HUBBARD COLLEGE OF ADMINISTRATION OF TAMPA BAY

COLLEGE CATALOG

2025 – 2026

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

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

1. INSTITUTION

Licensure and Accreditation Status

Statement on Licensure:

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

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

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

Statement on Accreditation:

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

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

Americans with Disabilities Act

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

Non-Discrimination Equal Opportunity 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 Educational Rights and Privacy Act. This law protects the privacy of student education records from kindergarten through graduate school. FERPA applies to all schools that receive funds through an applicable program of the U.S. Department of Education, and thus most postsecondary schools are covered by FERPA.

Right to Access Student Records: Once enrolled at the College, 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 630 Chestnut Street, Suite 100, Clearwater, 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 4,004 square feet and offers various amenities, including a reception area for visitors, a conference room, private offices accommodating several employees, a kitchenette area, restrooms and several flexible spaces that can be used as study rooms or meeting spaces. The administrative offices also include a print station, storage room and an IT server space. 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 630 Chestnut Street, Suite 100, Clearwater, Florida 33756 has been issued a certificate confirming that the structure complies with the Florida Building Code, the City of Clearwater Code of Ordinances, and all applicable municipal

regulations. The facility has been issued a Fire Safety Inspection Report certifying compliance with local fire codes. These reports are obtained from the Clearwater Fire & Rescue Department and are available in the administrative offices of the Hubbard College of Administration of Tampa Bay.

2. ADMINISTRATION

President's Welcome

Dear Students,

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

Our commitment to your success is unwavering, and we are here to empower you with the theoretical knowledge and practical tools to effectively create innovative business enterprises and successfully manage, improve and expand existing businesses and organizations. Our goal is to support you every step of the way. One of the most valuable resources at your disposal is our comprehensive College Catalog. This document is much more than a simple listing of courses; it is a roadmap to your academic and professional growth.

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

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

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

We are thrilled to have you join us and are confident that you will make significant strides in your academic and professional endeavors. Remember, your journey at the

Hubbard College of Administration of Tampa Bay is not just about earning a degree; it is about building the foundation for a successful and fulfilling career in the world of business.

We look forward to supporting you on this exciting path.

Geraldine M. Perri, Ph.D.
President

Administration

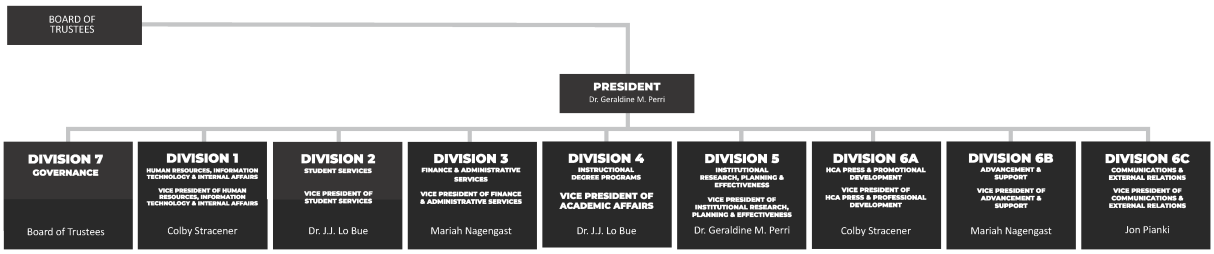
The Hubbard College of Administration of Tampa Bay (the College) is led by the College President who reports to the 5-member Board of Trustees.

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) J.J. Lo Bue, DBA
3. Vice President of Finance and Administrative Services (Division 3) Mariah Nagengast
4. Vice President of Academic Affairs (Division 4) J.J. Lo Bue, DBA
5. Vice President of Institutional Research, Planning and Effectiveness (Division 5) Geraldine M. Perri, Ph.D.
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) Jon Pianki

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 adopt a clearly defined purpose/mission statement which is appropriate to the offerings of the College and its educational objectives. This statement will serve to guide the institution's programs and activities, thus ensuring that the practice, scope and operations of the College are consistent with the purpose/mission statement. The purpose/mission statement will be reviewed and approved yearly by the Board of Trustees with consideration of recommendations from the administrative and academic leadership team, and representative members of the institutional faculty.
- The Board shall set policy that promotes the mission, vision and goals of the College and which ensures student success.

- 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 by ensuring the efficient and effective use of institutional resources consistent with the institution's mission.
- The Board will advocate for, protect and support the College, and delegate authority to the College President to oversee the daily administration of the College.
- The Board shall develop a succession plan that is annually reviewed to assure ongoing institutional operations.
- The Board shall ensure that the faculty of the College have a role in the development and continual reassessment of all curricula.
- The Board shall ensure that all policies, plans and strategies approved by the Board are done so in accordance with the management system promulgated by the College.

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

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

Vision

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

Values

Academic Excellence – Providing a well-rounded business administration and general education curriculum, highly qualified faculty and a learning environment 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 Learning Outcomes

Undergraduate Degree Programs

Associate of Science in Business Administration

Degree Description:

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

Objective/Purpose of the Program:

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

1. **Develop Competency in Communication and Study Skills**: Build essential study skills and effective communication strategies necessary for academic achievement, professional effectiveness, and lifelong learning.
2. **Apply the Hubbard College of Administration Management System Principles:** Introduce students to the principles of the Hubbard College of Administration Management System and prepare them to apply these principles in practical business contexts.

3. **Master Workplace Efficiency and Organizational Management:** Develop students' ability to understand and apply organizational management principles that improve workplace efficiency, productivity, and coordination.
4. **Understand and Apply Ethical Business Principles:** Provide students with a foundation in ethical reasoning and professional responsibility so they can evaluate situations and make sound business decisions with integrity.
5. **Cultivate Critical Thinking and Problem-Solving Skills:** Strengthen students' ability to analyze workplace situations, distinguish facts from assumptions, and develop effective solutions to real-world business challenges.
6. **Develop Executive and Leadership Competencies:** Build leadership abilities and foundational executive skills that support planning, coordination, accountability, and effective team performance.
7. **Master Fundamental Human Resources Management:** Equip students with foundational knowledge and practical skills in human resources management, including hiring, onboarding, employee development, and workplace accountability.
8. **Utilize Organizing Boards, Valuable Final Products, and Statistical Analysis:** Prepare students to use organizing tools, define valuable final products, and interpret production statistics to improve organizational efficiency and performance.
9. **Demonstrate Competency in Financial Management:** Provide students with practical understanding of financial management concepts needed for responsible financial decision-making in business settings.
10. **Acquire Foundational Business Knowledge in Finance and Accounting:** Develop students' knowledge of core finance and accounting principles that support business operations, planning, and reporting.

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

Program Learning Outcomes:

Associate of Science in Business Administration

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

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

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

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

Curriculum Sequence:

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

Requirements for Successful Completion of the Program:

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

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

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

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

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

Bachelor of Science in Business Administration

Degree Description:

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

Objective/Purpose of the Program:

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

The program aims to achieve the following educational objectives:

1. **Develop Competency in Communication and Study Skills:** Build proficiency in essential study techniques and communication strategies that support academic success, professional effectiveness, and lifelong learning.
2. **Apply the Hubbard College of Administration Management System Principles:** Introduce students to the principles of the Hubbard College of Administration Management System and prepare them to apply these principles within contemporary business operations and organizational contexts.

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

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

Program Learning Outcomes:

Bachelor of Science in Business Administration

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

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

1. Apply core business and management knowledge by explaining and using foundational principles of management, operations, marketing, finance, accounting, economics, entrepreneurship, human resources, business law, and information technology in real-world organizational contexts.
2. Communicate effectively in professional contexts by producing clear written documents, delivering organized oral and visual presentations, selecting appropriate communication channels, and exchanging information accurately with diverse stakeholders.
3. Use critical thinking, ethical reasoning, and responsibility to evaluate business situations, distinguish facts from assumptions, analyze alternatives, consider consequences, and make responsible decisions that reflect personal, professional, and social standards.
4. Apply quantitative, scientific, and data-informed reasoning by interpreting financial, operational, statistical, economic, scientific, and market data to identify trends, evaluate performance, support recommendations, and drive evidence-based business decisions.
5. Design, manage, and improve organizational systems by applying principles of structure, workflow, roles, communication channels, statistics, policies, procedures, accountability, and performance measurement to align operations with valuable final products and strategic goals.
6. Perform key functional business practices by developing and applying practical tools and systems in finance, accounting, human resources, marketing, public

relations, sales, operations, technology, and entrepreneurial venture creation across diverse business and industry settings.

7. Lead, plan, and execute strategic initiatives by formulating goals, programs, projects, policies, targets, implementation plans, tracking systems, and executive-level recommendations that demonstrate sound judgment, accountability, and the ability to direct teams toward results.
8. Integrate learning through applied professional projects and lifelong development by producing, presenting, and defending business deliverables such as organizational plans, financial reports, HR systems, marketing campaigns, capstone projects, and reflections on continued professional growth.

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

Curriculum Sequence:

Bachelor of Science in Business Administration		
Course Number	**Course Name**	**Semester Credit Hours**
IDS 100*	Effective Communication and Team Building	3
IDS 110*	Effective Study Techniques	3
MGT 100	Introduction to Business and the HCA Management System	3
ENG 100*	English Composition	3
COM 110*	Business Communications	3
IDS 150*	Ethics, Critical Thinking and Professional Responsibility	3
MGT 110	Management Fundamentals	3
MGT 120	Organizational Structure and Design	3
MGT 130	Organizing Board Practicum	3
MGT 140	Organizational Performance Measurement	3
MGT 150	Performance Management Practicum	3
LDR 100	Leadership Development	3
IDS 200*	Contemporary Social Challenges and Responsibility-Centered Solutions	3
HRM 210	Human Resources Management - Part I (Hiring & Onboarding)	3
HRM 220	Human Resources Management - Part II (Employee Development)	3
HRM 230	Human Resources Management - Part III (Discipline & Termination)	3
FIN 200	Personal Financial Planning and Management	3
ACC 200	Business Financial Management and Accounting	3
ACC 210	Financial Accounting Practicum	3
SCI 200*	Applied Science in the Modern World	3
ECO 200*	Microeconomics	3
ECO 210*	Macroeconomics	3
ENT 200	Entrepreneurial Leadership and Venture Creation - Part I	3
ENT 210	Entrepreneurial Leadership and Venture Creation - Part II	3
MKT 200*	Principles of Visual Communication and Consumer Perception	3
MKT 210	Branding and Marketplace Fundamentals	3
MKT 300	Marketing Strategy	3
MKT 310	Digital Marketing Strategy	3
PUB 310	Strategic Public Relations and Professional Communication	3

MKT 320	Sales Strategy and Methodologies	3
MKT 350	Marketing, PR and Sales Practicum	3
BUS 350	Business Performance Evaluation and Improvement	3
MGT 400	Strategic Management	3
MGT 410	Evaluation and Strategic Execution Practicum	3
FIN 400	Financial Strategies and Business Acquisitions	3
BUS 410	International Business and Global Trade Strategy	3
BIT 400	HCA Management System Workspace and Enterprise Integration	3
BIT 410	Business Information Systems Integration	3
BIT 420	Applied AI in Business	3
CAP 400	Capstone Project	3
Program Total		120
* General Education Course		

Requirements for Successful Completion of the Program:

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

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

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

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

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

Graduate Degree Program

Master of Business Administration (MBA)

Degree Description:

The Master of Business Administration (MBA) program integrates core courses with concentration-specific studies in Marketing and Public Relations, Management Consulting, and Organizational Leadership. The program equips students with an

advanced understanding of business principles, strategic acumen, principles from the Hubbard College of Administration Management System, and practical skills at the senior leadership level.

Objective/Purpose of the Program:

The Master of Business Administration (MBA) program is designed to provide students with advanced theoretical knowledge and practical competencies in business administration while preparing them for senior leadership roles in business and organizational settings. Through a focused graduate curriculum that integrates advanced business principles, strategic thinking, financial analysis, leadership development, innovation, and concentration-specific expertise, the program prepares students to apply high-level judgment and specialized skills in complex organizational environments. The program aims to achieve the following objectives:

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

chosen concentration in Organizational Leadership, Marketing and Public Relations, or Management Consulting.

8. **Integrate the Hubbard College of Administration Management System Through Applied Capstone-Level Problem Solving:** Enable students to synthesize MBA core learning, concentration expertise, and the Hubbard College of Administration Management System in order to develop, present, and defend comprehensive solutions to real-world business problems at the executive level.

Concentrations

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

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

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

Program Learning Outcomes:

Master of Business Administration (MBA)

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

and applied concentration learning in order to lead, evaluate, and transform organizations at the executive level.

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

1. Execute strategic vision by formulating long-term direction, aligning organizational goals, designing implementation roadmaps, and leading change initiatives that drive sustainable growth and organizational transformation at the senior leadership level.
2. Apply advanced financial decision-making by analyzing financial statements, performing valuation, evaluating capital structure, assessing investment and acquisition opportunities, and integrating financial insight into enterprise-level strategic decisions.
3. Communicate and influence at the executive level by producing high-quality written deliverables, leading meetings and presentations, negotiating across stakeholders, and conveying complex business strategies persuasively to internal and external audiences.
4. Lead ethically and shape organizational culture by applying ethical frameworks, modeling integrity, fostering team development, managing organizational change, and cultivating results-driven, values-based workplaces.
5. Apply data-driven analytical reasoning by interpreting quantitative and qualitative business data, using statistical and analytics tools, leveraging digital marketing analytics where applicable, and making evidence-based decisions that optimize performance.
6. Drive innovation, entrepreneurship, and transformation by designing new business models, leading strategic change, capitalizing on market opportunities, and applying creative problem-solving to complex organizational challenges.
7. Demonstrate advanced expertise within a chosen concentration by applying specialized frameworks, methodologies, and the Hubbard College of Administration Management System to lead initiatives in Marketing & Public Relations, Management Consulting, or Organizational Leadership at the senior level.
8. Integrate and master the Hubbard College of Administration Management System through capstone, externship, or consulting projects by synthesizing program learning, applying HCA methodologies and tools, and delivering a comprehensive solution to a real-world business problem suitable for executive presentation.

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

Curriculum Sequence:

	Master of Business Administration (MBA)	
Course Number	**Course Name**	**Semester Credit Hours**
BUS 500	Executive Communication and Learning Methodologies	3
BUS 510	Business Strategies and the HCA Management System	3
BUS 520	Executive Ethics, Leadership, and Strategic Execution	3
BUS 530	Advanced Organizational Structure and Design	3
BUS 540	Advanced Performance Measurement and Statistical Management	3
ACC 610	Managerial Accounting and Finance Decision-Making	3
MGT 610	Operations Evaluation and Performance Improvement	3
	Core MBA Courses Total	21
Organizational Leadership Concentration Electives		
HRM 610	Strategic Human Capital and Workforce Systems	3
ENT 610 or FIN 610	Entrepreneurship and Innovation or Corporate Finance and Enterprise Transactions	3
MIS 610	Enterprise AI Systems and Strategic Integration	3
Marketing and Public Relations Concentration Electives		
MKT 610	Strategic Branding and Integrated Visual Communication	3
MKT 620	Strategic Marketing and Market Execution	3
MKT 630	Public Relations Influence and Sales Strategy	3
Management Consulting Concentration Electives		

HRM 610	Strategic Human Capital and Workforce Systems	3
MIS 610	Enterprise AI Systems and Strategic Integration	3
CONS 610	Strategic Management Consulting	3
	Program Total	**30**

Requirements for Successful Completion of the Program:

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

1. Credit Requirements: Complete a total of 30 credits.

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

3. **Core Courses and Concentration:** Complete all 7 mandatory core MBA courses plus 3 concentration electives.

4. **Capstone Integration:** Complete the culminating capstone elements embedded within concentration courses and final-course final modules.

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

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

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

200-level courses: Intermediate, applied, or skill-building courses. These courses assume that students have already developed basic academic and business

competencies and are ready to apply them in more specialized or operational contexts. In the HCA Tampa Bay curriculum, 200-level courses typically require students to produce more complete business artifacts, solve more complex problems, use professional tools or systems, and demonstrate greater independence. Examples include applied accounting builds, human resources systems, financial planning, entrepreneurship, microeconomics, macroeconomics, applied science, visual communication, and branding. Assessments at this level typically emphasize practical execution, scenario-based decision-making, project completion, documentation, and professional-quality deliverables. Examples include:

IDS 200:	Contemporary Social Challenges and Responsibility-Centered Solutions
HRM 210:	Human Resources Management - Part I (Hiring & Onboarding)
HRM 220:	Human Resources Management - Part II (Employee Development)
HRM 230:	Human Resources Management - Part III (Discipline & Termination)
FIN 200:	Personal Financial Planning and Management
ACC 200:	Business Financial Management and Accounting
ACC 210:	Financial Accounting Practicum
SCI 200:	Applied Science in the Modern World
ECO 200:	Microeconomics
ECO 210:	Macroeconomics
ENT 200:	Entrepreneurial Leadership and Venture Creation - Part I
ENT 210:	Entrepreneurial Leadership and Venture Creation - Part II
MKT 200:	Principles of Visual Communication and Consumer Perception
MKT 210:	Branding and Marketplace Fundamentals

300-level courses: Advanced major courses focused on functional specialization, strategic application, and multi-component project work within a particular business discipline. These courses build on the 100-level and 200-level foundations and require students to integrate prior knowledge into more sophisticated business functions such as marketing strategy, digital marketing, public relations, sales strategy, integrated campaign development, business performance evaluation, and discipline-specific practica. At this level, students are expected to demonstrate greater independence, professional judgment, analytical ability, and the capacity to design and defend complete plans, campaigns, evaluations, or operational systems. Assessments at the 300-level typically include advanced case analysis, full strategy documents, campaign plans, professional presentations, integrated projects, and practicum-style deliverables. Examples include:

MKT 300:	Marketing Strategy
MKT 310:	Digital Marketing Strategy
PUB 310:	Strategic Public Relations and Professional Communication
MKT 320:	Sales Strategy and Methodologies
MKT 350:	Marketing, PR and Sales Practicum
BUS 350:	Business Performance Evaluation and Improvement

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

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

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

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

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

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

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

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

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

Course Availability Statement

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

Course Descriptions including Student Learning Outcomes

Courses are listed alphabetically by their full title.

BUS 530
ADVANCED ORGANIZATIONAL STRUCTURE AND DESIGN
3 Semester Credit Hours
Prerequisite(s): BUS 520 Executive Ethics, Leadership, and Strategic Execution
Description: This course equips graduate students with advanced competencies in organizational planning and structural design for high-performing organizations. The Hubbard College of Administration (HCA) Management System introduces advanced organizational methodologies where students develop mastery in designing organizing boards, aligning roles and workflows, sequencing production systems, and analyzing breakdowns for organizational improvement and resuscitation. Students analyze organizational performance, develop coordinated action plans to improve efficiency and accountability, and design scalable organizational frameworks capable of adapting to operational and market change, culminating in a comprehensive capstone that integrates full organizational structure and design.
Student Learning Outcomes: 1. Students will be able to design enterprise-wide organizational frameworks that support productivity and planned growth across diverse business entities. 2. Students will be able to design complex organizational structures that align strategic purpose, operational production flows, and delivery of core organizational outputs. 3. Students will be able to formulate organizational design frameworks for service- and product-based enterprises in B2C and B2B contexts, establishing divisions and departments required for value creation. 4. Students will be able to map and sequence functional workflows within divisions to identify the precise actions and structural dependencies necessary to achieve departmental VFPs. 5. Students will be able to design comprehensive implementation blueprints and phased expansion plans to establish a full complement of organizational positions and structural readiness. 6. Students will be able to evaluate stable organizational structures in relation to structural integrity, operational flow, chain of command, and productivity. 7. Students will be able to appraise and adapt organizational design structures to resolve operational departures and meet the evolving needs of scaling organizations across varied industries. 8. Students will be able to diagnose and mitigate systemic organizational pitfalls to minimize operational friction and maximize institutional expansion. 9. Students will be able to construct scalable organizational design frameworks for small, medium, and multi-divisional global enterprises across diverse operating models.

BUS 540
ADVANCED PERFORMANCE MEASUREMENT AND STATISTICAL MANAGEMENT
3 Semester Credit Hours
Prerequisite(s): BUS 530 Advanced Organizational Structure and Design
Description: This course equips graduate students with advanced competencies in organizational performance measurement and statistical management required to evaluate and sustain high-performing organizations. The Hubbard College of Administration (HCA) Management System introduces advanced organizational and performance-management methodologies where students develop mastery in implementing data-driven control mechanisms that support strategic purpose and valuable final products (VFPs). Emphasis is placed on applying statistical management tools—including Gross Divisional Statistics (GDS), key performance indicators (KPIs), dashboards, and trend analysis—to evaluate productivity, identify variance, and guide executive decision-making without distortion. Students analyze organizational performance using condition formulas, and develop coordinated action plans to improve efficiency and accountability, culminating in a comprehensive capstone that integrates organizational statistical analysis and performance management.
Student Learning Outcomes: 1. Students will be able to synthesize advanced statistical data to analyze enterprise-wide productivity and drive evidence-based management decisions. 2. Students will be able to design strategic performance metrics aligned with core organizational outputs that quantify progress toward target operating conditions while ensuring data integrity. 3. Students will be able to evaluate divisional performance statistics and isolate high-leverage indicators requiring executive intervention based on organizational structure and production trends. 4. Students will be able to utilize statistical technologies and visualization frameworks to produce real-time dashboards that support transparent, data-informed leadership. 5. Students will be able to analyze multi-variant statistical trends to diagnose operational departures and identify high-performing areas for strategic reinforcement. 6. Students will be able to apply performance condition frameworks to individual and group metrics to ensure appropriate handling and stabilization of successful actions. 7. Students will be able to formulate data-driven action plans using statistical analysis to support cross-functional production improvement. 8. Students will be able to conduct comprehensive statistical audits to generate diagnostic assessments and strategic recommendations across the organization. 9. Students will be able to design comprehensive statistical reporting systems aligned with core organizational outputs for organizations of varying scale and industry.

BIT 420
APPLIED AI IN BUSINESS
3 Semester Credit Hours
Prerequisite(s): BIT 410 Business Information Systems Integration
Description: This course provides students with applied experience using artificial intelligence tools in business settings. Students learn how to use AI to support research, writing, planning, analysis, workflow design, and decision-making while also examining appropriate implementation, ethical use, and organizational value creation through AI-enabled business systems.
Student Learning Outcomes: 1. Students will be able to evaluate the strategic role of generative AI in modern business research, assessing its impact on inquiry development, information gathering, and innovation. 2. Students will be able to analyze targeted business intelligence retrieved via advanced prompt engineering frameworks to track market trends and competitor data. 3. Students will be able to synthesize complex industry research and case studies using AI tools to extract patterns, generate comparative insights, and identify opportunities for improvement. 4. Students will be able to produce optimized business documentation and strategic reports utilizing advanced artificial intelligence design frameworks. 5. Students will be able to evaluate an organization's readiness for AI adoption by analyzing technical infrastructure, workflow maturity, and cultural adaptability. 6. Students will be able to architect the integration of AI capabilities into existing enterprise platforms and productivity suites to enhance operational efficiency. 7. Students will be able to formulate cross-departmental AI implementation frameworks that standardize system configuration, user adoption, and workflow alignment. 8. Students will be able to formulate AI governance and ethical standards, ensuring transparent deployment that accounts for bias, attribution, data security, and long-term organizational goals.

SCI 200
APPLIED SCIENCE IN THE MODERN WORLD
3 Semester Credit Hours
Prerequisite(s): ACC 210 Financial Accounting Practicum
Description: This course introduces students to foundational principles of applied natural and physical science, with specific focus on scientific reasoning, observation, measurement, cause and effect, energy, matter, materials, physical systems, environmental systems, technology, sustainability, and practical problem-solving in the modern world. Students examine how scientific concepts appear in real-world settings such as workplaces, facilities, transportation systems, equipment, resource use, safety conditions, waste reduction, and environmental responsibility. Emphasis is placed on understanding science as a practical method for evaluating

evidence, interpreting basic quantitative data, analyzing physical and environmental conditions, and making sound decisions. Business-oriented examples are used throughout the course as applied contexts for studying how energy use, materials, technology, natural systems, and sustainability issues affect human activity and organizational operations. Through progressive applied science projects and a final business improvement capstone, students develop practical competence in using scientific reasoning, basic data analysis, and clear communication to evaluate real-world problems and propose evidence-based improvements.
Student Learning Outcomes: 1. Students will be able to explain foundational concepts from the natural and physical sciences relevant to modern applied environments. 2. Students will be able to apply scientific reasoning to practical real-world problems involving observation, evidence, cause and effect, resource use, safety, sustainability, and risk. 3. Students will be able to interpret basic quantitative data related to scientific and physical conditions, including measurements, trends, ratios, and rates. 4. Students will be able to analyze the impact of natural and physical systems on human and built environments. 5. Students will be able to explain how scientific principles support technology, innovation, efficiency, safety, quality, and responsible process improvement in practical settings. 6. Students will be able to analyze environmental and sustainability issues using scientific concepts related to resource management, waste reduction, pollution, and long-term impact. 7. Students will be able to identify practical responses to problems involving physical systems, resource constraints, safety, efficiency, or environmental impact. 8. Students will be able to communicate science-based recommendations utilizing empirical evidence.

MKT 210
BRANDING AND MARKETPLACE FUNDAMENTALS
3 Semester Credit Hours
Prerequisite(s): MKT 200 Principles of Visual Communication and Consumer Perception
Description: This course introduces students to branding and marketplace fundamentals with emphasis on brand identity, positioning, audience targeting, market structure, and value communication. Students study how businesses establish differentiated identities and connect offerings to the needs and expectations of specific markets.
Student Learning Outcomes: 1. Students will be able to apply foundational marketing principles and the marketing mix to build customer trust and message resonance. 2. Students will be able to evaluate marketplace structures by conducting market segmentation, identifying target publics, and calculating return on marketing investment (ROMI).

3. Students will be able to implement market research frameworks using specialized audience analysis tools to identify customer needs and establish brand positioning.
4. Students will be able to formulate brand identity frameworks that align organizational values and aesthetics with market expectations.
5. Students will be able to evaluate packaging and design elements to ensure brand recognition and optimize customer perception based on visual communication principles.
6. Students will be able to develop customer experience strategies that integrate cross-platform service touchpoints and brand consistency to drive loyalty.
7. Students will be able to analyze how marketing, public relations, and sales functions support unified growth strategies.
8. Students will be able to evaluate ethical considerations in marketing to ensure brand integrity, prevent deceptive claims, and guide responsible content creation.
9. Students will be able to synthesize branding research and strategy into a market-entry branding plan.

COM 110

BUSINESS COMMUNICATIONS

3 Semester Credit Hours

Prerequisite(s): ENG 100 English Composition

Description:
This course develops students' mastery of professional communication strategies across written, oral, interpersonal, and digital formats within modern business environments. Emphasis is placed on producing clear, concise, and purposeful business documents—including policies, announcements, memorandums, reports, and case studies—as well as delivering structured oral and slide presentations. Students will strengthen their ability to adapt communication for diverse audiences and cross-cultural contexts, apply sound judgment in professional messaging, and design communication systems and standards that enhance organizational clarity and consistency. By combining proven communication frameworks with practical applications, the course prepares students to excel as effective communicators and leaders in dynamic workplace settings.

Student Learning Outcomes:
1. Students will be able to apply targeted professional communication strategies across diverse formal and informal organizational contexts.
2. Students will be able to produce clear, concise, and purposeful written communication that effectively conveys complex information using minimal language.
3. Students will be able to apply professional communication strategies across written, oral, interpersonal, and digital formats, selecting appropriate tools and channels based on audience, purpose, and urgency.
4. Students will be able to produce purpose-driven business documents and manage document-control systems that ensure clarity, consistency, and accessibility.
5. Students will be able to deliver structured and engaging oral and slide

presentations tailored to professional audiences and communication objectives.
6. Students will be able to demonstrate effective interpersonal and team communication skills and adapt communication approaches to function effectively in diverse, cross-cultural, and team-based business environments.
7. Students will be able to apply ethical standards and sound judgment in all forms of business communication.
8. Students will be able to design and propose communication systems, standards, and policies that enhance clarity and consistency in organizational communication.

ACC 200

BUSINESS FINANCIAL MANAGEMENT AND ACCOUNTING

3 Semester Credit Hours

Prerequisite(s): FIN 200 Personal Financial Planning and Management

Description:
This course introduces students to the foundational principles and practices of business financial management and accounting, with a specific focus on bookkeeping systems, financial statement preparation, financial analysis, budgeting, pricing, profitability management, and financial planning. Students will learn to use structured accounting tools and financial intelligence frameworks to organize financial data, generate and interpret financial statements, assess business performance using key financial ratios, and develop comprehensive financial plans that support informed strategic decision-making.

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

and strategic plan for an organization, integrating financial statements, performance analysis, budgeting, and growth planning.

BIT 410
BUSINESS INFORMATION SYSTEMS INTEGRATION
3 Semester Credit Hours
Prerequisite(s): BIT 400 HCA Management System Workspace and Enterprise Integration
Description: This course examines the integration of business information systems across core organizational functions. Students study how data, processes, communication systems, and technology platforms interact to support coordinated operations, informed decision-making, accountability, and efficient enterprise performance.
Student Learning Outcomes: 1. Students will be able to optimize corporate workflows utilizing integrated enterprise project management tools and resource allocation frameworks. 2. Students will be able to appraise enterprise CRM and ERP architectures based on organizational scalability requirements and vendor technical capabilities. 3. Students will be able to architect integrated operational frameworks by mapping business workflows and aligning disparate software platforms to ensure data continuity. 4. Students will be able to design scalable system architectures utilizing interoperability principles and automated data synchronization tools to support business expansion. 5. Students will be able to design technology adoption frameworks to facilitate strategic organizational change. 6. Students will be able to formulate IT governance policies to ensure regulatory compliance, data security, and enterprise system standardization. 7. Students will be able to evaluate the efficacy of digital implementations by conducting ROI analysis and performance audits of integrated information systems.

BUS 350
BUSINESS PERFORMANCE EVALUATION AND IMPROVEMENT
3 Semester Credit Hours
Prerequisite(s): MKT 350 Marketing, PR and Sales Practicum
Description: This course develops students' ability to evaluate business performance, diagnose organizational conditions, and recommend structured improvements. Emphasis is placed on analytical thinking, scene evaluation, strategic sequencing, administrative planning, and performance-based problem solving in order to improve organizational effectiveness and execution.
Student Learning Outcomes: 1. Students will be able to analyze reasoning structures using the Anatomy of Thought and principles of formal logic. 2. Students will be able to evaluate information using the "Logics and Illogics"

framework to identify data integrity concerns and organizational performance variances.
3. Students will be able to synthesize complex data sets using datums of comparable magnitude to separate fact from opinion.
4. Students will be able to evaluate data systems for reliability using multi-source data validation procedures.
5. Students will be able to appraise organizational performance variances by comparing the existing scene, ideal scene, and missing scenes.
6. Students will be able to conduct root-cause analysis using logical investigatory procedures and verified data.
7. Students will be able to analyze statistical indicators and date coincidences to identify underlying causes of organizational performance trends.
8. Students will be able to apply the full evaluation format to formulate comprehensive handling strategies, distinguishing between situations requiring analytical versus tactical responses.

BUS 510

BUSINESS STRATEGIES AND THE HCA MANAGEMENT SYSTEM

3 Semester Credit Hours

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

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

Student Learning Outcomes:
1. Students will be able to design enterprise-wide strategies using integrated management systems to align organizational structures with measurable goals.
2. Students will be able to formulate organizational policies and directives that provide structural clarity and maintain strategic alignment.
3. Students will be able to analyze workplace efficiency, production trends, and morale using exchange-based and behavioral economic frameworks.
4. Students will be able to analyze operational flows to identify systemic inefficiencies and support process optimization.

5. Students will be able to evaluate advanced managerial methodologies for aligning organizational production with business objectives.

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

IDS 200
CONTEMPORARY SOCIAL CHALLENGES AND RESPONSIBILITY-CENTERED SOLUTIONS
3 Semester Credit Hours
Prerequisite(s): LDR 100 Leadership Development
Description: This course examines major contemporary social challenges—including drug abuse, crime, illiteracy, mental health concerns, and erosion of civic responsibility—and evaluates responsibility-centered approaches to addressing them. Students analyze documented social conditions using statistical data, public policy records, and institutional research, while assessing the philosophical assumptions and structural differences between conventional institutional responses and reform models grounded in personal responsibility, ethical conduct, and civic engagement. Foundational context is provided through a study of the life and humanitarian initiatives of L. Ron Hubbard, whose applied programs in education, rehabilitation, and human rights serve as primary case studies throughout the course. Emphasis is placed on structured evaluation, comparative

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

FIN 610
CORPORATE FINANCE AND ENTERPRISE TRANSACTIONS
3 Semester Credit Hours
Prerequisite(s): HRM 610 Strategic Human Capital and Workforce Systems
Description: This course provides graduate students with advanced knowledge of corporate finance and enterprise transactions in domestic and international settings. Students evaluate capital structure, financial strategy, mergers and acquisitions, governance, forecasting, risk, and complex financial decision-making in order to support enterprise growth and executive-level planning.
Student Learning Outcomes: 1. Students will be able to synthesize advanced financial statements and cost structures to drive strategic resource allocation and enterprise-level decisions. 2. Students will be able to formulate capital structure strategies, balancing debt and equity instruments to optimize financial performance. 3. Students will be able to evaluate global market opportunities using advanced forecasting, scenario planning, and risk analysis techniques. 4. Students will be able to design financial strategies for multinational mergers, acquisitions, and partnerships. 5. Students will be able to evaluate international accounting standards (IFRS, GAAP) to ensure cross-border financial compliance and reporting integrity. 6. Students will be able to integrate managerial accounting tools—including

variance analysis and activity-based costing—into long-range strategic planning.
7. Students will be able to formulate global taxation and currency risk-management strategies to support international operations.
8. Students will be able to architect financial governance frameworks that uphold high ethical standards and regulatory compliance.
9. Students will be able to communicate complex financial strategies to stakeholders using advanced data visualization and executive communication tools.

MKT 310

DIGITAL MARKETING STRATEGY

3 Semester Credit Hours

Prerequisite(s): MKT 300 Marketing Strategy

Description:
This course develops student competence in digital marketing strategy through the study of online customer journeys, digital channels, campaign design, audience targeting, performance measurement, and optimization. Students learn how to build digital strategies that strengthen engagement, conversion, and long-term business growth.

Student Learning Outcomes:
1. Students will be able to analyze the strategic role of digital channels in modern business models.
2. Students will be able to design full-funnel digital strategies that map the customer journey from awareness to retention.
3. Students will be able to execute automated marketing sequences using CRM systems and centralized customer files across email, digital, and direct mail channels.
4. Students will be able to formulate paid media campaigns utilizing display, search, and social advertising frameworks alongside remarketing strategies.
5. Students will be able to optimize web-based marketing assets, including landing page design, lead capture integration, and user-centered content strategies.
6. Students will be able to implement SEO and SEM methodologies to increase targeted traffic and enhance organizational digital visibility.
7. Students will be able to apply advanced digital advertising tools and AI optimization to improve audience segmentation and performance-based automation.
8. Students will be able to develop integrated social media campaigns using a combination of organic and paid strategies to drive lead generation and brand equity.
9. Students will be able to analyze digital campaign performance using specialized analytics tools to track KPIs, determine ROI, and drive data-informed optimizations.

IDS 100

EFFECTIVE COMMUNICATION AND TEAM BUILDING

3 Semester Credit Hours

Prerequisite(s): None
Description: This course is the first in the Hubbard College of Administration curriculum and is designed to equip students with essential communication and team-building skills for academic, professional, and personal success. The course begins with a college orientation to introduce students to HCA's learning systems and resources. Students will then explore and apply key communication concepts—including the principles of Affinity, Reality, and Communication (ARC), the Communication Formula, and the Emotional Tone Scale—to build strong interpersonal relationships and navigate workplace dynamics. Through practical assignments and real-world simulations, students will develop their ability to relay information clearly, manage group interactions, and foster high-performing teams.
Student Learning Outcomes: 1. Students will be able to effectively use the college's learning resources to accomplish their learning objectives. 2. Students will be able to apply interpersonal communication formulas to establish professional workplace relationships. 3. Students will be able to demonstrate effective verbal and non-verbal communication skills in professional and personal contexts. 4. Students will be able to effectively communicate tasks to other team members, so as to enable the relay of communication and completion of strategic tasks, toward building a more effective team. 5. Students will be able to utilize the Emotional Tone Scale to predict behavior and manage interpersonal workplace dynamics. 6. Students will be able to implement team-building methodologies to optimize organizational performance.

IDS 110
EFFECTIVE STUDY TECHNIQUES
3 Semester Credit Hours
Prerequisite(s): IDS 100 Effective Communication and Team Building
Description: Success in education—and in life—depends not only on intelligence or effort, but on knowing how to study effectively. This course introduces students to a powerful, practical set of tools for learning based on the study technology developed by L. Ron Hubbard. Students will learn to identify and overcome common barriers to study, apply techniques to increase comprehension and retention, and develop the skills necessary for lifelong learning. Through real-world applications, interactive exercises, and guided reflection, students will strengthen their ability to absorb and apply information across any subject. Whether preparing for a test, mastering a job skill, or learning for personal growth, students will leave this course with the confidence and competence to study anything successfully.
Student Learning Outcomes: 1. Students will be able to apply effective study and learning strategies to achieve academic success and support lifelong learning. 2. Students will be able to identify and implement techniques to overcome

common learning barriers and enhance academic performance.
3. Students will be able to apply study technology principles to evaluate and synthesize academic and professional documentation.
4. Students will be able to formulate an independent study plan using structured information-gathering frameworks.
5. Students will be able to apply study technology principles and tools to improve productivity, training, and communication within academic, professional, or business environments.

ENG 100

ENGLISH COMPOSITION

3 Semester Credit Hours

Prerequisite(s): MGT 100 Introduction to Business and the HCA Management System

Description:
This course combines foundational elements with advanced concepts to enhance students' writing abilities across various contexts. Students will develop mastery in writing across multiple genres, constructing arguments, integrating research, and reflecting critically on their writing process. Emphasis is placed on practical application, revision, and evidence-based communication, preparing students for both academic and professional writing contexts.

Student Learning Outcomes:
1. Students will be able to demonstrate proficiency in composing well-structured and coherent essays across various genres and purposes.
2. Students will be able to develop critical thinking skills by analyzing and evaluating rhetorical strategies used in written texts.
3. Students will be able to apply principles of grammar, punctuation and syntax to enhance clarity and effectiveness in writing.
4. Students will be able to utilize the writing process, including prewriting techniques, drafting, revising and editing to produce polished written work.
5. Students will be able to effectively integrate and cite sources to support arguments and enhance credibility.
6. Students will be able to analyze the rhetorical impact of language structures on communication and persuasive outcomes.
7. Students will be able to demonstrate the ability to use artificial intelligence in a logical, ethical manner to compose written works for study assignments and professional business contexts.

MIS 610

ENTERPRISE AI SYSTEMS AND STRATEGIC INTEGRATION

3 Semester Credit Hours

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

Description:
This graduate course examines the strategic use of enterprise AI systems and integrated digital environments in modern organizations. Students study AI-enabled workflows, information systems, workspace integration, readiness for

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

ENT 200
ENTREPRENEURIAL LEADERSHIP AND VENTURE CREATION - PART I
3 Semester Credit Hours
Prerequisite(s): ECO 210 Macroeconomics
Description: This course introduces students to entrepreneurial leadership and venture creation with emphasis on identifying opportunities, evaluating business models, and establishing a new business. Students examine entrepreneurial decision-making, basic legal and operational structures, market positioning, and the planning required to launch a venture successfully.
Student Learning Outcomes: 1. Students will be able to apply an entrepreneurial mindset to leadership and team decision-making in the venture creation process. 2. Students will be able to analyze market conditions and customer needs to determine venture opportunities. 3. Students will be able to implement primary and secondary research frameworks to generate data-informed venture strategies. 4. Students will be able to model product-market fit frameworks that map consumer value propositions against specific market challenges. 5. Students will be able to evaluate the financial feasibility of new ventures through integrated margin projections, pricing analysis, and cash flow modeling. 6. Students will be able to apply resource and operations planning frameworks to optimize throughput and capacity management for new enterprises.

7. Students will be able to design supply chain and logistics strategies that mitigate operational risk and support efficiency in growth-phase ventures.

ENT 210
ENTREPRENEURIAL LEADERSHIP AND VENTURE CREATION - PART II
3 Semester Credit Hours
Prerequisite(s): ENT 200 Entrepreneurial Leadership and Venture Creation - Part I
Description: This course builds on foundational entrepreneurial study by focusing on the continued development, operation, and growth of a business venture. Students analyze execution challenges, organizational requirements, financial considerations, strategic problem-solving, and sustainable development as they move from venture creation into operational leadership.
Student Learning Outcomes: 1. Students will be able to evaluate business structures and governance models based on liability, taxation, and organizational objectives. 2. Students will be able to analyze the application of business law to contracts, commercial transactions, and operational compliance within diverse regulatory frameworks. 3. Students will be able to formulate risk mitigation strategies that align legal structures, governing documents, and insurance portfolios to minimize corporate liability. 4. Students will be able to appraise legal risks associated with venture expansion and product launches using relevant statutes and regulatory precedents. 5. Students will be able to apply legal reasoning to complex business scenarios to reduce liability exposure and ensure organizational compliance. 6. Students will be able to evaluate the role of regulatory bodies and specialized legal counsel in navigating industry-specific licensing and compliance requirements. 7. Students will be able to integrate legal and ethical frameworks into strategic planning and leadership decisions to ensure sustainable and legally sound business practices.

ENT 610
ENTREPRENEURSHIP AND INNOVATION
3 Semester Credit Hours
Prerequisite(s): HRM 610 Strategic Human Capital and Workforce Systems
Description: This graduate course develops advanced entrepreneurial and innovation capabilities for students seeking to launch, transform, or expand business ventures. Students evaluate opportunity structures, business models, legal and financial risk, market validation, venture feasibility, and operational growth strategy in order to design sustainable innovation-driven enterprises.
Student Learning Outcomes: 1. Students will be able to evaluate business structures and governance models based on a comparative analysis of liability, taxation, and objectives.

2. Students will be able to analyze advanced business law principles to ensure operational compliance with contracts, transactions, and industry-specific frameworks.
3. Students will be able to formulate risk mitigation strategies through legal structuring, operating agreements, and insurance portfolios to safeguard new ventures.
4. Students will be able to appraise legal and regulatory risks for product launches using relevant statutes, case law, and specialized legal counsel.
5. Students will be able to integrate ethical and legally sound practices into strategic planning and operational execution for sustainable venture creation.
6. Students will be able to evaluate entrepreneurial leadership capacity and team design requirements for venture development.
7. Students will be able to analyze and validate market opportunities through rigorous research methodologies, customer discovery, and value-driven development.
8. Students will be able to evaluate the financial viability of early-stage ventures through integrated cost modeling, margin analysis, and cash flow projections.
9. Students will be able to design operational resource and supply chain systems using capacity planning and throughput optimization tailored to venture growth stages.

IDS 150

ETHICS, CRITICAL THINKING AND PROFESSIONAL RESPONSIBILITY

3 Semester Credit Hours

Prerequisite(s): COM 110 Business Communications

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

Student Learning Outcomes:
1. Students will be able to analyze the foundational principles of ethics, justice, and existential survival dynamics within corporate environments.
2. Students will be able to formulate an individual professional ethics framework to guide self-regulation.
3. Students will be able to evaluate the ethical ramifications of personal conduct in relation to business practices.
4. Students will be able to apply principles of critical thinking to effect sound reasoning and judgement in decision-making situations.
5. Students will be able to evaluate human behavior and business ethics as they apply to employees and workplace culture.

6. Students will be able to formulate strategies aimed at fostering ethical integrity and building organizational trust. 7. Students will be able to investigate real-world ethical dilemmas and the processes involved in ethical decision-making within business environments.

MGT 410
EVALUATION AND STRATEGIC EXECUTION PRACTICUM
3 Semester Credit Hours
Prerequisite(s): MGT 400 Strategic Management
Description: This practicum course provides students with applied experience in evaluation, strategy, and execution. Students assess organizational conditions, identify priorities for improvement, formulate coordinated action plans, and translate strategic decisions into structured programs, projects, and implementation sequences.
Student Learning Outcomes: 1. Students will be able to analyze complex organizational environments using logic-based diagnostic tools to identify operational variances, performance bottlenecks, and cultural inertia. 2. Students will be able to formulate logical handling strategies based on root-cause analysis, Ideal Scene alignment, and statistical data. 3. Students will be able to architect and sequence strategic plans that translate evaluated organizational needs into actionable programs, projects, and target hierarchies. 4. Students will be able to design operational control frameworks using tracking systems, SOPs, and accountability measures to support strategic follow-through. 5. Students will be able to integrate advanced ethical reasoning and critical thinking throughout the evaluation and strategic execution lifecycle. 6. Students will be able to formulate a comprehensive evaluation-to-execution plan supported by professional documentation, performance metrics, and results.

BUS 500
EXECUTIVE COMMUNICATION AND LEARNING METHODOLOGIES
3 Semester Credit Hours
Prerequisite(s): None
Description: This course equips MBA candidates with the advanced communication and learning skills necessary to excel in high-stakes organizational environments. Students develop verbal, non-verbal, and written communication strategies, applying frameworks such as the Affinity-Reality-Communication model and the Communication Formula to improve understanding, strengthen coordination, and lead complex interactions. Emphasis is placed on directing multi-level communication flows, fostering alignment across teams, and adapting communication to diverse cultural and professional contexts. Learners also apply advanced study methodologies and knowledge acquisition strategies to accelerate professional growth, overcome barriers to understanding, improve training

effectiveness, and drive organizational productivity. Through case studies, simulations, and applied projects, students will strengthen their ability to communicate clearly, learn efficiently, train others effectively, and apply communication and learning techniques to real-world organizational challenges.
Student Learning Outcomes: 1. Students will be able to leverage advanced institutional and professional learning resources to synthesize knowledge for high-level academic and organizational objectives. 2. Students will be able to apply executive communication frameworks to influence strategic outcomes and navigate complex interactions. 3. Students will be able to demonstrate mastery of verbal, non-verbal, and written influence across diverse cultural and professional contexts, adapting style and medium for executive-level impact. 4. Students will be able to design multi-level communication frameworks that support structural alignment and execution of strategic initiatives. 5. Students will be able to integrate advanced study and knowledge-acquisition strategies to overcome systemic barriers and resolve complex organizational challenges. 6. Students will be able to utilize advanced learning systems as executive productivity tools to enhance cross-functional training, communication, and decision-making effectiveness.

BUS 520
EXECUTIVE ETHICS, LEADERSHIP, AND STRATEGIC EXECUTION
3 Semester Credit Hours
Prerequisite(s): BUS 510 Business Strategies and the HCA Management System
Description: This course equips MBA candidates with the ethical leadership, critical thinking, and organizational judgment skills necessary to excel in high-stakes organizational environments. Students examine advanced principles of ethics, justice, responsibility, and decision-making, applying these concepts to complex leadership situations involving accountability, culture, trust, performance, and long-term organizational value. Emphasis is placed on evaluating difficult business situations, identifying ethical risks, weighing consequences, and making sound leadership decisions under pressure. Students analyze organizational behavior, workplace conduct, responsibility, and team dynamics, including the use of the Emotional Tone Scale to better understand morale, conflict, cooperation, and leadership influence. The course also develops the student's ability to think strategically, recognize flawed reasoning, assess competing priorities, and apply principled judgment to real-world management challenges. Through case studies, simulations, and applied projects, students will strengthen their ability to lead responsibly, evaluate complex organizational conditions, and make decisions that support ethical conduct, accountability, and sustainable organizational success.
Student Learning Outcomes: 1. Students will be able to evaluate advanced ethical frameworks—including principles of ethics, justice, and organizational dynamics—to guide executive

decision-making.
2. Students will be able to integrate critical thinking methodologies to ensure sound reasoning and strategic problem-solving in high-stakes environments.
3. Students will be able to analyze organizational behavior and workplace ethics to cultivate a results-driven culture and long-term value creation.
4. Students will be able to analyze interpersonal behavior patterns to support professional relationships and workplace decision-making.
5. Students will be able to formulate strategic responses to systemic conflicts using executive decision-making frameworks.
6. Students will be able to design cross-functional management frameworks that strengthen organizational alignment.
7. Students will be able to evaluate organizational morale in relation to production performance and strategic goals.
8. Students will be able to design strategic planning frameworks to scale organizations toward measurable objectives.

ACC 210

FINANCIAL ACCOUNTING PRACTICUM

3 Semester Credit Hours

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

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

Student Learning Outcomes:
1. Students will be able to demonstrate proficiency in the use of accounting software to establish, manage, and maintain financial systems.
2. Students will be able to apply foundational accounting principles to accurately record and organize financial transactions across a variety of business contexts.
3. Students will be able to construct and maintain complete financial accounting systems, including chart of accounts, transaction workflows, and reporting structures.
4. Students will be able to generate core financial statements, including profit and loss statements, balance sheets, and cash flow statements, from organized financial data.
5. Students will be able to analyze financial data to evaluate business

performance, identify trends, and support decision-making.
6. Students will be able to manage financial operations across different business models, including product-based, service-based, and multi-revenue organizations.
7. Students will be able to develop and present structured financial reports suitable for internal management and external stakeholders.
8. Students will be able to design, build, and present a complete financial accounting system for a business, demonstrating accuracy, organization, and professional standards.

FIN 400

FINANCIAL STRATEGIES AND BUSINESS ACQUISITIONS

3 Semester Credit Hours

Prerequisite(s): MGT 410 Evaluation and Strategic Execution Practicum

Description:
This course develops advanced student competence in financial strategy, business acquisitions, and long-range financial decision-making. Students study capital structure, strategic transactions, valuation considerations, growth financing, and acquisition-related analysis in order to support organizational expansion and sound executive judgment.

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

BIT 400

HCA MANAGEMENT SYSTEM WORKSPACE AND ENTERPRISE INTEGRATION

3 Semester Credit Hours

Prerequisite(s): BUS 410 International Business and Global Trade Strategy
Description: This course introduces students to the practical use of HCA Management System workspace tools and enterprise integration methods within modern organizational environments. Students learn how to organize digital workflows, coordinate business functions, manage operational data, and align workspace systems with organizational structure, communication flow, and production objectives.
Student Learning Outcomes: 1. Students will be able to manage enterprise software architectures utilizing specialized administrative workflows and reporting templates to optimize organizational tracking. 2. Students will be able to synthesize cross-divisional operational reports to integrate disparate corporate data structures across enterprise business models. 3. Students will be able to implement standardized workflow protocols based on the Administrative Scale and organizational structure to drive operational consistency. 4. Students will be able to analyze and resolve organizational departures utilizing workstation dashboards and strategic planning tools to restore efficiency. 5. Students will be able to evaluate and document performance data in strict alignment with ethical reporting practices and organizational transparency standards.

HRM 210
HUMAN RESOURCES MANAGEMENT - PART I (HIRING & ONBOARDING)
3 Semester Credit Hours
Prerequisite(s): IDS 200 Contemporary Social Challenges and Responsibility-Centered Solutions
Description: This course introduces students to the foundational principles and practices of human resources management with a specific focus on workforce planning, recruitment, selection, and onboarding. Students examine the strategic role of HR in aligning staffing decisions with organizational objectives and labor market trends. Emphasis is placed on federal employment law compliance, job analysis, structured selection methods, and the execution of compliant onboarding workflows using digital HR information systems (HRIS). Through progressive assignments and a final applied HRIS build, students develop practical competence in designing and implementing legally sound and operationally effective hiring and onboarding systems.
Student Learning Outcomes: 1. Students will be able to construct targeted staffing plans based on organizational workforce capacity requirements. 2. Students will be able to apply federal employment laws and equal employment opportunity (EEO) principles to hiring and onboarding decisions to ensure legal compliance and workplace safety. 3. Students will be able to design legally compliant job descriptions based on structured organizational job analysis data.

4. Students will be able to develop and implement workforce recruitment strategies that attract qualified candidates through appropriate sourcing and promotional methods.
5. Students will be able to evaluate and select job applicants using structured interviews, testing methods, and selection criteria that ensure fairness, validity, and organizational fit.
6. Students will be able to execute compliant onboarding workflows using digital HR systems by managing required employment documentation and implementing structured orientation processes that support employee integration and retention.

HRM 220

HUMAN RESOURCES MANAGEMENT - PART II (EMPLOYEE DEVELOPMENT)

3 Semester Credit Hours

Prerequisite(s): HRM 210 Human Resources Management - Part I (Hiring & Onboarding)

Description:
This course examines the systems organizations use to develop employee capability, improve workforce performance, and support long-term organizational growth. Students study training program design, career development pathways, succession planning, and the characteristics of high-performance organizations. Emphasis is placed on structured performance management systems, measurable performance metrics, and compensation strategies that align employee contribution with organizational objectives. Through progressive assignments, students develop practical competence in designing employee development frameworks that strengthen workforce capability, support retention, and promote sustainable organizational expansion.

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

HRM 230

HUMAN RESOURCES MANAGEMENT - PART III (DISCIPLINE & TERMINATION)
3 Semester Credit Hours
Prerequisite(s): HRM 220 Human Resources Management - Part II (Employee Development)
Description: This course examines the legal, procedural, and managerial systems organizations use to maintain workplace discipline and manage employee separation responsibly. Students study employment law compliance, workplace conduct policies, progressive discipline systems, conflict resolution strategies, and termination procedures designed to protect both organizational integrity and employee rights. Emphasis is placed on lawful documentation practices, structured disciplinary frameworks, and risk mitigation strategies that reduce exposure to legal liability. Students also examine workforce reduction decisions, voluntary and involuntary separation scenarios, and the role of HR information systems in maintaining audit-ready personnel records. Through applied assignments, students develop practical competence in designing disciplinary systems and executing termination processes that are consistent and legally defensible.
Student Learning Outcomes: 1. Students will be able to design workplace conduct standards and organizational culture frameworks that establish clear expectations for employee behavior, engagement, and professional accountability. 2. Students will be able to apply structured dispute resolution frameworks to resolve interpersonal workplace conflicts. 3. Students will be able to design and implement progressive discipline and termination procedures that are fair, consistent, and legally compliant, including proper documentation and corrective action systems. 4. Students will be able to design HR documentation and recordkeeping systems within an HRIS environment that ensure audit readiness, legal compliance, and accurate personnel record management. 5. Students will be able to integrate workplace conduct, conflict resolution, discipline, termination, and HR compliance systems into a unified workforce governance framework that supports organizational stability and risk mitigation.

BUS 410
INTERNATIONAL BUSINESS AND GLOBAL TRADE STRATEGY
3 Semester Credit Hours
Prerequisite(s): FIN 400 Financial Strategies and Business Acquisitions
Description: This course examines business operations in international and global trade environments. Students study international market conditions, cross-border business strategy, trade frameworks, cultural and economic influences, and the strategic considerations involved in expanding business activity into global contexts.
Student Learning Outcomes: 1. Students will be able to evaluate the strategic relevance of international

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

MGT 100

INTRODUCTION TO BUSINESS AND THE HCA MANAGEMENT SYSTEM

3 Semester Credit Hours

Prerequisite(s): IDS 110 Effective Study Techniques

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

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

6. Students will be able to use AI software to accomplish essential and foundational business tasks, such as professional writing in business, market research, problem solving, etc.).

LDR 100
LEADERSHIP DEVELOPMENT
3 Semester Credit Hours
Prerequisite(s): MGT 150 Performance Management Practicum
Description: This course provides students with a foundational understanding of leadership theory, practice, and application within the framework of the Hubbard College of Administration (HCA) Management System. Students will trace the historical development of leadership from classical to contemporary models while gaining hands-on experience in the principles of ethics, communication, morale, and executive responsibility. Through applied simulations, role plays, and real-world case studies, students will develop the ability to guide teams, issue effective directives, and manage organizational outcomes. Emphasis is placed on strategic planning, decision-making, and the cultivation of command presence—culminating in the study of The Art of War by Sun Tzu as a blueprint for strategic thinking and leadership under pressure. By integrating traditional leadership concepts with the practical administrative tools of the HCA Management System, this course equips students to lead, plan, and execute with clarity, confidence, and measurable results.
Student Learning Outcomes: 1. Students will be able to analyze structural evolutions in historical leadership paradigms to critique modern leadership models. 2. Students will be able to apply conflict resolution, team management, and strategic production principles within simulated organizational environments. 3. Students will be able to appraise the core ethical, operational, and strategic responsibilities mandated in executive leadership execution. 4. Students will be able to define and differentiate the roles of team member, manager, and goal maker within an organizational structure, and evaluate how each contributes to effective leadership and production outcomes. 5. Students will be able to demonstrate the ability to issue clear, and effective orders and directives that support organizational goals, ensure accountability, and align team efforts with established policies and measurable production outcomes. 6. Students will be able to formulate clear and concise strategic planning that establishes, directs, and expands business activities and projects, demonstrating foresight, organization, and practical leadership in execution. 7. Students will be able to formulate corporate strategy and tactical decisions under operational constraints based on classical strategic frameworks.

ECO 210
MACROECONOMICS
3 Semester Credit Hours
Prerequisite(s): ECO 200 Microeconomics

Description: This course introduces students to macroeconomic principles and their relevance to business and public policy. Students examine inflation, unemployment, fiscal policy, monetary policy, economic growth, business cycles, and global economic forces in order to understand how large-scale economic conditions influence organizational planning and performance.
Student Learning Outcomes: 1. Students will be able to analyze the impact of macroeconomic systems and national indicators on the business environment and society. 2. Students will be able to assess how shifting macroeconomic conditions influence long-range organizational planning, specifically regarding capital allocation and investment strategy. 3. Students will be able to evaluate the influence of fiscal and monetary policies on market liquidity, interest rates, and organizational access to capital. 4. Students will be able to synthesize complex macroeconomic reports and data sets to inform corporate policy analysis and strategic forecasting. 5. Students will be able to analyze business cycle phases in relation to organizational resilience and strategic timing. 6. Students will be able to generate aggregate consumer and industry trend forecasts derived from leading economic indicators and sentiment indices. 7. Students will be able to evaluate the ethical and societal implications of macroeconomic decisions, including wage policies, public policy advocacy, and wealth distribution.

MGT 110
MANAGEMENT FUNDAMENTALS
3 Semester Credit Hours
Prerequisite(s): IDS 150 Ethics, Critical Thinking and Professional Responsibility
Description: This course provides students with a foundational understanding of economic principles, management fundamentals, and organizational operations based on the Hubbard College of Administration (HCA) Management System. Students will explore the dynamics of scarcity, exchange, production, and value creation, while also learning practical tools for improving efficiency, decision-making, and workplace productivity. Emphasis is placed on the application of concepts such as the Four Conditions of Exchange, the cycle of action, and behavioral economic strategies that influence motivation and performance. Students will also examine the role of gamification in modern organizations as a driver of engagement and productivity. By combining classical economic theory, management practices, and the unique frameworks of the HCA Management System, this course equips students with actionable skills to evaluate, design, and improve systems in real-world organizational contexts.
Student Learning Outcomes: 1. Students will be able to analyze fundamental economic concepts and their influence on consumer and producer market trends. 2. Students will be able to evaluate the function of economic exchange

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

ACC 610

MANAGERIAL ACCOUNTING AND FINANCE DECISION-MAKING

3 Semester Credit Hours

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

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

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

through the strategic interpretation of balance sheets and cash flow modeling.
6. Students will be able to design value-based pricing and cost structures using integrated financial principles to optimize profitability.
7. Students will be able to formulate long-range financial forecasts and growth plans that drive strategic resource allocation and organizational decision-making.
8. Students will be able to design a comprehensive financial blueprint integrating forensic analysis and strategic planning to support organizational goals.
9. Students will be able to design complete financial accounting systems for diverse enterprises in accordance with professional standards across service-based, product-based, and multi-revenue organizations.

MKT 300

MARKETING STRATEGY

3 Semester Credit Hours

Prerequisite(s): MKT 210 Branding and Marketplace Fundamentals

Description:
This course develops student competence in marketing strategy through the analysis of target markets, product positioning, promotional planning, competitive conditions, and strategic execution. Students learn how to design integrated marketing approaches that align organizational goals with customer needs and market opportunity.

Student Learning Outcomes:
1. Students will be able to formulate integrated marketing, public relations, and sales strategies for business growth across B2C and B2B contexts.
2. Students will be able to appraise specialized marketing tactics for specific organizational goals across traditional, digital, and influencer-based channels.
3. Students will be able to develop comprehensive marketing plans for products and services that align brand messaging and delivery channels with audience requirements.
4. Students will be able to construct strategic marketing budgets that account for media mix decisions, resource constraints, and ROI expectations.
5. Students will be able to design promotional schedules that align product launch timelines, seasonal trends, and media planning.
6. Students will be able to produce professional promotional content (including visual and video assets) to package and merchandise offerings according to industry standards.
7. Students will be able to integrate traditional and out-of-home (OOH) media into a coordinated multi-channel strategy that reinforces brand presence.
8. Students will be able to analyze marketing performance metrics and campaign analytics to drive data-informed improvements and strategic decision-making.

MKT 350

MARKETING, PR AND SALES PRACTICUM

3 Semester Credit Hours

Prerequisite(s): MKT 320 Sales Strategy and Methodologies

Description: This practicum course provides applied experience in integrated marketing, public relations, and sales execution. Students produce coordinated campaign materials, strategic messaging, market-facing deliverables, and performance-based evaluations that demonstrate readiness for professional application in promotional environments.
Student Learning Outcomes: 1. Students will be able to conduct market positioning research using survey instruments to identify consumer needs and inform brand development aligned with market values. 2. Students will be able to formulate integrated brand identity frameworks using visual identity, brand voice, and audience resonance components. 3. Students will be able to synthesize market research, channel selection, and campaign budgeting into a comprehensive marketing strategy. 4. Students will be able to formulate a strategic public relations plan, including campaign messaging and media tactics, supported by a detailed schedule and resource budget. 5. Students will be able to design a sales execution plan featuring sales-cycle mapping, performance metrics, and detailed revenue and expense projections. 6. Students will be able to integrate marketing, PR, and sales functions into a unified growth strategy that reflects current marketplace realities and organizational objectives. 7. Students will be able to formulate a professional integrated campaign supported by formal written documentation.

ECO 200
MICROECONOMICS
3 Semester Credit Hours
Prerequisite(s): SCI 200 Applied Science in the Modern World
Description: This course introduces students to microeconomic principles and their application in business decision-making. Students examine supply and demand, market behavior, pricing, competition, consumer choice, and resource allocation in order to understand how economic forces affect firms, industries, and operational strategy.
Student Learning Outcomes: 1. Students will be able to analyze microeconomic market structures and pricing mechanisms in relation to resource allocation and stakeholder behavior. 2. Students will be able to apply core economic frameworks, including scarcity, opportunity cost, and marginal analysis, to firm and household decision-making. 3. Students will be able to assess how microeconomic variables influence organizational strategy and production decisions. 4. Students will be able to apply economic insights to market selection and competitive positioning. 5. Students will be able to model customer and supplier behavior using price elasticity and utility theory.

6. Students will be able to explain the ethical implications of microeconomic decisions regarding labor practices, pricing strategies, and market influence. 7. Students will be able to interpret microeconomic data to determine relevant strategic business responses.

MGT 610
OPERATIONS EVALUATION AND PERFORMANCE IMPROVEMENT
3 Semester Credit Hours
Prerequisite(s): ACC 610 Managerial Accounting and Finance Decision-Making
Description: This course develops graduate-level competence in operations evaluation and performance improvement within complex organizational environments. Students analyze information quality, identify root causes of operational challenges, evaluate statistical indicators, apply structured evaluation formats, and develop strategic plans, policies, programs, and project sequences that improve organizational performance and support long-term revitalization.
Student Learning Outcomes: 1. Students will be able to apply advanced analytical frameworks to evaluate strategic options. 2. Students will be able to appraise the validity of information by distinguishing fact from opinion and evaluating data of comparable magnitude. 3. Students will be able to conduct structured investigative evaluations to identify root causes of systemic business challenges. 4. Students will be able to leverage statistical indicators to detect underlying performance conditions and guide strategic organizational decisions. 5. Students will be able to execute structured evaluation formats—including scene assessment and sequencing—to optimize organizational outcomes. 6. Students will be able to design strategic alignment frameworks that connect organizational purpose with long-term organizational revitalization. 7. Students will be able to develop organizational policies and operational plans that are aligned with strategic goals and measurable performance indicators. 8. Students will be able to formulate complex programs and projects using correct sequencing and implementation principles to support large-scale initiatives. 9. Students will be able to evaluate and optimize the use of project management technologies to support organizational transformation and effective execution.

MGT 140
ORGANIZATIONAL PERFORMANCE MEASUREMENT
3 Semester Credit Hours
Prerequisite(s): MGT 130 Organizing Board Practicum
Description: This course provides a comprehensive, management-focused study of how business statistics are used to supervise, evaluate, and improve organizational production once an effective structure is in place. Building on the organizational design principles introduced in MGT 120, students learn how to identify, construct, and analyze meaningful statistics aligned with an organization’s purpose, Valuable

Final Products (VFPs), and divisional responsibilities. Emphasis is placed on management by statistics, including the use of gross divisional statistics, stat books, trend analysis, and condition formulas to accurately assess performance, maintain real-time visibility, and determine appropriate corrective or reinforcing actions. Through applied exercises, charting and graphing projects, and scenario-based analysis, students develop the ability to monitor post-to-post production, diagnose operational breakdowns, and coordinate effective action plans that improve productivity and support stable expansion. By the end of the course, students will be able to use statistical data as a primary management tool to guide decision-making, supervise organizational performance, and ensure continued progress toward the organization's ideal scene.

Student Learning Outcomes:
1. Students will be able to apply fundamental knowledge of statistical information to analyze and manage organizational productivity.
2. Students will be able to create organizational statistics aligned with valuable final products (VFPs) that accurately reflect progress toward or away from the ideal scene, avoiding distortion or misrepresentation.
3. Students will be able to identify and track Gross Divisional Statistics (GDS) and isolate key statistics that require attention, based on production performance and organizational structure.
4. Students will be able to use technology and statistical best practices to chart, graph, and present statistics in a format that enables real-time visibility and supports informed management decisions.
5. Students will be able to analyze statistical trends to identify areas requiring improvement or reinforcement.
6. Students will be able to correctly assign and apply condition formulas to individual and group statistics, ensuring proper gradient handling and continuation of successful actions without skipping actions.
7. Students will be able to develop and implement action plans that align with condition formulas and statistical data, using them to coordinate team actions that improve production and raise statistical performance.
8. Students will be able to execute complex statistical analysis across multiple statistics, producing condition assessments, rationales, and recommended actions for performance improvement across the organization.

MGT 120

ORGANIZATIONAL STRUCTURE AND DESIGN

3 Semester Credit Hours

Prerequisite(s): MGT 110 Management Fundamentals

Description:
This course provides a comprehensive study of how organizations are intentionally designed, structured, and coordinated to achieve maximum productivity and expansion. Grounded in the Hubbard College of Administration (HCA) Management System, students learn the principles of organizing, the sequence of growth, and the creation of clearly defined production flows that align with an organization's purpose and Valuable Final Product (VFP). Through practical

exercises, organizing board design projects, and scenario-based simulations, students will learn how to construct effective structures for businesses of any size, from startups to multi-department enterprises. Emphasis is placed on the functions of each organizational division, the sequencing of work, the chain of command, and the executive responsibility required to maintain structural integrity through periods of change. By the end of the course, students will be able to design complete organizing boards, assign roles and functions, plan phased expansion, and correct common organizational breakdowns—ensuring stable growth, improved efficiency, and aligned teamwork across all operations.

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

MGT 130

ORGANIZING BOARD PRACTICUM

3 Semester Credit Hours

Prerequisite(s): MGT 120 Organizational Structure and Design

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

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

MGT 150
PERFORMANCE MANAGEMENT PRACTICUM
3 Semester Credit Hours
Prerequisite(s): MGT 140 Organizational Performance Measurement
Description: This course is a hands-on practicum designed to give students extensive experience applying the statistical concepts and tools learned in MGT 140 Through a series of structured practice assignments, students build a complete Book of Statistics for multiple companies across varied business contexts, including sales, production, service, and administrative operations. Students practice reviewing organizing boards and valuable final products, designing statistics that accurately measure production, selecting appropriate statistical measures, constructing properly scaled graphs, and interpreting statistical information for management decision-making. Emphasis is placed on accuracy, clarity, and the correct use of statistics as tools for analysis and production monitoring. The course culminates in the design and construction of a full Book of Statistics for a student-selected business, along with a final capstone presentation demonstrating mastery of applied business statistics.
Student Learning Outcomes: 1. Students will be able to create and graph statistics manually and using computer-based tools, ensuring accurate measurement of production aligned to the organization's Valuable Final Products (VFPs) at the individual, departmental, divisional, and organizational levels. 2. Students will be able to construct a comprehensive corporate statistical portfolio

(Book of Statistics) that standardizes operational performance measures across multiple business entities.
3. Students will be able to analyze statistics to identify trends, determine the approach to or departure from the ideal scene, and isolate the key statistics that require handling.
4. Students will be able to assign conditions to statistics based on multi-week trend patterns, and demonstrate the ability to correctly apply conditions in sequence without skipping steps or interrupting successful actions.
5. Students will be able to write and execute full condition formulas, including complete action plans that outline the specific actions required for each step of the formula implementation, tied directly to statistical performance.
6. Students will be able to apply statistical management techniques across a variety of organizational types, ensuring that all statistics and condition applications align with the VFPs of the business and its divisions.

FIN 200

PERSONAL FINANCIAL PLANNING AND MANAGEMENT

3 Semester Credit Hours

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

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

Student Learning Outcomes:
1. Students will be able to analyze foundational mechanisms of macro- and micro-personal finance structures.
2. Students will be able to evaluate personal financial tools and asset accounts for alignment with individual wealth management strategies.
3. Students will be able to construct personal financial budgets and asset allocation frameworks based on individual financial targets.
4. Students will be able to apply strategies to manage debt, improve credit standing, and strengthen long-term financial stability.
5. Students will be able to develop and implement investment strategies to support long-term financial growth and wealth building.
6. Students will be able to construct and manage a personal financial plan, including budgeting, cash flow management, net worth assessment, and long-term

financial goal setting.
7. Students will be able to apply basic tax awareness and personal financial documentation practices, including understanding common tax forms and organizing records for reporting purposes.
8. Students will be able to apply HCA Management System financial principles, including Financial Planning #1 (FP #1), financial allocation, and solvency strategies, to support personal financial stability and long-term planning.
9. Students will be able to demonstrate proficiency in the use of accounting software to establish, manage, and maintain financial systems.

MKT 200

PRINCIPLES OF VISUAL COMMUNICATION AND CONSUMER PERCEPTION

3 Semester Credit Hours

Prerequisite(s): ENT 210 Entrepreneurial Leadership and Venture Creation - Part II

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

Student Learning Outcomes:
1. Students will be able to analyze the fundamentals of visual design to differentiate between effective and ineffective messaging across media contexts.
2. Students will be able to analyze how core design principles—including composition, contrast, and emotional tone—influence audience perception and psychological response.
3. Students will be able to analyze how visual messaging shapes consumer perception, brand identity, and cultural interpretation.
4. Students will be able to design visual communication materials using core design principles for business contexts.
5. Students will be able to apply strategic design thinking and ideation techniques to construct foundational visual assets.
6. Students will be able to evaluate the impact of visual messaging on consumer behavior through the application of media literacy and advertising analysis frameworks.
7. Students will be able to examine ethical considerations in visual communication, specifically regarding message representation and the responsible use of visual influence.
8. Students will be able to explain how visual messaging and media consumption habits shape professional perceptions and organizational behavior.

MKT 630

PUBLIC RELATIONS INFLUENCE AND SALES STRATEGY

3 Semester Credit Hours

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

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

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

MKT 320

SALES STRATEGY AND METHODOLOGIES

3 Semester Credit Hours

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

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

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

MKT 610

STRATEGIC BRANDING AND INTEGRATED VISUAL COMMUNICATION

3 Semester Credit Hours

Prerequisite(s): MGT 610 Operations Evaluation and Performance Improvement

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

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

to formulate visual communication strategies that support integrated marketing and branding objectives.
6. Students will be able to evaluate the influence of media and visual messaging on consumer behavior through the application of media literacy and advertising analysis frameworks.
7. Students will be able to analyze foundational marketing principles and the marketing mix to build deep customer trust.
8. Students will be able to evaluate marketplace structures by conducting segmentation, identifying target publics, and calculating return on marketing investment (ROMI).
9. Students will be able to design market research and brand positioning frameworks to develop a clear, compelling brand identity.
10. Students will be able to synthesize marketing, PR, and sales functions into a unified growth strategy grounded in branding architecture and market analysis.

HRM 610

STRATEGIC HUMAN CAPITAL AND WORKFORCE SYSTEMS

3 Semester Credit Hours

Prerequisite(s): MGT 610 Operations Evaluation and Performance Improvement

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

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

9. Students will be able to evaluate workforce analytics and HRIS data to forecast staffing needs and align human capital strategy with corporate objectives.

MGT 400
STRATEGIC MANAGEMENT
3 Semester Credit Hours
Prerequisite(s): BUS 350 Business Performance Evaluation and Improvement
Description: This course develops advanced competence in strategic management through the study of long-range planning, competitive positioning, policy alignment, implementation sequencing, and organizational direction. Students integrate prior business learning to evaluate complex conditions and produce strategic recommendations aligned with enterprise objectives.
Student Learning Outcomes: 1. Students will be able to design the Administrative Scale to align organizational purpose with strategic objectives, business development, and revitalization efforts. 2. Students will be able to formulate long-range organizational goals and evaluate the hierarchical seniority of purpose over policy within a strategic framework. 3. Students will be able to formulate organizational policies that align with ethical standards, broader corporate goals, and operational requirements. 4. Students will be able to apply operational planning tools—including orders and target hierarchies—to achieve defined strategic milestones. 5. Students will be able to define "Ideal Scenes" using statistical indicators and goal-related metrics to measure organizational health. 6. Students will be able to formulate complex strategic plans and programs using optimal sequencing and program maxims to support large-scale initiatives. 7. Students will be able to apply advanced project management methodologies using compliance reporting and tracking systems. 8. Students will be able to architect standardized operational systems, including SOPs, checklists, and digital workflows, to enhance consistency and control. 9. Students will be able to appraise business project systems based on appropriate technologies and management tools for diverse strategic projects.

CONS 610
STRATEGIC MANAGEMENT CONSULTING
3 Semester Credit Hours
Prerequisite(s): MIS 610 Enterprise AI Systems and Strategic Integration
Description: This course prepares graduate students to apply management consulting principles in complex business environments. Students examine consulting firm strategy, client analysis, advisory frameworks, organizational diagnostics, engagement design, implementation planning, and long-term client value creation through structured consulting methodologies.
Student Learning Outcomes: 1. Students will be able to evaluate profitable industry verticals using market research and trend analysis to focus consulting efforts.

2. Students will be able to design executive positioning and thought-leadership strategies to attract high-value consulting clients and stakeholders.
3. Students will be able to design outreach seminar and workshop strategies to build organizational awareness and interest.
4. Students will be able to formulate client conversion strategies for consulting engagements through structured relationship management.
5. Students will be able to design personalized advisory frameworks tailored to specific organizational needs.
6. Students will be able to architect recurring revenue models, including retainers and subscription-based consulting, to ensure business sustainability.
7. Students will be able to design client retention and expansion strategies to maximize lifetime value and service impact.
8. Students will be able to design consulting firm operating models that integrate financing, legal structure, staffing, and organizational design.
9. Students will be able to design professional learning environments and client supervision frameworks that support knowledge application and retention.
10. Students will be able to design high-level workshop and learning engagement frameworks to resolve service delivery challenges and support client satisfaction.

MKT 620

STRATEGIC MARKETING AND MARKET EXECUTION

3 Semester Credit Hours

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

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

Student Learning Outcomes:
1. Students will be able to architect integrated strategies across marketing, public relations, and sales to drive engagement across B2C and B2B contexts.
2. Students will be able to appraise specialized marketing tactics across traditional, digital, and influencer-based channels to achieve specific organizational objectives.
3. Students will be able to develop comprehensive marketing strategies and plans for products and services that align brand messaging with audience needs and delivery channels.
4. Students will be able to construct strategic marketing budgets that account for ROI expectations, resource constraints, and media-mix optimization.
5. Students will be able to design integrated promotional schedules that align product launch timelines with multi-channel media planning.
6. Students will be able to design full-funnel digital marketing strategies to manage the customer journey from awareness and engagement to conversion and retention.
7. Students will be able to leverage CRM systems and central files to execute

automated multi-channel sequences, including email newsletters and drip campaigns.
8. Students will be able to formulate paid media and search strategies (SEO/SEM) utilizing display, social, and remarketing channels to drive targeted digital traffic.
9. Students will be able to apply advanced digital tools and AI optimization for audience segmentation, retargeting, and performance-based automation.
10. Students will be able to analyze campaign performance and ROI using specialized analytics tools to identify KPIs and drive data-informed strategic optimizations.

PUB 310

STRATEGIC PUBLIC RELATIONS AND PROFESSIONAL COMMUNICATION

3 Semester Credit Hours

Prerequisite(s): MKT 310 Digital Marketing Strategy

Description:
This course develops student competence in strategic public relations and professional communication. Students study stakeholder messaging, reputation management, communication planning, outreach systems, and public-facing content development in order to support organizational credibility, influence, and long-term brand strength.

Student Learning Outcomes:
1. Students will be able to analyze the foundational laws and functions of public relations in managing reputation, building stakeholder trust, and supporting organizational strategy.
2. Students will be able to design comprehensive PR strategies that integrate detailed budgets, promotional schedules, and targeted outreach to achieve specific business objectives.
3. Students will be able to evaluate reputation management programs using stakeholder assessments, safe-pointing strategies, and feedback-loop systems to protect brand equity.
4. Students will be able to produce professional public-facing content, including press releases and strategic statements, formatted for multi-channel media distribution and digital engagement.
5. Students will be able to design PR event and presentation frameworks using advanced visual communication tools and business etiquette standards.
6. Students will be able to formulate strategic partnership frameworks for media, sponsorship, and affiliate relationships across diverse forums.
7. Students will be able to design customer-centric service strategies utilizing research tools and surveys.
8. Students will be able to deliver professional public speeches tailored for corporate, academic, and public settings, demonstrating mastery of verbal delivery, presentation design, and cross-platform etiquette.

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 skill 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, "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 submitted with the application. Failure to provide an official transcript at the time of application will result in the application being considered incomplete, and the student will not be admitted. This requirement does not apply to current high school students who have not yet graduated (see below).

Exception for Unavailable High School Transcripts

If official high school transcripts are unavailable due to unforeseen circumstances such as school closure, lost or destroyed records, or the age of the records, the applicant must attest, in writing, that a reasonable and good faith effort was made to obtain the transcripts but was unsuccessful. In such cases, the applicant may submit a copy of their high school diploma, as required in (2) above. In the event the diploma is also unavailable, the applicant may instead provide an attestation or letter on official letterhead from the high school or its successor entity confirming graduation. The College reserves the right to request additional documentation to verify the authenticity of submitted materials.

Provisional Acceptance (Current High School Students):
High school students who have not yet graduated and are therefore unable to submit a final official high school transcript with their application may be eligible for provisional acceptance, provided all other admission criteria are met. High

school students seeking provisional acceptance must submit their most recent official transcript with the application.

Final official transcripts confirming high school graduation must be submitted within 20 days of the start of the term in which the student first enrolls. Final official transcripts must clearly indicate the date of graduation and accurately reflect the academic information submitted in the student's application. Failure to submit the final official transcript by the deadline noted above will result in **withdrawal from the program**.

4. Academic Performance Review. An evaluation of the applicant's past coursework, academic performance and academic trends is conducted as part of the application process. While the College does enforce a specific GPA threshold, factors such as GPA, course rigor, and academic performance are considered as part of the entire application process.

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

6. Personal Statement. All applicants should submit a personal statement (without utilizing a third-party generative artificial intelligence (AI) program, such as ChatGPT or 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.

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

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

9. Technology Requirements:

    a. Completion of the College technology questionnaire.

b. Attestation of the required technology:

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

- Laptop
- Internet connection
- Speakers
- Webcam
- Microphone

2. Minimum software requirements:

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

13. Admissions Timeline.

    - Admissions decisions will be made on a rolling basis, and applicants are encouraged to apply by the stated deadlines to ensure full consideration.

    - Admission Acceptance or Non-Acceptance — Applicants will be notified of their acceptance or non-acceptance status within four (4) weeks of submission of a completed application.

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

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

Undergraduate Degree.

a. A minimum total score of **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 skill 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)

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

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

    Master's Degree.

    a) A minimum total score of **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: 630 Chestnut Street, Suite 100
Clearwater 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 in the College Catalog, which is also available online for students to access and review prior to signing this Enrollment Agreement.

By signing this Enrollment Agreement, the student acknowledges he/she has reviewed the College's website at www.hcatampabay.org and the College Catalog, and agrees to the policies, procedures, regulations and academic requirements set forth therein.

Program Title: This Enrollment Agreement governs the student's enrollment and the degree awarded upon successful completion of the following program: (Check Applicable)

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

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

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

Program Type: (Check Applicable) _____Undergraduate _____Graduate

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

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

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

_____ Master'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. (See AP 5.13.3, "Procedure for Submission of Official Transcripts for Transfer Credit Review" for details on the procedure to submit transcripts for timely review.)

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

For on-time progress, undergraduate students must enroll in 12 semester credit hours (for full-time students) or 6 semester credit hours (for part-time students); graduate students must enroll in 9 semester credit hours (for full-time students) or 3 semester

credit hours (for part-time students). Both part-time and full-time students must enroll in at least three (3) terms per academic year.

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.

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 Date: The following estimates for completion of each College program are based on *minimum credit requirements* for full-time and part-time students. The College 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 4 terms and approximately 10 terms for part-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:

TUITION SCHEDULE (FOR ALL DEGREE TYPES)

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.

Delinquent Balances for Continuing Students:

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

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

C) **Past Debts:** Prior to beginning coursework in a new term, students must satisfy all due/delinquent amounts owed to the College. For instance, if a student is assessed a one-time fee during a term, the student is responsible for paying the fee by the indicated due date. Failure to do so may result in a course-initiation hold until the balance is paid in full. This applies to all student financial obligations, including unpaid tuition, fees and/or fines. Students are encouraged to review the College Fee Schedule regarding any fees which may be assessed in addition to tuition. The College shall not place holds on student requests for transcripts, grades, or diplomas because of unpaid student debts.

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

Program Fees and Cost Estimates: The student acknowledges the following applicable fees and cost estimates, some of which are one-time and some of which are

recurring, as indicated below. Where certain fees or costs are not mandatory, and may not be applicable, the appropriate box is designated “N/A.” Certain fees and costs, as identified below, are not received by the College, but are instead paid to the third parties.

FEE SCHEDULE (FOR ALL DEGREE TYPES)

Fee Type	Refundable/Nonrefundable	Frequency	Cost
Application Fee	Nonrefundable (unless cancelled within 5 calendar days of enrollment agreement and before the start of the term)	One-time	$75.
One-Time Enrollment Fee	Nonrefundable (unless cancelled within 5 calendar days of enrollment agreement and before the start of the term)	One-time	$75.
Library Service Fee*	Nonrefundable (unless cancelled within 5 calendar days of enrollment agreement and before the start of the term)	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	Nonrefundable	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	Nonrefundable	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 Reductions for Qualified Students: The College offers tuition discounts to eligible students who are part of well-defined groups: ***

A) **Students who are employees of the College**: Students who are active, full-time employees of the College are eligible for a tuition reduction of 25%. The student must have been employed full-time for a minimum of one year to qualify for the tuition reduction.

B) **Students with Immediate Family Members Currently Enrolled at the College:** Students who have immediate family members currently enrolled in a full-time program at the College and paying tuition are eligible for a tuition reduction of **10%.**

C) **Students with Immediate Family Members who are Active Employees of the College:** Students who have immediate family members who are active, full-time employees of the College are eligible for a tuition reduction of **25%.** The employee must have been employed full-time for a minimum of one year for the student to qualify for the tuition reduction.

D) **Students whose Immediate Family Member(s) are College Alumni (Graduates):** Students whose immediate family member(s) are alumni (graduates) of the College are eligible for a tuition reduction of **10%.**

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, enrollment fees, graduation fees and fines.

To qualify, students must be enrolled full time, be in good academic standing, and must submit the Tuition Fee Reduction Application during the registration period for the upcoming term. These discounts are not retroactive and cannot be combined with any other reductions and/or scholarships.

***All eligibility criteria, as well as restrictions and exclusions, are detailed in BP 3.07.3, “Reduction of Student Tuition and Fees.” Approved students will receive written notice of both the discounted tuition amount and the full, non-discounted tuition for the applicable term. Non-discounted tuition prices are also reflected above, in the section entitled “Student Tuition Cost.”

Scholarships for Qualified Students: The College offers institutional scholarships funded through private sources to eligible students based on either demonstrated financial need or academic merit.

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

- Merit-Based Scholarships are awarded to students based on academic performance, leadership experience, community service, and other measures. Applicants must submit a merit scholarship application, including relevant documentation. Awards are determined using a standardized evaluation rubric that assigns point values to each category. The total score determines eligibility and scholarship amount, expressed as a percentage of tuition assistance.

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

if awarded a scholarship: The student received a Scholarship Award Letter, including the scholarship type (need-based/merit-based), the scholarship amount, terms, and conditions. The student understands that continued eligibility for the scholarship(s) is contingent upon meeting the terms outlined in the Scholarship Award Letter, including maintaining required academic and enrollment standards.

if not awarded or did not apply: The student either did not qualify for or chose not to apply for institutional scholarships and understands that no institutional scholarship funds will be applied to their tuition.

All institutional scholarship awards are nontransferable and subject to change or revocation if the student no longer meets eligibility requirements.

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 Students and Refund Schedule

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

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

(A) The application fee (not to exceed $75);
(B) A one-time enrollment fee (not to exceed $75); and
(C) Any library service fees provided by a third-party service.

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

Tuition Refund Schedule:

Cancellation after attendance has begun, through 20% completion of the term, will result in a pro rata tuition refund computed on the number of days of the term completed to the total number of days of the term.

Cancellation after completing more than 20% of the days of the term will result in no refund of tuition.

Tuition Refund Example:

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

Determining Withdrawal Dates. When calculating the refund due to a student**,** the last date of actual attendance by the student is used in the calculation unless 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 per BP 2.04.7, "Standards for Satisfactory Academic Progress," a determination by the College that a student has violated BP 2.05.2, the "Student Code of Conduct" or BP 2.05.3, "Student Code of Academic Integrity," a failure to meet 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 above. If a student who is receiving a tuition reduction withdraws and is eligible for a tuition refund, the refund will be calculated based on the discounted tuition amount, not the full tuition amount. For more information, please see BP 2.04.5, "Student Cancellation of Enrollment and Refund Policy" found in the College Catalog on the College's website.

Books and Materials: Upon cancellation of enrollment, a student whose tuition has been paid in full, but who is not entitled to a refund, is entitled to receive all materials that have been paid for and would otherwise be available to them. If cancellation occurs prior to a student's anticipated start date, the student is also entitled to a refund 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, J.J. Lo Bue, DBA at jlobue@hcatampabay.org.

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

The Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
(888) 224-6684

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

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

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

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

Student's Name: _____

Signature: _____ Date: _____

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

Signature of Legal Representative: _____ Date: _____

HCA TB Representative: _____ Date: _____

Enrollment, On-Time Progress, and Academic Activity

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

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

Minimum & Maximum Credit Hours:

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

Full-time students are limited to enrolling in a maximum of 18 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 a student may seek to transfer.

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

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

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

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

(Reference: BP 5.13.2 TRANSFER CREDIT ACCEPTANCE POLICY)

It is the policy of the College to permit the transfer of prior undergraduate 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).

Right to Appeal Transfer Credit Decisions

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

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

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

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

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

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

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

Procedure for the Appeal of Transfer Credit Decisions

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

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

Prior to submitting an Appeal:

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

Purpose of the Appeal:

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

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

How to Submit an Appeal:

To initiate an appeal, students must submit a written request to the Office of Admissions within 30 calendar days of receiving their official transfer credit evaluation. The appeal must include:

- A clear summary identifying the specific course(s) for which transfer credit was limited or denied;
- A statement describing the specific policy violation or inconsistency in the evaluation process;
- Supporting documentation, such as course catalogs, syllabi, official transcripts, third-party credential evaluations (for international coursework), etc.

The Office of Admissions will review the appeal in conjunction with the appropriate academic or administrative personnel. A written decision will be issued within 15 business days of receipt of a complete appeal. The written decision will indicate whether the appeal was 1) accepted or 2) denied; It will also briefly state the reason(s) for acceptance or denial. The outcome of the appeal review is final and may not be further contested within the institution.

Credit for Prior Learning/Challenge Examinations

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

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

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

Transfer Credits: Transfer credits are credits from other institutions based on completed coursework and grades and are distinct from credits for prior learning and credits earned through completion of challenge examinations or standardized tests. The College permits the transfer of prior undergraduate 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 Calendars

The 2025-2026 Academic Calendar and the 2026-2027 Academic Calendar appear on the following pages.

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)

September 2025

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

October 2025

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

November 2025

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

WINTER TERM (2)

December 2025

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

January 2026

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

February 2026

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

SPRING TERM (3)

March 2026

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

April 2026

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

May 2026

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

SUMMER TERM (4)

June 2026

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

July 2026

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

August 2026

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

2025-2026 Academic Calendar 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 Withdrawals and Leaves of Absence, BP 4.12.5 Course Extension and Incomplete Grade Policy and BP 2.04.5 Student Cancellation of Enrollment and Refund Policy

HUBBARD COLLEGE OF ADMINISTRATION OF TAMPA BAY 2026-2027 ACADEMIC CALENDAR

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

FALL TERM (1)

September 2026

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

October 2026

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

November 2026

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

WINTER TERM (2)

December 2026

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

January 2027

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

February 2027

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

SPRING TERM (3)

March 2027

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

April 2027

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

May 2027

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

SUMMER TERM (4)

June 2027

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

July 2027

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

August 2027

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

2026-2027 Academic Calendar Important Dates and Deadlines

	Fall Term (1)	Winter Term (2)	Spring Term (3)	Summer Term (4)
Application Deadline:	July 1, 2026	October 1, 2026	January 4, 2027	April 1, 2027
Enrollment Period Opens:	August 3, 2026	November 2, 2026	February 1, 2027	May 3, 2027
Enrollment Period Closes:	August 17, 2026	November 16, 2026	February 15, 2027	May 14, 2027
Tuition/Fees Payment Deadline:	August 18, 2026	November 18, 2026	February 18, 2027	May 18, 2027
Late Enrollment and Payment Deadline: *	August 31, 2026	November 30, 2026	Feb 28, 2027	May 30, 2027
Term Begins:	September 1, 2026	December 1, 2026	March 1, 2027	June 1, 2027
Last Day to Initiate a New Course:	November 17, 2026	February 16, 2027	May 17, 2027	August 16, 2027
Course Extension/Incomplete Grade Request Deadline:	November 25, 2026	February 24, 2027	May 26, 2027	August 25, 2027
Term Ends:	November 30, 2026	March 1, 2027	May 30, 2027	August 30, 2027
Incomplete Grade Period Ends:	December 7, 2026	March 8, 2027	June 7, 2027	September 7, 2027

* 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 Withdrawals and Leaves of Absence, BP 4.12.5 Course Extension and Incomplete Grade Policy and BP 2.04.5 Student Cancellation of Enrollment and Refund Policy

Academic Unit of Measurement

(Reference: BP 4.12.8 ACADEMIC UNIT OF MEASUREMENT)

Academic 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 this policy is to identify standards for passing and failing grades, and to explain the calculation of grade points and grade point average for students to better understand how their academic achievement and progress will be measured. This policy also identifies circumstances under which courses may be repeated, course grades may be appealed, and how students will be notified of their course grades.

Passing Grades: All students are expected to earn passing grades in all courses 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).

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

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

Assessment Framework:

Assessment Grading: Quizzes, knowledge checks, essays, and practice tasks are graded pass/fail basis for completion and feedback purposes. They do not count toward the final course grade but must be completed. These assessments are reviewed by the course instructor prior to being returned to the student to ensure accuracy and consistency in grading. If a student does not earn a "pass" on a non-capstone assessment (defined as a score of 80% or above), the instructor will provide targeted feedback, identify specific areas for restudy, or assign corrective work. Corrective measures may include additional practice assignments, guided study, or instructor-led coaching and tutoring, all of which must be completed to earn a "pass" for that assessment and to progress in the course.

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

- The Capstone Assessment counts as 100% of the final course grade.
- A score of 80% or higher is required to pass the Capstone Assessment and the course.
- The Capstone Assessment score, once recorded, is the student's official final grade for the course.
- If corrective mastery work is required (for students scoring between 80-99% on the Capstone Assessment) it does not alter the final grade.

Correction

Students who pass the Capstone Assessment but do not achieve an initial Capstone Assessment score of 100%, are required to complete corrective work to show *mastery* of all listed learning outcomes before progressing to the next course. In this context, *mastery* is the subsequent demonstration by the student that all previously incorrect or incomplete responses have been corrected and that the underlying concepts are now understood. This corrective work does not change the recorded final grade.

Notification of Grades: Notification of outcomes for pass/fail assessments, exams, and assignments will be provided to students within a prompt and reasonable timeframe. Non-capstone assessments are typically reviewed and returned to students within five (5) business days of submission, along with any required feedback or corrective instructions. Capstone Assessments are reviewed and returned within ten (10) business days of completion, including notification of the final grade and any required mastery-based correction assignments. Students can view and access their assessment outcomes and course grades through the College's secure online portal at any time during their enrollment.

Appeals: 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 during the admissions process. Upon enrollment, students are issued institutional credentials with Single Sign-On (SSO) and multi-factor authentication, which serve as the ongoing means of

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

2. Assessments, Examinations, and Student Verification.

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

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 or 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 password are required to use email verification or other MFA (multi-factor authentication) methods.
D) Students who have forgotten their password are required to use email verification or other MFA (multi-factor authentication) methods to regain access to their account.

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

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 and Refund Policy." After signing an Enrollment Agreement, students have five (5) 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 or 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 5 calendar days of enrollment)	One-time	$75
One-Time Enrollment Fee	Nonrefundable (unless cancelled within 5 calendar days of enrollment)	One-time	$75
Library Service Fee*	Nonrefundable (unless cancelled within 5 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
Student ID/ID Replacement Fee	Nonrefundable	N/A	$25
Returned Check Fee	Nonrefundable	N/A	$35
Library Late Fee	Nonrefundable	N/A	$10
Reactivation Fee (after formal leave of absence)	Nonrefundable	One-time	$50

Fee Type	Refundable/ Nonrefundable	Frequency	Cost
One-week Course Extension Fee 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. This policy establishes the deadlines and procedures for payment of tuition and fees, and addresses the consequences of unpaid tuition and balances for various fees, ensuring financial accountability and clarity for all students at the College.

Enrollment Period: The Enrollment Period for new and continuing students of the College begins approximately one month before the start of each term and lasts approximately two weeks. The purpose of the Enrollment Period is for students to indicate their intent to begin or continue in a college program, to indicate whether they intend to begin or continue on either a full-time or part-time basis, to complete the necessary paperwork, and finalize tuition payment and fee payments for the upcoming term. For specific dates, students are encouraged to consult the College's academic calendar and other resources available on the College's website.

Tuition Payment Deadline: Applicable recurring fees (i.e., the Library Service Fee, Technology Fee, and Student Activity Fee) are to be paid concurrently with tuition. For new students, payment of a one-time "Enrollment Fee" is also paid concurrently with tuition. Tuition and fees for each term are due by the end of the Enrollment Period, approximately two weeks before the start of the term (the "Tuition Payment Deadline"). The College issues a billing statement to the student's account, detailing tuition and fees for the upcoming term. Due dates for timely payment will also be provided to the student on the billing statement. The Tuition Payment Deadline is also reflected on the Academic Calendar. Tuition payment must be made in full, and installment plans and/or payment plans are not offered.

Failure to Pay by Deadline: Failure to pay tuition and fees by the Tuition Payment Deadline will result in the inability to initiate new courses in the upcoming term until the outstanding balance is paid in full. Students will also be restricted from accessing academic resources, including course materials and online platforms. Students should note that the inability to initiate a new course during a term as a result of failure to pay tuition and fees may impact College requirements for Enrollment, On-time Progress and Academic Activity, as described in BP 2.04.10.

Enrollment: Students who enroll in an upcoming term after the Enrollment Period and Tuition Payment Deadline, are allowed a grace period lasting until the day before the start of a term to pay their tuition and fees. An additional 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 Payment Deadline in order to avoid late fees.

Past Debts: Prior to beginning coursework in a new term, students must satisfy all due/delinquent amounts owed to the College. For instance, if a student is assessed a one-time fee during a term, the student is responsible for paying the fee by the indicated due date. Failure to do so may result in a course initiation hold until the balance is paid in full. This applies to all student financial obligations, including unpaid tuition, fees and/or fines. Students are encouraged to review the College Fee Schedule regarding any fees which may be assessed in addition to tuition. The College shall not place holds on student requests for transcripts, grades, or diplomas because of unpaid student debts.

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

Late Fees: Late fees may also be assessed for unpaid administrative fees and fines which are incurred during a term. Students will receive an initial notification of any outstanding fee or fine via their official college email. This notification will include the amount due, the due date, and instructions for payment. If the fee or fine remains unpaid after the due date, a reminder notice will be sent, and a late fee will be assessed.

Reduction of Student Tuition and Fees

(Reference: BP 3.07.3 REDUCTION OF STUDENT TUITION AND FEES)

The purpose of BP 3.07.3, “Reduction of Student Tuition and Fees” is to outline the conditions under which tuition reductions are granted to eligible students. This Policy aims to support the College community by providing financial relief to prospective students who are active, full-time employees of the College; students whose immediate family member(s) are currently enrolled at the College; students whose immediate family member(s) are active employees of the College; or students whose immediate family member(s) are College alumni (graduates) of the College. These reductions reflect the College’s commitment to supporting employees, students, staff, alumni, and the families of the College community, making education more accessible and affordable. This policy applies to students enrolled in a **full-time program** at the College who meet the eligibility criteria outlined below.

1. **Definitions**:

Active Employee: An individual who is currently employed by the College on a full-time basis for a minimum of one year.

Immediate Family Member: For the purposes of this policy, an immediate family member includes parents, legal guardians, spouses, siblings, and children.

Alumni (Graduates): Individuals who have successfully completed a degree program of the College and graduated from the College.

Currently Enrolled Students: Students who are actively enrolled and attending classes in a degree program of the College on a full-time basis.

2. **Tuition Reduction Eligibility Criteria**: All students who meet one or more of the criteria identified in this Policy are eligible for a tuition reduction. All applicants are evaluated equally across the same criteria for evaluation. Approval for reduced tuition is not based upon the timing or method of payment.

   A) **Students who are employees of the College**: Students who are active, full-time employees of the College (as defined above) are eligible for a tuition reduction of 25%.

   B) **Students with Immediate Family Members Currently Enrolled at the College**: Students who have immediate family members (as defined above) currently enrolled in a full-time program at the College and paying tuition are eligible for a tuition reduction of **10%.**

   C) **Students with Immediate Family Members who are Active Employees of the College**: Students who have immediate family members (as defined above) who are active, full-time employees of the College are eligible for a tuition reduction of **25%.** The employee must have been employed full-time for a minimum of one year for the student to qualify for the tuition reduction.

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

3. **Restrictions and Exclusions**:

   A) **Non-Combinability**: Tuition reductions cannot be combined with any other reductions and/or scholarships. Students will receive the highest single reduction for which they are eligible.

B) **Non-Retroactivity**: Reductions cannot be applied retroactively. Applications must be submitted and approved prior to the start of the academic term.

C) **Full-Time Enrollment**: Reductions apply only to students enrolled full-time. Part-time students are not eligible for these tuition reductions.

D) **Good Academic Standing**: To remain eligible, students must maintain "satisfactory 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. (See BP 2.04.7: "Standard for Satisfactory Academic Progress" for more information.)

F) **Units Required for Graduation**: Eligibility is lost once a student has reached the total number of completed credits required for graduation in the degree program in which they are enrolled.

G) **Basis for Reduction of Tuition**: Tuition reduction is calculated based on the current cost of tuition (per term) for the program in which the student is enrolled.

H) **Additional Fees Not Subject to Reduction**: Tuition reductions apply only to tuition and do not cover other expenses including, but not limited to, labs, material fees, textbooks, technology fees, enrollment fees, graduation fees and fines.

4. **Renewal and Duration**: Tuition reductions are granted for one academic term and must be renewed by term. Continued eligibility must be demonstrated each term through the resubmission of an updated application form and supporting documentation.

5. **Maintenance of Records**: The College maintains verifiable records including detailed and complete data for all students who have applied for and received 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.

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 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 the applicant, their current position and their employment start date.

8. **Submission and Approval**: The completed application form must be submitted to the Director of Student Enrollment during the 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 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 this policy is to put students on notice of options for terminating their enrollment and/or seeking a refund. Such requests will be honored by the College, subject to the conditions set forth in this policy. Note that additional provisions governing the relationship between the student and the College are contained on the College's website and in the College Catalog, which is available online and accessible before and during a student's enrollment at the College.

1. Cancellation of Enrollment by Student and Refund Schedule:

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

Students requesting cancellation more than five (5) days after signing an Enrollment Agreement, but prior to the start of a term, shall be entitled to a refund of all monies paid other than the following nonrefundable fees:

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

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

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

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

Tuition Refund Schedule:

Cancellation after attendance has begun, through 20% completion of the term, will result in a prorated tuition refund computed on the number of days of the term completed to the total number of days of the term.

Cancellation after completing more than 20% of the term will result in no refund of tuition.

Tuition Refund Example:

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

Determining Withdrawal Dates: When calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless 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. In such cases, the student will be promptly notified in writing, and the notification will be issued prior to the student's scheduled start date. The written notification will identify the incomplete pre-enrollment requirement(s).

(B) Dismissal from the Program. Following a student's start date, the College may also cancel enrollment and terminate an Enrollment Agreement under the following circumstances: where a student has failed to meet Satisfactory Academic Progress per BP 2.04.7, "Standards for Satisfactory Academic Progress," a determination by the College that a student has violated BP 2.05.2, the "Student Code of Conduct" or BP 2.05.3, "Student Code of Academic Integrity," a failure to meet 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. Written notification will be made promptly upon the final determination of dismissal and following the completion of any required reviews or

administrative procedures. The written notification will identify the specific reason(s) for dismissal.

3. Refunds: Any money due to a student will be refunded within thirty (30) days of 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 above. If a student who is receiving a tuition reduction withdraws and is eligible for a tuition refund, the refund will be calculated based on the discounted tuition amount, not the full tuition amount.

4. Books and Materials. Upon cancellation of enrollment, a student whose tuition has been paid in full, but who is not entitled to a refund, is entitled to receive all materials that would otherwise be available to them. If cancellation occurs prior to a student's anticipated start date, the student is also entitled to a refund 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, J.J. Lo Bue, DBA - at jlobue@hcatampabay.org

Course Cancellations

(Reference: BP 4.12.2: COURSE CALCELLATIONS)

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
630 CHESTNUT STREET, SUITE 100
CLEARWATER, 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 scholarship funds or additional revenue). Both endowment revenue and the principal asset may be directed by the donor for the funding of scholarships; and/or

- Donations to the College from alumni, 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.

> *Need-Based Scholarships:* Need-based scholarships shall be assessed using a discernable and consistent economic standard. The College currently utilizes the College Board's CSS Profile to collect standardized financial information from applicants and selected the "Institutional Methodology (IM) Family Contribution" score as the basis for determining financial need and awarding scholarships according to the College's internally developed award grid. The College may, at its discretion, use a comparable third-party service in the future to ensure consistency and fairness in the assessment of financial need.
>
> *Merit-Based Scholarships:* Merit-based scholarships, if awarded, shall be evaluated by qualified individuals using an institution-approved rubric and based upon definable achievement at the time of enrollment or within the program of study.

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 disbursal;

- 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, alumni, and/or donors, will determine scholarship qualifications and recipients based on their qualifications against published written criteria.

B) Nondiscrimination

- Scholarships will only be established in accordance with the strategic interests of the College, with regard to the intent of the donor and in observance of the spirit of antidiscrimination 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 and Award

- All available scholarships and criteria for eligibility 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 the actual reduction in tuition fees that would otherwise be charged by the College;

- 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 be advised to seek financial advice on any tax implications. The College does not make any guarantees regarding the deductibility of any donation. 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 suggested or recommended scholarship amount per student;

10) The academic year in which the scholarship funds are intended to be distributed;

11) Whether the donor will recommend eligibility criteria for the scholarship;

12) Whether the donor will present the scholarship in person.

Terms and 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, returned to the general scholarship fund, 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 at 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.

Receiving, Responding to and Addressing Complaints

(Reference: BP 1.01.8 RECEIVING, RESPONDING TO AND ADDRESSING COMPLAINTS)

The purpose of this Policy is to establish a process for receiving, responding to, and addressing complaints. This Policy is designed to ensure compliance with the Distance Education Accrediting Commission (DEAC) requirements for complaint resolution and is intended to supplement the College's existing policies governing academic integrity and student conduct. This Policy also applies to complaints involving faculty or administrators and any complaints made by students, faculty, administrators, or others who have reasonable grounds to believe the institution is not in compliance with DEAC accreditation standards.

Relationship to Other Policies:

Complaints involving academic misconduct or behavioral conduct will be addressed in accordance with AP 2.05.1, "Procedure for Resolving Complaints, Disciplinary Actions and Appeals." With respect to complaints regarding student conduct that is allegedly violative of Title IX of the Education Amendments of 1972 (Title IX), the federal regulations adopted and in place on the date of the incident(s) shall be used for the purposes of investigating, hearing, resolving and appealing any decisions regarding such complaints.

Complaint Defined:

A complaint is defined as a written statement submitted by any party—including students, faculty, staff, administrators, or members of the public—alleging a violation of College policy, unfair treatment, or noncompliance with applicable accreditation standards, state regulations, or federal laws.

For the purposes of DEAC accreditation, the College also defines a *student complaint* as any written expression of dissatisfaction by a student regarding a policy, decision, service, or action by the institution or its representatives, which the student reasonably believes to be unfair, improper, or in violation of College policy or DEAC standards.

Filing a Complaint:

Student-Initiated Complaints: Students may file complaints in writing by submitting a detailed description of the issue to the Vice President of Student Services (Division 2), via email, mail, or in person. The complaint should include the complainant's name, contact information, a description of the issue, the names of any individuals involved, relevant dates, and any supporting documentation.

Non-Student-Initiated Complaints: Complaints submitted by faculty, staff, administrators, or other parties should be submitted to the Vice President of Human Resources, Information Technology & Internal Affairs (Division 1), where they will be reviewed by the Vice President or their designee.

No party shall be subject to retaliation or adverse action for filing a good-faith complaint.

Acknowledgment of Complaint:

Student Complaints: The Vice President of Division 2 will acknowledge receipt of the complaint in writing within five (5) business days. Complaints will be reviewed by the Vice President of Student Services or their designee, who will initiate an investigation which may include interviews, document review, or other appropriate fact-finding measures.

Non-Student Complaints: The Vice President of Division 1 will similarly acknowledge non-student complaints within five (5) business days. These complaints will be reviewed by the Vice President of Division 1 or their designee, who will initiate an investigation which may include interviews, document review, or other appropriate fact-finding measures.

When a faculty member or administrator is the subject of a complaint, they will be provided a fair opportunity to respond. The College will endeavor to resolve complaints within thirty (30) calendar days from the date received. If resolution takes longer, the complainant will be notified in writing of the reason for the delay and the anticipated timeline for resolution.

Follow-Up and Enforcement:

The College will provide the complainant with written notice of the outcome of the investigation which may include, but is not limited to, a finding of no violation, corrective action, changes in policy or procedure, administrative remedies, educational interventions, disciplinary action, or other measures deemed appropriate based on the findings.

Referral to State Agencies or Accrediting Organization:

Any party may file a complaint with the Florida Commission for Independent Education or the Distance Education Accrediting Commission (DEAC) if they believe the institution has not resolved the complaint satisfactorily or is not in compliance with accreditation standards. Links to the websites for both agencies are included below:

Florida Commission for Independent Education: http://www.fldoe.org/policy/cie/
Distance Education Accrediting Commission: https://www.deac.org

Record Retention:

The College retains complete records of all complaints filed against the institution, its faculty, staff, students, or other associated parties for a minimum of five (5) years from

the date the complaint is filed, or until the completion of the College's next DEAC evaluation cycle, whichever is longer.

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

Note: This list reflects instructors who are actively teaching and those available for future course assignments. Faculty are approved for instructional assignments only after verification of academic credentials, transcripts, continuing education, and institutional requirements.

John Douglas Charles
B.S. Accounting & Business Management, University of Florida
M.B.A., 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

J.J. Lo Bue
B.B.A. (Bachelor of Business Administration), Charisma University
M.B.A. Charisma University
D.B.A. Organizational Leadership, South College

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 Systems, Fielding Graduate University

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

Holly Reiling
B.S. Early Childhood Education, East Carolina University
M.Ed. Reading Education, University of South Carolina

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

10. STAFF

Staff Listing

Ilse Chemaly
Student Enrollment (Division 2)

Jon Pianki
Communications and External Relations (Division 6C)

Debra Ellish
Office of the President

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

Deborah Phelps
HCA Press and Professional Development (Division 6A)

Stefania Spinali
Learning Support Assistant (Division 4)