may result in disciplinary action.

2. Proctored examinations.

The College will ensure that examination proctors for online courses are instructed to protect student privacy regarding all student information, especially information related to College online examinations. All documents and files handled as part of the College proctoring process for online examinations will be kept secure until administration of exams is completed, and documents and files are returned in accordance with test-taking policies. During examinations, proctors will also use College-approved means for confirming student identity, which may include requirements for on-camera appearance, or other visual verification methods.

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

The College will continue to monitor, access, 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 under Section 1. 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 passwords can reset their passwords by completing multiple authentication steps.
- D) Students who have forgotten their password can recover a forgotten password with multiple security questions, which will regain them access to an account.

For a more comprehensive understanding of the College's FERPA guidelines, please consult the College Board Policy 2.04.4 "FERPA Policy."

Procedure for the Distribution of Instructional Materials

(Reference: AP 2.05.3 PROCEDURE FOR DISTRIBUTION OF INSTRUCTIONAL MATERIALS)

Instructional materials utilized 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 AP 2.05.3: "Procedure for Distribution of Instructional Materials" is to establish guidelines for student access to instructional materials, including textbooks and other required course materials, while enrolled in courses at the College.

Online Bookstore: The College's online bookstore shall serve as the primary channel for purchasing and receiving College-produced physical and/or digital textbooks and other course materials. Through the online bookstore, students will have access to a comprehensive list of required course materials, including direct links to purchase or access College-produced course materials through the online bookstore. Where available, the online bookstore will provide options for purchasing both physical textbooks and course materials, as well as digital books and course materials. Where physical books, digital books or other digital or physical materials are not produced by the College, and therefore, are not available for purchase directly through the College's online bookstore, students will be provided access to links to third-party vendors where they will be available for purchase. In cases where required course materials are not produced by the

College, students may purchase course materials through any vendor of their choosing.

Ordering Physical Books and Course Materials: Once ordered, physical books and course materials will be delivered via UPS, typically within five to seven business days. Expedited shipping may not be available, so students should place orders for physical books and materials no later than three (3) weeks in advance of scheduled start times to ensure that the correct books, materials and editions are received, and to ensure they have time to make appropriate exchanges or returns.

Returns and Exchanges of Books and Materials: If a student is enrolled in a course and they decide to withdraw from the course, students may keep any course materials for their own use. However, should a student decide to return any physical textbooks, digital textbooks, or other course materials, they are responsible for doing so in accordance with the College's refund policy. The College is not responsible for refunding books or materials purchased from third-party vendors and students are encouraged to familiarize themselves with third-party vendors' refund policies. For more information regarding refunds for books and materials, please consult BP 2.05.4, "Textbook and Materials Refund Policy."

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 accessibility of textbooks and course materials are encouraged to review BP 2.06.1, "Accommodation of Students with Disabilities" policy, which contains important information as well as the required steps for applying for reasonable accommodations.

Student Responsibilities for Copyrighted Materials: With respect to the purchase and use of all copyrighted materials, including textbooks and course materials purchased from 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 and provides examples of copyright infringement. 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 & Refund Policy.” After signing an Enrollment Agreement, students have three (3) calendar days to cancel their enrollment and receive a full refund of all monies paid to the College.

BP 2.04.9, Withdrawals and Leaves of Absence 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 a 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% percent 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 in good academic standing 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) 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 a course at the time of withdrawal. 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% percent 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 class does not constitute or effect a leave of absence from the College and may result in an “F” grade for 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, failed to meet on-time progress or academic activity requirements;
- 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 minimum attendance requirements established by the College;
- D) A failure to pay tuition; OR
- E) A failure to meet pre-enrollment requirements (if the deadline to complete those requirements was extended by the College);
- 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 a time-based term 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 weeks which have been completed. Calculation of refunds for students who withdraw from the College or take a leave of absence are made in accordance with Section (3) of BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy."

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 BP 2.04.7, "Standards for Satisfactory Academic Progress" is to provide an explanation of the standards of Satisfactory Academic Progress (SAP) 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 BP 4.12.6, "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): GPA is determined by dividing the total grade points earned by the number of credit hours attempted. In addition to earning passing grades, as identified in the College's "Grading Policy," students must maintain a minimum cumulative grade point average (GPA) of **3.0** to successfully complete a College program.

Quantitative Measure (Annual Credits): To comply with the Quantitative Measure, students must successfully complete a minimum of 67% of all attempted credits each academic term, which is inclusive of repeated courses and incomplete courses.

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 credits to graduate, students will be limited to 90 credits. Likewise, for a program requiring 120 credits to graduate, students will be limited to 180 credits. All coursework is counted in this calculation including, but not limited to, repeated courses and incomplete courses, transfer credits, and coursework completed for a prior degree or major for which a degree was not conferred.

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 credits described above, or has attempted more than 125% of the published degree credits required to complete the program, or is not demonstrating on-time progress, he or she will be notified and placed on Academic Warning for the remainder of the current 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 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. 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 time frame (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.

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" 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.

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 time the grade is awarded. The meeting will take place via teleconference or video conference. 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 a faculty member or administrator 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 teleconference or video conference 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 supervisor, 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**.

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.

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 class 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 statement 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 his or her 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.
- 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 acknowledgement 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 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 misrepresentations 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 violation of this Code of Academic Integrity.

6) Collusion. “Collusion” refers to aiding or allowing another student to commit an act which violates these 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 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 are defined and explained in 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.

Step 3: Procedure for Repeat Violations

If a student is a repeat violator, or fails to complete required assignments, examinations and/or coursework following his/her written agreement to do so or fails to resolve his/her violation with the instructor (as outlined in step 2 above), the instructor shall refer the student to the Vice President of Student Services for a violation of the College 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 should not be confused with any federal or State financial aid program. We encourage all prospective and current students to contact the Financial Aid & Scholarship Manager for more information on available resources.

Tuition Schedule, Fee Schedule & Student Cost Estimates

TUITION SCHEDULE (BY DEGREE TYPE)

The College offers four 13-week terms per year.

Full-time students may take up to 18 units per term, but must complete a minimum of 12 units per term.

Part-time students must complete 6 units per term and are limited to enrolling in up to 6 units per term.

| 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. |

FEE SCHEDULE (FOR ALL DEGREE TYPES)

| Fee Type | Refundable/ Nonrefundable | Frequency | Cost |
|---|---|------------------------|-------|
| Application Fee | Nonrefundable (unless cancelled within 3 calendar days of enrollment) | One-time | \$75 |
| One-Time Enrollment Fee | Nonrefundable (unless cancelled within 3 calendar days of enrollment) | One-time | \$75 |
| Library Service Fee* | Nonrefundable (unless cancelled within 3 calendar days of enrollment) | Recurring (by term) | \$50 |
| Technology Fee | Nonrefundable (unless enrollment is cancelled before start of a term) | Recurring (by term) | \$100 |
| Student Activity Fee | Nonrefundable (unless enrollment is cancelled before start of a term) | Recurring (by term) | \$25 |
| Late Tuition Fee | Nonrefundable | N/A | \$100 |
| Transcript Evaluation Fee (per transcript) | Nonrefundable | N/A | \$50 |
| Graduation fee (diploma, cap and gown) | Nonrefundable | One-time | \$200 |
| Official Transcript Fee | Nonrefundable | N/A | \$25 |

| Fee Type | Refundable/ Nonrefundable | Frequency | Cost |
|---|------------------------------|-----------|---|
| 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 for Graduating Students | Non-refundable | One-time | Undergraduate: \$500. (Full-time students) \$230. (Part-time students) Enrollment status of the student is determined by last term prior to graduation. |
| One-week Course Extension Fee for Graduating Students | Non-refundable | One-time | Graduate: \$750. (Full-time students) \$375. (Part-time students) 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 Annual Cost |
|----------------------------|-----------------------|
| Transportation and Parking | \$250 |
| Books and Supplies | \$1,500 |
| Miscellaneous Expenses** | \$500 - \$1,000 |

**Degree programs and courses which require labs, certifications, shipping, etc. will be individually assessed fees accordingly. Upon cancellation, a student whose costs of education are paid in full, but who is not eligible for a refund, is entitled to receive all materials, including equipment.

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. BP 3.07.1, “Deadlines for Payment of Tuition and Fees” 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 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, On-Time Progress, and Academic Activity”.

Late Enrollment: Students who enroll in an upcoming term after the registration period 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 non-refundable 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 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 Tuition and 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 fee reductions are granted to eligible students. This policy aims to support the College community by providing financial relief to prospective students whose family members(s) are currently enrolled in the College; students whose family member(s) are currently employed by the College; or whose family member(s) have graduated from the College. These reductions reflect the College’s commitment to supporting students, staff, alumni, and the families of the College community, making education more accessible and affordable. This policy applies to students enrolled 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: Individuals who have successfully completed a degree program at the College.

Currently Enrolled Students: Students who are actively enrolled and attending classes in a degree program at the College.

2. Tuition Fee Reduction Eligibility Criteria: All students who meet one or more of the criteria identified in this policy are eligible for 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 with Immediate Family Members Currently Enrolled in 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 fee reduction of **10%**.

B. 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 fee 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.

C. Students whose Immediate Family Member(s) are College Alumni: Students whose immediate family member(s) (as defined above) are alumni of the College are eligible for a tuition fee reduction of **10%**.

3. Restrictions and Exclusions:

A. Non-Combinability: Tuition fee reductions cannot be combined with other scholarships or reductions. 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 progress” as defined by the College’s Board Policy - 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 of 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.
- 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 fee reductions apply only to tuition and do not cover other expenses, including but not limited to: lab fees, material fees, textbooks, technology fees, registration fees, graduation fees and fines.

4. Renewal and Duration: Tuition fee reductions are granted for one academic term and must be renewed by term. Continued eligibility must be demonstrated each term through the re-submission of updated application forms 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 reduced 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 by CIE.

6. Refunds: All tuition refunds are granted in accordance with the College's Time-Based Refund Board 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 Fee 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, family member ID number and/or last 4 digits of family member SS number, and dates of attendance. Applicants whose immediate family member(s) are employed by the College must provide the employee's first and last name, the relationship to 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 registration period for the upcoming term. Applications submitted during late registration 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 fee 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 seeks only to enroll students who have a genuine interest in attending and receiving a degree from the College. The purpose of BP 2.04.5, "Student Cancellation of Enrollment and Refund 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 our website and in the Student Handbook, which is available online and accessible before and during a student's enrollment at the College.

1. Cancellation of Enrollment by Student. After signing an Enrollment Agreement, students have three (3) calendar days to cancel their enrollment and receive a full refund of all monies paid to the College.

Students requesting cancellation more than three (3) calendar days after signing an Enrollment Agreement, but prior to beginning a course

or program, shall be entitled to a refund of all monies paid other than the following non-refundable fees:

- (A) The application fee/transfer credit evaluation fee (not to exceed \$75);
- (B) A one-time registration fee (not to exceed \$75);
- (C) Any library service fees provided by a third-party service.

When enrollment is cancelled more than three (3) calendar days after signing an Enrollment Agreement, and after a student's start date, the College may retain all non-refundable fees designated in 1(A)-(C) and tuition based on the following:

Cancellation after attendance has begun, through 40% completion of the term, will result in a Pro Rata tuition refund computed on the number of weeks completed to the total term weeks.

Cancellation after completing more than 40% of the term will result in no refund of tuition.

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 earlier written notice was received or the date on which the College gives a student notice that their enrollment has been cancelled based on any of the reasons set forth in #2 below.

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 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.

(B) Dismissal from the Program. After beginning classes, 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, a determination by the College that a student has violated the Student Code of Conduct or Student Code of Academic Integrity, a failure to meet minimum attendance requirements established by the College, failure to pay tuition, or failure to meet pre-enrollment requirements (if the deadline to complete those requirements was extended by the College). 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.

3. Refunds. Any money due to a student will be refunded within thirty (30) days of cancellation by the College or a student cancellation request, 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 below.
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 that would otherwise be available to them. If cancellation occurs prior to a student's anticipated start date, students are also entitled to a refund for payments towards supplies, books or equipment, which have not yet been received and/or used.

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 advanced notice of the cancellation at least 30 days prior to the start of a term. 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 semester 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 semester. Where the affected student(s) are in their last semester before graduation at the time of cancellation, the College will ensure that an acceptable alternative is made available.

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 with respect to the pricing of all textbooks and course materials and to provide students with easy access to relevant pricing information. The purpose of this policy is also to establish fair and equitable pricing for all College-produced course materials. This policy outlines how textbook and course material prices are determined, particularly distinguishing between those textbooks and course materials produced by the College and those sourced from third-party vendors.

Pricing for Third-Party Textbooks and Course Materials:

For many general education courses and other courses included in a College program, a course curriculum will often include both required and recommended textbooks and course materials which are not produced by the College. Where the College does not produce its own textbooks or course materials, the College has no part in setting prices. The Online Bookstore maintains a list of all textbooks and course materials associated with courses being offered at the College, including among other identifiers, the name, author, title, and edition. As such, students are free to purchase the required or recommended textbooks or course materials from a vendor of their choosing. Students are cautioned to ensure that purchases are made from reliable and 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 the College’s “Textbook and Materials Refund Policy.”) To better assist students, the Online Bookstore also provides students with links to third-party vendor websites where textbooks and other course materials can be purchased. This service is provided as a convenience, and the College does not set prices or share in fees

for textbooks and/or course materials sold by third-party vendors who are associated with the Online Bookstore.

Pricing for College-Produced Textbooks and Course Materials:

For textbooks and course materials produced by the College, the pricing will reflect the actual cost of production, including any associated fees incurred by the College. Costs will vary depending on whether the textbook and/or course material is offered in a digital or physical medium. The goal of the pricing for College-produced textbooks and course materials is to ensure that students have access to high-quality educational materials while covering the College's own cost to produce and distribute those materials.

The components of the production costs of College-produced textbooks and course materials may include, but are not limited to:

- **Printing Costs:** Expenses related to the physical printing of the textbooks.
- **Author Fees:** Compensation paid to authors or contributors of the textbooks.
- **Editing and Proofreading:** Costs associated with ensuring the textbooks are accurate and professionally presented.
- **Design and Layout:** Expenses for the design and layout of the textbook, including cover design and interior formatting.
- **Digital Production:** Costs related to the creation and maintenance of digital versions of textbooks, if applicable.
- **Distribution Costs:** Fees for distributing the textbooks to students, whether physically or electronically.
- **Copyright and Licensing Fees:** Any necessary fees to obtain and maintain copyrights and licenses for the content used in the textbooks.

For any further inquiries or information regarding textbook pricing, students are encouraged to visit the Online Bookstore. For additional information regarding student access to instructional materials, students are also encouraged to consult the College's "Procedure for Distribution of Instructional Materials."

Textbook and Material Refund

(Reference: BP 2.05.4 TEXTBOOK AND MATERIALS REFUND POLICY)

The purpose of BP 2.05.4, "Textbook and Materials Refund Policy" is to outline the guidelines and procedures for students seeking refunds for textbooks, course materials and/or merchandise purchased through the College bookstore. The policy identifies required conditions for refunds, as well as applicable deadlines for refunds.

Cancellation of Enrollment at the College: Upon cancellation of enrollment at the College, and prior to a student's anticipated start date, students are entitled

to receive refunds for books and materials which have not yet been received and/or used. To qualify for a refund, physical books and materials must be returned in mint condition and in their original, unopened packaging. Any physical books or materials which have been opened, damaged, and/or written in are nonrefundable. Any accompanying materials included with a purchase, such as supplements, must also be returned in the mint condition, as described above. Fees paid for shipping are nonrefundable.

Return of Books and Course Materials for Current Students: In the event of a College Withdrawal, Leave of Absence, or Administrative Withdrawal, a student may receive a refund for books and materials (whether physical or digital) when the student has purchased books or materials for a course that has not yet been initiated, or when the student has purchased books or materials for a course that has been initiated for a maximum of one calendar week, but not completed. Returns must be made within one calendar week of a College Withdrawal, Leave of Absence, or Administrative Withdrawal, as determined by the mailing date. Students are reminded that College Withdrawals and Leaves of Absences must be properly effectuated at the time the refund is requested, in accordance with BP 2.04.9, "Withdrawals and Leaves of Absence." If a course is cancelled, books and materials must also be returned within one calendar week of the date on which students receive notice of course cancellation. All refunds are subject to the conditions stated below:

- A. Physical Books and Materials: To qualify for a refund, physical books and materials must be returned in mint condition and in their original, unopened packaging. Any accompanying materials included with a purchase, such as supplements, must also be returned in mint condition, as described above. Any physical books or materials which have been opened, damaged, and/or written in are nonrefundable. Fees paid for shipping are also nonrefundable.
- B. Digital Books and Materials: Digital (E-books) and online course materials are not eligible for a refund if the material was downloaded or if an access code was used. Once the digital material has been accessed, downloaded or activated, it is not eligible for a refund unless the student provided evidence of a technical issue or error. Digital delivery fees associated with digital books and materials are also nonrefundable.
- C. Proof of Withdrawal/Leave of Absence/Administrative Withdrawal: With respect to all materials identified in A and B above, proof of a College Withdrawal, Leave of Absence or Administrative Withdrawal is required. Proof may be obtained online, by logging into the student portal.

- D. Other Merchandise: All other merchandise purchased through the College may be returned within thirty (30) days of purchase if it is in its original condition, unopened and undamaged.
- E. College Discretion: The College reserves the right to make all decisions regarding the condition of all books, materials, and/or merchandise for the purpose of assessing whether an item qualifies for refund.
- F. Third-Party Vendors: The College is not responsible for refunding books or materials purchased from third-party vendors and students are encouraged to familiarize themselves with third-party vendor's refund policies. The basis for returns and deadlines for returns may vary depending on the vendor.

Shipping: Returns of books, materials or merchandise purchased through the College must be mailed prior to the applicable return deadline stated above. The College is not responsible for the cost of associated shipping fees, nor is it responsible for materials that are lost or damaged in transit. For all returns, students should specify their return address so that items can be returned to them, if necessary.

Address for returns:

HUBBARD COLLEGE OF ADMINISTRATION OF TAMPA BAY
ATTN: BOOKSTORE RETURNS
310 WILDWOOD WAY
BELLEAIR, FL 33756

Types of Refunds: The method in which the student made the original purchase will determine the type of refund given. For example, if a student made a purchase by debit or credit card, a credit will be issued to the same credit or debit card account, provided that all conditions for a refund, as identified above, have been met. Credits will be issued and processed once the books, materials or merchandise have been accepted for return.

Scholarships

(Reference: BP 6B.16B.1 COLLEGE SCHOLARSHIP POLICY)

The College is committed to providing financial support to qualified students through a variety of scholarships designed to support high academic achievement and to provide support in cases of financial hardship or economic disadvantage. This policy outlines the College's donor scholarship principles and provides a framework for the establishment and management of scholarships at the College.

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 which is donated to the College with the intention to invest it to yield additional revenue). Both endowment revenue and the principal asset may be directed by the donor for the funding of Scholarships; and/or
- Annual donations to the College from alumni, or individuals, corporations, and/or foundations.

Types of Scholarships: The College may offer a diverse range of scholarships to meet the varying needs and achievements of its student body, for those that qualify. These scholarships which may be endowed or non-endowed (annual) include but are not limited to: Merit-Based Scholarships, Need-Based Scholarships and Program-Specific scholarships.

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 \$15,000, with a minimum value of \$1,000 per scholarship per student. The minimum amount required to establish an endowed scholarship is \$50,000.

Key Principles for all College Scholarships:

A) Framework

- Scholarships are governed by a framework that adheres to best practices and provides consistency in establishment, administration and disbursement;
- The College will determine if sufficient eligible students exist prior to establishing a new scholarship with a donor. Where such student population does not exist, eligibility criteria will be broadened in line with the donor's general intention for the scholarship;
- A Scholarship Panel, which may be composed of faculty, staff, and/or donors, will determine scholarship qualifications and recipients based on their claims against published criteria;

B) Non- Discrimination

- Scholarships will only be established in accordance with the strategic interests of the College, with regard to the intent of the donor and inobservance of the spirit of anti-discrimination legislation;
- Scholarships will seek to maximize accessibility by students and provide the widest range of possible qualified applicants;
- The application, selection and award process for scholarships will be fair, transparent and equitable with selection criteria that are objectively demonstrable and assessable.

C) Application, Selection & Award

- All available scholarships will be included in the College Catalog and publicly promoted;
- If publicly promoted, the qualifications for the scholarship will be fully disclosed and clearly explained;
- Students will apply via a formal application process. The application process will specify any required student documentation, including the submission of academic transcripts, letters of recommendation, personal statements, and/or financial information or federal financial aid forms;
- Students will be notified, through the College website of deadlines for scholarship applications;
- Scholarships will disclose a clear set of eligibility and selection criteria which are used to assess applications and determine qualifications and awards/distribution;
- Scholarships may be awarded for one academic year or may be renewable for multiple years, depending on the scholarship criteria and available funding;
- Scholarship recipients will be notified of the duration of the scholarship and the scholarship amount being awarded;
- Scholarship recipients will be notified of any required academic standards to continue receiving their scholarships and that failure to meet these requirements may result in the forfeiture of the scholarship in subsequent terms;
- Students will have their scholarships checks credited to their accounts upon proof of enrollment for the upcoming semester.

Donor Agreements: All donors will be made aware of their financial commitment and advised to seek financial advice on any tax implications. Donors will be provided with a “Donor Agreement,” in which the donor acknowledges their financial commitment and the scholarship terms and conditions, which include, at a minimum, the following:

- 1) Donor contact information
- 2) Whether the donor intends to donate to an existing annual Scholarship
- 3) The name of the scholarship
- 4) The purpose of the scholarship
- 5) The total donation amount
- 6) The duration of the scholarship
- 7) A payment schedule (if applicable)
- 8) Whether the principal amount will be invested (an endowment) or whether they are donating a non-endowed scholarship
 - a. For endowed scholarships, the percentage paid to the College as a management fee
 - b. 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
- 9) The desired scholarship amount per student
- 10) The academic year which the scholarship funds will be distributed
- 11) Whether the donor will select eligibility criteria for the scholarship
- 12) Whether the donor will present their scholarship in person

Terms & Conditions Applicable to all Donors: By way of the Donor Agreement, the following shall be disclosed to all donors:

- Scholarship recipients will not be restricted based on race, sex, color, age, disability, ethnicity or national origin;
- All financial assets donated constitute an “irrevocable gift,” of which the College shall assume legal control and responsibility;
- The College has discretion to select the members of the Scholarship Panel;
- The College has discretion to determine when during the applicable academic year (the application cycle) the scholarship funds will be 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, or the College may broaden the eligibility criteria;

- Changes of conditions which 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 terminate a scholarship if the College considers the proposed terms to be unreasonable or association with the donor is not consistent with the College's vision and values.

8. STUDENT SERVICES

Orientation

The Hubbard College of Administration of Tampa Bay is committed to helping students successfully complete their chosen program of study. All new students, as well as those returning after an absence of one term or more, are required to participate in an orientation program before beginning classes. This program covers academic regulations, policies, and support services.

First-time students must attend the in-person orientation at our facility, which includes mandatory communication skills training with in-person, instructor-led drills where students will partner with peers to practice and refine their communication skills to ensure practical application in a business setting. Returning students who have already completed this on-campus training may opt for an online orientation, maintaining flexibility while staying updated on essential 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 the Distance Education Accrediting Commission, 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, transfer credit evaluation and credit by examination.

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 Services, 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 Resources, 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: 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. 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.

The College provides online support services and virtual access to software applications and technical resources through a ticketing system. The College organizes workshops, seminars or online tutorials to help students develop essential technology skills, such as using productivity software or multimedia tools. The College provides guidance on purchasing technology products and provides services to assist students in navigating and using the College's virtual learning environment, including learning management systems.

The College provides access to course study materials and textbooks to support students' academics. The College does an annual review and update of materials to ensure relevance and alignment with educational standards. The online bookstore provides students with access to textbooks, multimedia resources, and lecture notes and provides cost-effective rental options for required course materials.

Computer IT Support:

Description: The College provides online support services and virtual access to software applications and technical resources are also provided.

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: The College provides course study materials and textbooks to support students' academics. The College does an annual review and update of materials to ensure relevance and alignment with educational standards.

Course Materials: The online bookstore provides students access to textbooks, multimedia resources, and lecture notes.

Learning Resources: The online bookstore provides academic databases, research guides, study materials, and instructional videos.

Textbook Rental Services: The online bookstore provides cost-effective rental options for required course materials.

College Pride Merchandise: The online bookstore provides merchandise such as t-shirts, sweatshirts, polos, hats, mugs and other items with the College brand and logo on them so the students can represent the College.

Scholarships:

Description: Through the Advancement and Support 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, computer lab facilities, 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 in the College and engaged in academic activities. 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 of online classes and/or video conferences by way of shocking imagery, racial epithets, 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 and nonverbal, or physical conduct of a sexual nature, including sexual violence;
- 5) Engaging in discriminatory behavior based on disability, gender, identity, Gender expression, national 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 or 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, staff or student's user'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 or personnel (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 student(s) access to their education.
- 19) Violations of any College Policies and Procedures (in addition, 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 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 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, he/she 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 Code of Student 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 conducted by the Vice President of Student Services. 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) 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 (13) below. One or more sanctions may be imposed for any single violation.
 - 1. Reprimand
 - 2. Restitution
 - 3. Fines
 - 4. Withholding of diplomas or transcripts pending compliance with rules or regulations
 - 5. Completion of any student judicial process or sanction
 - 6. Payment of fines
 - 7. Restriction of the use of or removal from campus facilities
 - 8. Community service
 - 9. Educational requirements
 - 10. Probation
 - 11. Suspension
 - 12. Dismissal
 - 13. 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 Code of Student 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 Code of Student Conduct and all procedures for handling the violation of the Code of Student 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 his/her designee, there is reasonable cause to believe that an Accused Student's participation in courses, classes or the 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 the campus (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 for 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 he/she 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 Code of Student 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 his/her 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.

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 payment of fines or 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., for 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

John Douglas Charles

B.S. Accounting & Business Management, University of Florida
MBA, Capella University

Vicky Delgado

B.S. Accounting, Minor in Business Administration, University of Maryland Global Campus
M.S. Accounting and Financial Management, University of Maryland Global Campus

Steven L. Hayes

B.A. American History, University of Arkansas
Juris Doctor University of San Francisco School of Law

Jonathan Lo Bue

B.B.A. (Bachelor of Business Administration), Charisma University
M.B.A. Charisma University

Gayle Maggi

B.A. Psychology, California State University, Fullerton
M.A. Educational Administration, National University

William Nagengast

B.A. Art/Secondary Education, Central Michigan University
B.S. Physics & Chemistry and Secondary Education, Central Michigan University
M.A. Art/Secondary Education, Central Michigan University

Bernard Percy

B.A. Education, Brooklyn College
M.A. Childhood Education, Columbia University, Teacher's College

Christine Perri

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

Geraldine M. Perri

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. Organizational Development, Fielding Graduate University
Ph.D. Human and Organizational Development, Fielding Graduate University

Nicholas J. Petruolo

B.A. Political Science, University of California, San Diego
Juris Doctor. California Western School of Law

Pam Scott

B.A. Sociology, University of California, Santa Barbara
M.A. Administrative Services, Fresno Pacific University

10. STAFF

Staff Listing

Katherine Eckelberry

Communications and External Relations (Division 6C)

Debra Ellish

Office of the President

Theron Haskin

Human Resources, Information Technology and Internal Affairs (Division 1)

Debra Phelps

HCA Press and Professional Development (Division 6A)