MILA
COLLEGE

2026 – 2027 ACADEMIC YEAR

Academic Catalog

MILA College

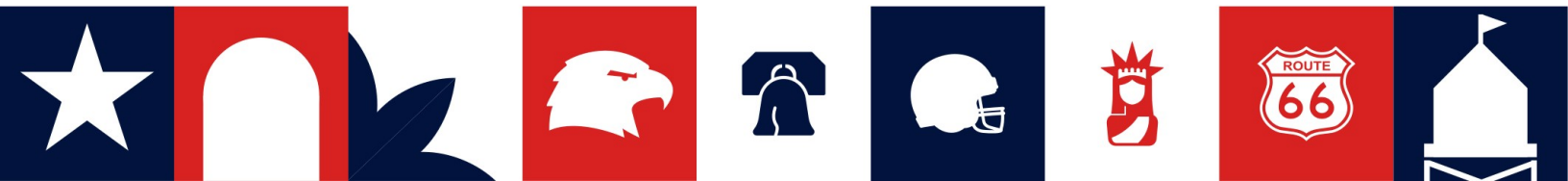
Associate, Bachelor's and MBA programs
in Business Administration · 100% online

MILA College of Higher Education LLC · dba MILA College
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Preface:

The 2026–2027 Academic Catalog is the definitive record of academic programs, institutional policies, and degree requirements at **MILA College**. Serving as a comprehensive resource for current and prospective students, faculty, and administrative staff, this document outlines the foundational principles that govern your academic journey and forms the basis of the educational agreement between the student and the institution.

Within these pages, you will find degree pathways, concentration requirements, and the ethical standards expected of our academic community.

MILA College is dedicated to the advancement of knowledge and the cultivation of ethical leadership. We deliver academic excellence through forward-thinking programs that integrate cutting-edge technology, global perspectives, and sustainable practice. Our faculty are distinguished scholars and industry professionals dedicated to fostering critical thinking, challenging assumptions, and preparing graduates for leadership in a complex, interconnected world.

While academic advisors and administrative staff are committed to supporting your success, the ultimate responsibility for satisfying all graduation and degree requirements rests with the student. We encourage you to thoroughly review the policies, standards, and regulations set forth in this catalog.

Disclaimer*: MILA College reserves the right to change, without prior notice, the rules, policies, fees, curricula, courses, or other matters contained in this catalog. This publication is not to be regarded as an irrevocable contract between the student and the institution.*

A Message from the President

*Welcome to the **MILA College** Community,*

On behalf of our faculty, staff, and leadership, I am delighted to welcome you to MILA College. Whether you are beginning your undergraduate degree, advancing your education as a transfer student, or elevating your career through our graduate programs, you are an integral part of our academic community.

You arrive with distinct ambitions—to master emerging technologies, step into executive leadership, or drive meaningful innovation in your field. Our mission is to provide the academic rigor, applied learning frameworks, and strategic guidance necessary to turn those goals into achievements. This Academic Catalog serves as your foundational roadmap, detailing our degree programs, institutional policies, and student support resources.

I encourage you to review these pages carefully and engage regularly with the academic team or your individual advisor. Understanding the academic requirements outlined here is key to navigating your degree efficiently and maximizing the value of your education.

At **MILA College**, higher education is a collaborative partnership. We provide industry-aligned curricula, distinguished faculty, and an environment dedicated to your success; you bring dedication, inquiry, and drive. Together, we will achieve extraordinary outcomes. We are honored to partner with you on this transformative journey.

Welcome to the **MILA College** family! I wish you immense success in the academic year ahead. Now let's get to work.

Warmly,

Emilio Dias, President and CEO

Part I. General Information

1. General Information

1.1 Purpose

To provide academic excellence in higher education through innovative, forward-thinking programs that integrate cutting-edge technology, global perspectives, and a commitment to sustainability.

1.2 Mission Statement

MILA College is committed to providing academic excellence in higher education through forward-thinking programs that integrate innovation, advanced technologies, and a broad, international outlook.

The institution prepares students from diverse backgrounds to achieve professional success and to engage ethically and responsibly in an increasingly dynamic and interconnected world.

Grounded in academic excellence, high professional standards, and a commitment to meaningful and sustainable impact, MILA College's mission reflects a future-oriented approach to education—one that empowers individuals to make a difference on a global scale.

1.3 Principles

To fulfill this guiding mission, the institution is committed to the following principles:

- Welcome students from diverse backgrounds and strive to educate them in a community committed to academic excellence, mutual respect, and social responsibility.
- Keep faculty members that are committed to active student learning and excellent teaching as their primary responsibilities.
- Keep faculty members that engage in ongoing professional development and public scholarship to strengthen their primary role of teaching.
- Keep faculty, administration, and staff that share the responsibility for working with students as advisors and mentors to nurture their full development.
- Complement the academic curriculum with co-curricular programs and activities that contribute to the career, civic, cultural, and personal development of students.

The administrative structure outlined in section 1.6 is further explained in Section 14 of the catalog, and it represents the framework through which this mission is put into practice.

1.4 Accreditation

MILA College is not currently accredited.

1.5 Facilities

As an online College, MILA College has embraced innovative technology to create a dynamic and engaging virtual learning environment for our diverse student population. Our dedicated faculty and staff work tirelessly to support the educational needs of our students. In compliance with the requirements set forth by the **Florida Commission for Independent Education (CIE)** under Rule 6E-2.004, F.A.C., here is a comprehensive description of MILA College facilities. MILA College campus and administrative offices are located at:

MILA College of Higher Education
Campus and Administrative Office Contact
17070 Collins Avenue, Suites 267–269
Sunny Isles Beach, FL 33160
+1 (850) 971-MILA (6452)

Situated along the vibrant coastal corridor of Miami-Dade County, the facility offers students an ideal learning environment that balances academic focus with convenient access to urban amenities, dining, residential areas, and public transportation. The location provides an inviting atmosphere for both local and international students for future offerings of presential classes.

Physical Layout and Space Distribution

The MILA College campus occupies modern, commercially leased suite (Suites 267–269) designed to support small-group instructional delivery, interactive college learning, and administrative operations. The interior space is logically partitioned into functional academic and operational zones:

- **Reception & Admissions Lounge:** A welcoming entry point for prospective and current students, equipped with administrative assistance, check-in desks, and educational materials.
- **Administrative & Faculty Offices:** Dedicated, private office spaces for campus administration, academic directors, student services advisors, and faculty preparation.
- **Classrooms:** Purpose-built instruction spaces engineered to support maximum teacher-student interaction and small-to-medium class sizes.
- **Student Resource & Break Area:** A comfortable common area designed for student relaxation, collaborative study, networking, and dining breaks between scheduled classes.

Instructional Facilities and Classroom Environment

All classrooms at the MILA College campus are climate-controlled and engineered for optimal acoustics, natural illumination, and visual engagement:

- **Furniture & Ergonomics:** Classrooms are furnished with modular, flexible seating and tables that enable seamless switching between traditional lecture formats, group activities, and paired conversational exercises.
- **Climate Control & Lighting:** Centralized HVAC units maintain a consistent temperature, and energy-efficient LED lighting paired with windows ensures a bright, conducive learning environment.

- **Capacity:** Classrooms are sized in strict accordance with local building codes and educational best practices, ensuring adequate square footage per student to prevent overcrowding.

Technology and Educational Equipment

To support immersion and interactive methodology, the campus is fully integrated with contemporary educational technology:

- **Audio/Visual Integration:** Classrooms are equipped with interactive smart displays/TVs, high-definition projectors, and high-fidelity sound systems for multimedia language exercises, video analysis, and interactive presentations.
- **High-Speed Connectivity:** High-speed campus-wide Wi-Fi is provided free of charge for students, faculty, and administrative staff to access digital learning platforms, online textbooks, and language labs.
- **Computer & Resource Terminals:** Accessible computing stations are available for student placement testing, self-paced software modules, resume building, and academic research.

Health, Safety, Accessibility, and Regulatory Compliance

MILA maintains strict adherence to all municipal, county, state, and federal standards regarding facility safety and accessibility:

- **ADA Compliance:** The facility complies fully with the Americans with Disabilities Act (ADA), featuring wheelchair-accessible entrances, elevators, hallways, and compliant restroom facilities.
- **Fire Safety & Emergency Systems:** The campus is equipped with monitored smoke detectors, emergency lighting, clear exit signage, and fire extinguishers inspected in accordance with local fire marshal standards. Evacuation maps and emergency procedures are prominently posted throughout the campus.
- **Building Security:** Access control measures and building surveillance ensure a safe, secure environment for all students, visitors, and staff members.

Parking and Transportation

- **Vehicle Parking:** On-site parking facilities (including covered and surface spaces) are available to students, staff, and guests within the complex.
- **Public Transit Access:** The campus is conveniently situated along primary Metrobus routes and local Sunny Isles Beach community shuttle/trolley lines, offering direct connectivity to Aventura, North Miami, Miami Beach, and regional transport hubs.

Appendix A includes **Zoning Compliance documents**: the current Leasing Agreement of facilities, Local Business Tax Receipt, Certificate of Use issued by Miami-Dade County, Certificate of Use issued by the city of Sunny Isles Beach, the Annual Operation Permit and the Fire Department Report. ***Appendix B*** includes the **floor plan and photos of the facilities** used by MILA College,

1.6. Ownership, Governance, and Legal Control

Statement of Legal Control

MILA College is a private, post-secondary institution legally organized as an LLC, under the laws of the State of Florida. Ultimate legal, financial, and administrative control of the institution rests with

the Board of Trustees, which sets institutional strategy, ensures regulatory compliance, and oversees the executive leadership of the college. More information about governance and leadership can be found in Part VI Section 14.

Corporate Structure and Entity Hierarchy

The corporate structure governing MILA College operates across the following administrative levels:

Level 1: Parent Entity / Corporate Ownership

- **Legal Entity Name:** MILA Holding Group Corp.
- **State of Incorporation:** Florida
- **Entity Type:** For-Profit Corporation
- **Corporate Address:** 17070 Collins Ave, Suites 267–269, Sunny Isles Beach, FL 33160

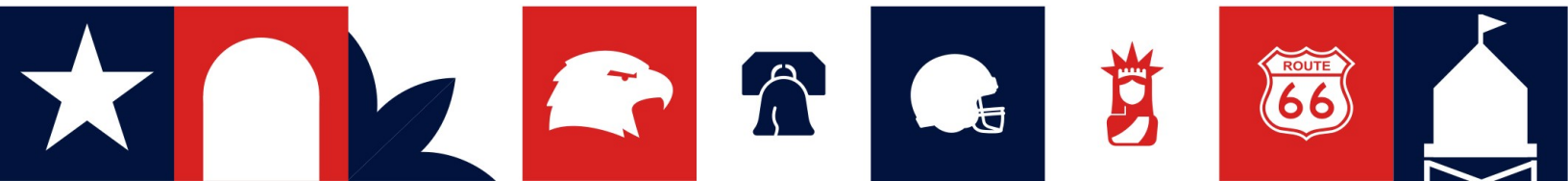
Level 2: Institutional Operations

- **Institutional Name:** MILA College of Higher Education (d/b/a MILA College)
- **Campus:** 17070 Collins Ave, Suites 267–269, Sunny Isles Beach, FL 33160

Governance and Corporate Leadership - Board of Trustees

The Board of Trustees (***Appendix C***) serves as the governing body of the corporation, holding primary fiduciary and operational responsibility for the institution.

Name	Governance Role	Company
Mr. Emilio Dias	**Ex-Officio**	**MILA Holding, CEO**
Dr. Cynthia Larson	**Chair of the Board**	**Augment Solutions, CSO**
Dr. Steve Parscale	**Secretary of the Board**	**ACBSP, CAO**
Dr. Jo-Anne Rolle	**Trustee**	**CUNY, Past Dean**
Mr. Rodney Satterwhite	**Treasurer of the Board**	**Liberty Bank, SVP**
Dr. Joe Scherrer	**Trustee**	**Global Center for Cybersecurity**
Ms. Carolina Leitão	**Trustee**	**ICT, Head of Career Outplacement**



Executive Officers and Key Academic Administrative Leadership

The day-to-day administrative, academic, and business operations of MILA College are managed by the institution's executive officers and senior administrative leadership team:

- **Chief Executive Officer (CEO):** Emilio Dias
- **Provost / Chief Academic Officer (CAO):** Dr. Carlos Tasso Eira de Aquino
- **Dean of College:** Dr. Danielle MacCartney
- **VP Administration & Finance:** Ms. Carmen Irizarry
- **Director of Marketing:** Dr. Kathy Mantz

Legal Service and Regulatory Contact

Official correspondence, legal notices, and regulatory inquiries regarding corporate ownership or institutional governance may be directed to the Secretary at the administrative office:

Office of Legal Control & Governance
MILA College
17070 Collins Ave, Suites 267–269
Sunny Isles Beach, FL 33160
Email: compliance@milacollege.com

1.7 About MILA College

MILA College of Higher Education is a dynamic institution dedicated to academic excellence and student success. MILA College is owned by MILA Holding Group Corp.

We provide academic excellence in higher education through innovative, forward-thinking undergraduate and graduate programs that integrate cutting-edge technology, global perspectives, and a commitment to sustainability

Additional information regarding the institution may be obtained by contacting:

Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399-0400
toll-free telephone number (888) 224-6684
Fax number: (850) 245-3238
Email: CIEINFO@fldoe.org
Website: www.fldoe.org/policy/cie

Part II. Policies and Procedures

2. Admissions Policies and Procedures

2.1 Undergraduate and Graduate Admissions

2.1.1 Admission Procedures and Conditions

The Admissions Department of MILA College is available to assist prospective students in the process of applying for admission. Individuals interested in information about MILA College, its programs, and the application process are invited to contact the Admissions Department. MILA College reserves the right to limit enrollment in any of its programs, and requirements may vary from program to program.

Please note that MILA College does not participate in federal Title IV financial aid programs. These are federal financial aid programs authorized under Title IV of the Higher Education Act of 1965 (which includes Direct Student Loans, Pell Grants, and Work-Study). Consequently, ***US government financial aid is not available for any of our programs***.

See program descriptions in this catalog for admission requirements and procedures. Individuals interested in applying to MILA College should contact the Admissions Department with additional questions.

2.1.2 Admission Decisions

MILA College does not discuss decisions regarding an applicant's file. Admissions decisions are final and are not subject to appeal.

2.1.3 Late Admission

MILA College recommends that applicants apply well before their expected program start date to allow sufficient time to complete all necessary requirements for admission. MILA College may allow a student to start classes after the beginning of an academic session if the student completes all admission requirements and begins class within the add/drop period.

2.1.4 Conditional Admission

Conditional admission may be granted to an applicant pending receipt of official transcripts or other equivalent official documentation. Students must also submit additional basis of admission documentation based on their program of study. To be eligible for conditional admission to matriculate into the program, unofficial transcripts must show receipt of the degree required for admission to the program.

Failure to provide official transcripts within the stated timeline will result in the student being withdrawn from the program, and tuition will be refunded, according to MILA College's refund policy (see *Section 3 Item 3.7 of this catalog – **Cancellation and Refund Policy**)*.

2.1.5 Reapplication for Admission

Applicants who have been denied admission to a given program may reapply to that program after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

2.1.6 Readmission Process after Withdrawal/Dismissal

Students who have been withdrawn from MILA College for a period of greater than one year must reapply for admission. These applicants must submit the materials required by the program to which they are reapplying.

Students who have been denied an appeal or dismissed from MILA College for reasons other than conduct issues may apply for readmission one year after the semester in which dismissal occurred or the appeal denied but must provide demonstrable evidence of likely academic success to be considered at the campus or online where the student is reapplying.

Students who are readmitted after an absence of one year or more must complete all requirements of the program in effect at the time of readmission. This may require additional course work, replacement of courses that have been substantially modified, and/or other academic requirements. Students dismissed due to Satisfactory Academic Progress (SAP) will be placed on Academic Warning with an action plan upon return

2.1.7 Reinstatement after Administrative Withdrawal for Non-Continuous Enrollment

Students who are administratively withdrawn from MILA College, for failing to remain continuously registered, may request reinstatement if the period of absence is less than one year. If the request for reinstatement is granted, students will continue in their existing program of study unless changes required by regulatory bodies have been enacted during the period of absence. In such cases, the student will be required to complete the program with any such modifications.

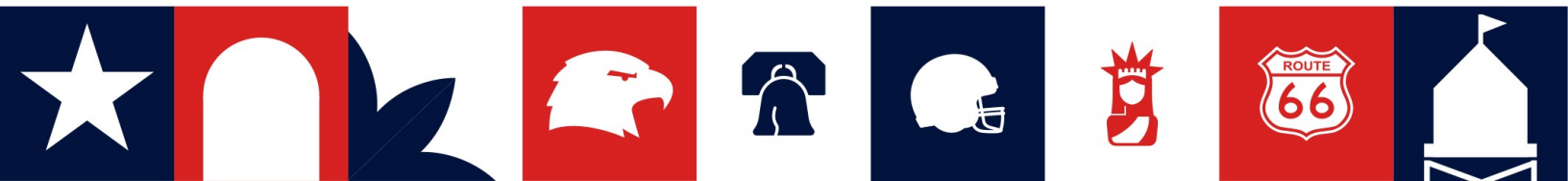
2.1.8 Readmission after Extended Absence and Early Acceptance

Students who have been withdrawn from the school for three years or more will be required to have all prior coursework re-evaluated for determination of relevancy to current practice. Faculty members appointed by the division chair will conduct the evaluation of coursework.

Early Acceptance may be granted to an applicant who is otherwise qualified for admission, but who has not yet earned the degree required for admission (e.g., a student currently enrolled in high school who is applying for an associate's or bachelor's program) or completed the TOEFL® examination successfully. To qualify for early acceptance, the applicant must provide a transcript or other documentation that he/she is in the final year of the required degree program. Prior to starting classes, the applicant must demonstrate that all admission requirements have been satisfied and provide a transcript documenting receipt of the degree.

2.1.9 Deferral Policy

An applicant admitted to MILA College who finds that pressing and unforeseen circumstances prevent him or her from matriculating during the semester for which he or she was admitted, may



request one deferral of admission for up to one year from the semester for which he or she was admitted. Deferrals are not automatic. A student who wishes to request a deferral should send a letter to the Admissions Department indicating his or her special circumstances. If deferral is granted, an additional non-refundable deposit may be required. Applicants should consult with the Admissions Department.

2.1.10 Veterans Education Act

The Veterans Education Act provides varying levels of assistance to eligible veterans, disabled veterans, and their dependents. If you are a veteran or the dependent of a veteran, contact the local Veterans Affairs office in your region, visit www.gibill.va.gov.

For additional information about the VA programs, please refer to the Department of Veterans Affairs Education and Training website (http://www.benefits.va.gov/gibill/). For additional information about the DoD programs, please refer to the Department of Defense Voluntary Education Partnership Memorandum of Understanding website (http://www.dodmou.com/). MILA College is not currently registered with the Office of Postsecondary Education of the Department of Defense, since it does not hold institutional accreditation yet.

2.1.11 Transfer of Credits

MILA College follows the Carnegie System of semester credit hours to evaluate transcripts of other institutions and approve the transfer of credits for students transferring to the institution. For additional information regarding the transfer of credits, contact the school's registrar. For military and veteran students, most military training courses have been evaluated for academic credit by the American Council on Education (ACE). MILA College recognizes credit from non-traditional educational sources such as College-Level Examination Program (CLEP) and DANTES (Defense Activity for Non-Traditional Education Support) Subject Standardized Tests (DSST) exams.

2.1.12 International Student Admissions Policy

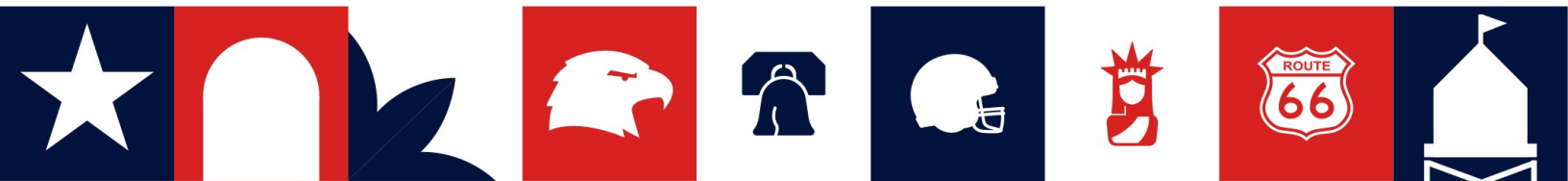
Until fully accredited at the institutional level, MILA College is not allowed to issue international student visa status (Form I-20). International students located outside the US and not requiring F-1 VISA must meet the same admissions standards as all other students when seeking to enroll in programs offered by MILA College. Please refer to Admissions Requirements.

As the lectures, seminars, materials, and discourse which comprise programs of study at MILA College are presented in English, the institution requires that all students possess and demonstrate a minimum level of English language proficiency required to substantially benefit from the programs offered. A student is deemed proficient in the English language if he or she:

- Holds a U.S. high school diploma or U.S. General Equivalency Diploma (GED®*) or international high school diploma, e.g., U.S. military base, business/diplomat expat community, etc., in which instruction is delivered primarily in English
- Holds the equivalent (evidenced by credential evaluation) of a U.S. high school diploma from overseas institution in which instruction is delivered primarily in English

- Completes (with passing grades in all courses) a minimum of two (2) academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses) English 101 and 102 at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Presents acceptable English Language Proficiency test scores meeting the minimum required levels set forth by MILA College. The official scores should be submitted to the Admissions Office. Tests must be less than two years old from the date of enrollment. Minimum scores accepted are noted below. Different instruments for checking English proficiency are accepted, including:
  - TOEFL iBT: 60 (undergraduate) and 79-80 (graduate) total, with 20+ in each section (Reading, Listening, Speaking, Writing).
  - IELTS Academic: Overall 6.0 (undergraduate) and 6.5 (graduate), with no band below 6.0.
  - PTE Academic (Pearson): 53 (undergraduate), 60 (graduate).
  - Duolingo English Test (DET): 100 (undergraduate) and 110 (graduate).
  - Cambridge English: C1 Advanced (176+) or B2 First (both undergraduate and graduate)

MILA College reserves the right to amend or modify these requirements at any time. Please ask to speak with a MILA College International Student Advisor if you have any questions.



2.2 Specific Undergraduate Admission Requirements (*)

2.2.1 Undergraduate Admission

All students must submit either acceptable high school or college transcripts to be considered for admission into the College. Additionally, if students cannot meet the Grade Point Average (GPA) requirements with their transcripts but have test scores or a college-GPA that meets admissions requirements, students will be eligible for full admission. Applicants may be accepted for admission by meeting the criteria for one of the options specified below:

College Credits	High School Grade Point Average (GPA)	GED Test Scores	Test Scores	College Grade Point Average (GPA)
Less than 24 transferable college credits (does not include AP, IB or credit by exam)	2.0 cumulative unweighted GPA	145 or above	Optional	NA
24 or more transferable college credits with minimum GPA of 2.25 (does not include AP, IB or credit by exam)	Exempt from minimum High School GPA			2.0
Active-duty service member or veteran with 3 or more years of active-duty service (DD-214)	Exempt from minimum High School GPA, test scores and/or college GPA requirements			NA

(*) Students who do not meet the minimum admissions requirements may be provisionally admitted

2.2.2 Undergraduate Provisional Admission

Students who do not meet the standards for admission may be provisionally admitted to MILA College programs with specifications. The specifications or provisional admissions require students to limit coursework to one semester at which point their GPA will be reviewed. The College will fully accept students who achieve a minimum GPA of 2.0 after 1 year, for both associate and bachelor's degrees. Students who do not meet the minimum GPA requirement at the completion of the Specification Period will be dismissed from the College. Students who are dismissed from the College will be neither academically nor financially responsible for any future courses for which they may have been pre-registered and may reapply in 12 months for reconsideration.

2.3 Specific Graduate Admission Requirements

- A bachelor's degree from an USA accredited institution, or non-accredited approved and documented by the head of Academic Affairs, or an appropriately certified foreign institution. For the latter, the diploma must be validated by a NACES-approved certification organization.
- A grade point average (GPA) of 3.0 for the bachelor's degree on a scale of 4.0. Students may be admitted with an undergraduate GPA between 2.5 and 3.0 but need to demonstrate 3 years of professional experience in business, industry, or a non-profit organization. Professional experience will be evaluated by the program director to ensure relevancy.
- For international students, a minimum score on a pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction. This policy is included in the academic catalog under the section listing Admission Policies, and more specifically the Language Proficiency Policy.
- Students who did not graduate in a business or management-related field during their undergraduate studies are required to take four (4) foundation courses or show competency in the areas of Accounting, Economics, Finance, and Quantitative Methods in Business before being fully accepted into the program.

3. Financial Aid Policies

3.1 Payment Policies and Financing Options

Regardless of the method used to finance his/her education, all students must agree to a financial plan. All charges on a student's account are considered due and payable when the charge is incurred. As a newly established institution currently progressing toward institutional accreditation, MILA College does not participate in federal Title IV financial aid programs. Consequently, tuition and fees are administered on a direct out-of-pocket basis. Students must fulfill their financial obligations to the College via direct bank wire transfers, certified checks, or institutional payment arrangements.

3.2 Tuition Reimbursement

A deferred tuition payment arrangement may be offered to students when employers are willing to remit payment directly to MILA College.

3.3 Estimated Cost of Attendance Budget

The Cost of Attendance (COA) is an estimated budget representing the total cost for a student to attend MILA College for one academic year. Calculated using guidelines established by the U.S. Department of Education to align with future Title IV compliance, the COA includes direct institutional expenses (tuition and mandatory fees) as well as, whenever applicable, estimated indirect costs (books, supplies, housing, food, transportation, and miscellaneous personal expenses).

3.4 Financial Aid

MILA College operates as a non-Title IV institution and does not participate in federal, state, or local financial aid programs. Consequently, federal student loans, grants, and state-funded scholarships are not available to students enrolled at the College. Due to that, the entire responsibility for financing a college education rest upon the student and family. If a student obtains a private loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any returned to the loan if applicable. The institution does not interfere with or intermediate such actions.

International applicants residing outside the United States are encouraged to explore educational sponsorships, scholarships, or grants offered by governmental and private agencies within their home countries to support their studies in the U.S. MILA College, however, does not intermediate nor suggest any agencies for financial purposes.

3.5 Scholarships

Scholarships are financial awards which do not have to be repaid. You may have to pay back all or part of a scholarship or grant if you withdraw from school before finishing an enrollment period. MILA College is still in the process of defining potential scholarships that will be available to students in the future. Funds would be provided by civic and professional organizations as well as

the school itself. Awards are made in recognition of outstanding student achievement. Student achievement can be defined in many ways—by academic talent, community service involvement, or demonstrated leadership abilities. Scholarship opportunities at MILA College will be designed to assist students in pursuing their educational goals by recognizing their prior achievements in these areas.

3.6. Tuition & Fees

3.6.1. Associate degree

Item	Total Cost	Cost per Month
63 credits ($150 each)	$9,450	
Application + Registration and Processing Fee (one time)	$150	
Graduation Fee (at graduation)	$250	
Technology Fee ($50 per semester)	$200	
Total Estimated Cost	**$10,050**	**$418.75 (x 24)**

3.6.2. Bachelor's degree

Item	Total Cost	Cost per Month
129 credits ($150 each)	$19,350	
Application + Registration and Processing Fee (one time)	$150	
Graduation Fee (at graduation)	$250	
Technology Fee ($50 per semester)	$400	
Total Estimated Cost	**$20,150**	**$419.80 (x 48)**

3.6.3. Master's degree

Item	Total Cost	Cost per Month
42 credits ($150 each)	$6,300	
Application + Registration and Processing Fee (one time)	$150	
Graduation Fee (at graduation)	$250	
Technology Fee ($50 per semester)	$150	
Total Estimated Cost	**$6,850**	**$380.60 (x 18)**

3.7 Cancellation and Refund Policy

Should a student's enrollment be terminated or canceled for any reason, all refunds will be made according to the mandatory provisions of **Rule 6E-1.0032, F.A.C.** All refunds will be calculated based on the student's last date of actual attendance.

3.7.1 Three-Day Cancellation Period

All monies paid by an applicant will be refunded if requested within three (3) business days (excluding Saturdays, Sundays, and legal holidays) after signing the Student Enrollment Agreement and making an initial payment.

An applicant who has not visited the institution prior to enrollment may cancel without penalty within three (3) business days following either regularly scheduled orientation or a campus tour.

3.7.2. Cancellation Prior to the Start of Classes

Cancellation after the third (3rd) business day, but before the first day of scheduled classes, will result in a full refund of all monies paid, with the exception of the **non-refundable administrative fees not exceeding $150.00 total**, which includes the **Application Fee ($40.00)** and the **Registration and Processing Fee ($110) .**

3.7.3. Withdrawal After Classes Have Begun

The Institution utilizes an official Drop/Add period, which represents at least 10 percent of the academic term or one week, whichever is less.

- Formal withdrawal or termination before the end of the Drop/Add period yields a 100% refund of tuition and fees paid for that term, plus reusable returned supplies.
- For withdrawals occurring after the Drop/Add period, tuition is refunded on a pro-rata basis:

Up to 25% completed = 75% refund
Up to 50% completed = 50% refund
Beyond 50% completed = 0% refund

3.7.4. Books, Supplies, and Equipment

Rule 6E-1.0032(6)(i) allows deductions only for supplies or equipment that cannot be returned due to use, sanitation, or damage. Items purchased from third parties are subject to vendors' policies.

3.7.5. Termination by the Institution

The institution reserves the right to terminate a student's enrollment for insufficient academic progress, nonpayment of institutional financial obligations, or violation of the Student Code of Conduct as outlined in the Academic Catalog. In the event of institutional termination, refunds will be calculated according to the schedules outlined in Section 3 above.

If the institution cancels a program or course sequence after a student has already commenced attendance, the student will receive a **100% refund** of all tuition and fees paid for that disrupted period.

3.7.6. Requirements for Satisfactory Program Completion

To earn the awarded credential, the student must:

1. Successfully complete all required curriculum coursework and cumulative credit hours listed for the program.
2. Maintain a minimum cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale for Undergraduate programs (Associate/Bachelor) or a minimum cumulative GPA of 3.0 on a 4.0 scale for Graduate programs (Master).
3. Satisfy all exit examination/capstone assessment requirements where applicable by obtaining a passing grade as defined in the institutional catalog and fulfill all financial obligations to the College.

Appendix D includes the Enrollment Agreement

Appendix E includes the Cancellation and Refund Policy

4. Academic Policies

4.1. Academic and Professional Standards

MILA College is committed to developing professionals who demonstrate high levels of integrity. All programs have been designed to be challenging and demanding. They require that students continually apply themselves to their academic program over an extended period of time.

The institution closely monitors student academic progress. Aspects of students' personal adjustment, interpersonal relationships, and behavior in all settings are relevant to student progress. MILA College strives to ensure that students realize their potential to become competent and ethical professionals.

MILA College requires that all students meet the standards of the profession for which they are preparing. Students are expected to conduct themselves in a manner consistent with professional ethics at all times. Professional conduct requires the faithful discharge of all responsibilities undertaken during internships, as well as the maintenance of respectful interpersonal relationships with all individuals.

4.2 Academic Year

Associate's Level and Bachelor's Level Degree Programs	
Item	**Description**
Academic Year	**A minimum of 40 weeks of instructional time; 30 earned semester credits**
Course	**4 weeks of instructional time**
Instructional Week	**7 consecutive calendar days. Instructional week begins on Monday at 12:00 am Eastern Time (EST) and ends on Sunday at 11:59 pm EST.**

Master's Level Degree Programs	
Item	**Description**
Academic Year	**Minimum of 40 weeks of instructional time; 30 earned credits**
Course	**4 weeks of instructional time**
Instructional Week	**7 consecutive calendar days. Instructional week begins on Monday at 12:00 am Eastern Time (EST) and ends on Sunday at 11:59 pm EST.**

4.3. Academic Calendar

Spring 2027

Date	Day	Event
December 28-30	Monday - Wednesday	New undergraduate first-year student orientation
December 29	Tuesday	New graduate student orientation begins New undergraduate transfer student orientation begins
January 4	Monday	Spring semester begins
January 11	Monday	Drop/Add end
January 18	Monday	Martin Luther King Jr. Day holiday. No classes are held
February 15	Monday	Registration begins for Summer 2027 classes
April 30	Friday	Spring term ends

Summer 2027

Date	Day	Event
May 17	Monday	Summer semester begins
May 24	Monday	Drop/Add end
July 5	Monday	Registration begins for Fall 2027 classes
July 16	Friday	Summer term ends

Fall 2027

Date	Day	Event
August 1 – 3	Monday – Wednesday	New undergraduate first-year student orientation
August 2	Tuesday	New graduate student orientation begins New undergraduate transfer student orientation begins

Date	Day	Event
August 9	Monday	Fall semester classes begin
August 16	Monday	Drop/Add ends
September 6	Monday	Labor Day. No classes are held
November 1	Monday	Registration begins for Spring 2027
November 12	Friday	Registration ends for Spring 2028 classes
November 22	Monday	Thanksgiving recess begins
December 17	Friday	Fall Term Ends

4.4. Enrollment Policies

4.4.1 Continuous Enrollment Policies

Students enrolled in MILA College Online Programs who take a break of 29 consecutive calendar days or less remain continuously enrolled and are classified as a full-time student. Students who need to take a break of longer than 29 days should contact their Academic Advisor and request a Leave of Absence. Students who have not attended class for over 29 consecutive calendar days are considered withdrawn from the College unless they have an approved Leave of Absence on file. If a student does not return from an approved Leave of Absence, the official withdrawal date is the last date of class attendance.

Students are limited to no more than two Leaves of Absence of 60 calendar days or less within a 12-month period. Students may be granted an additional Leave of Absence or an extension of the current Leave of Absence due to extenuating circumstances. Extenuating circumstances include military deployment, extended serious medical emergencies, extended serious family emergencies, jury duty, or natural disasters. Requests for an additional Leave of Absence or an extension of the current Leave of Absence must be received 15 calendar days prior to the end of the current Leave of Absence.

Students returning from an approved Leave of Absence that was granted while they were enrolled on a course will be allowed to complete coursework started prior to the leave with no additional tuition and/or fee charges assessed. The College allows students who begin a Leave of Absence during a course to withdraw with an Approved Tuition Waiver for a Future Course. Although students will not be charged for the subsequent course, students must re-take the entire course.

If a student does not return from an approved Leave of Absence, the official withdrawal date and beginning of the loan grace period (if applicable) is the last date of class attendance.

Leaves of Absence may not exceed 120 calendar days in a 12-month period. The 12-month period begins the first day of the first Leave of Absence. Students who fail to return on the 120th calendar day will be administratively withdrawn from MILA College.

4.4.2. Enrollment in Multiple Programs

Students are not permitted to be concurrently enrolled in more than one degree program.

4.4.3. Registration

Students intending to enroll on a given course must do so during the registration period and complete plans for payment of tuition and fees according to the tuition payment policy.

To better serve students, registration priorities have been set up to determine the order of processing in registration. Care will be taken to ensure that the priority system is fair to all students and allows registration to proceed efficiently in order of priority.

4.4.4 Add/Drop Registration

Students enrolled in Online Programs may not add courses after the course start date. Please refer to 4.4.6 for more details. Students enrolled in Online Programs, who choose to withdraw after the start of the course, will follow the withdrawal policy.

4.4.5 Late Registration

Late registration is not an option for students enrolled in Online Programs. Please refer to 4.4.6. for more details

4.4.6 Course Availability/Cancellation

MILA College reserves the right to cancel any course section prior to or during the term due to insufficient enrollment or administrative necessity. If a course is canceled by the College, enrolled students will receive a 100% refund of all associated tuition and applicable fees for that course. As MILA College currently delivers coursework exclusively online, this is the only option for students. Upon the implementation of on-campus instruction, students will be permitted to add or drop courses through the official Add/Drop period published in the Academic Calendar.

Registration in a specific course section, delivery format, or with a designated instructor is not guaranteed. MILA College reserves the right to reassign instructors and modify course schedules as necessary to maintain academic quality and operational efficiency.

4.5 Course Types and Delivery Methods

4.5.1 In-Residence and Blended

In-Residence and blended courses will be offered in the future at MILA College. They are not available at the moment, but facilities are ready for future in-person offerings.

4.5.2 Online Courses

Online courses represent the entirety of courses currently offered at MILA College. Those are courses in which 100% instruction is delivered via the internet. Students enrolled in undergraduate (associate and bachelor's) and master's level degree programs may take 100% of their coursework in a fully online format.

4.6 Waiver/Course Substitution

In specified programs, course waivers may be granted. The general waiver policies applying to all waived courses are as follows:

- Waivers are defined as a substitution for a required course with a comparable course, subject to the requirements of the program in which the student is enrolled.
- The term "waiver" is used to indicate the process of accepting courses from other institutions which satisfy specific course requirements but do not reduce total credit requirements of a program.
- Waiver requests may be submitted at any time during the admission process, until the end of the first year of matriculation.
- Waivers are not granted until a student is officially accepted.
- Waived courses will appear on the transcript as "Waived Courses" under the MILA College course name and number.

4.7 Undergraduate Transfer Credit Criteria

Students may transfer the maximum number of credit hours as follows:

- Associate's Level Degree Programs–Students may transfer a maximum of 45 credit hours.
- Bachelor's Level Degree Programs–Students may transfer a maximum of 72 lower division or 90 total credit hours.

MILA College accepts transfer credit from the following sources: college learning, extra-institutional learning, and prior learning.

4.7.1 College Learning

College-level credits earned from an institution accredited by agencies recognized by either or both the US Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) will be considered for transfer. In the case of institutions outside the United States, the appropriate state (or its equivalent) or national accreditation is required. Students should contact an admissions representative for additional information.

College credits earned from accredited institutions are accepted for transfer if the following conditions are met:

- The course must be comparable in content, goals, and level to the MILA College course or content area for which credit is sought.
- The course must have been a college-level course, taken for equivalent or greater credit at an institution accredited by an accreditation agency recognized by the US Department of

Education (ED) and/or Council for Higher Education Accreditation (CHEA). In the case of institutions outside the United States, the appropriate equivalent accreditation is required.
- The course must have been taken for college credit.
- Students must have earned a grade of "C-" or better for any course submitted.
- Associate of Science (AS) degrees are transferred in their entirety, including "D" grades, as long as the student's cumulative GPA is 2.0 or better.
- Official transcripts are required for transfer credit to be awarded.

Students may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria. Courses submitted for transfer credit are evaluated under the direction of the division or program chair.

4.7.2 Extra-Institutional Learning

American Council on Education (ACE)

Credits earned from coursework or training that has been recommended for college credit by the American Council on Education (ACE) may also be accepted. This includes both credits for military training, as well as non-military coursework or training. These credits count towards the maximums listed above for transfer of credit (45 total credit hours for associate's programs and 72 lower division or 90 total credit hours for the bachelor's programs).

National College Credit Recommendation Service

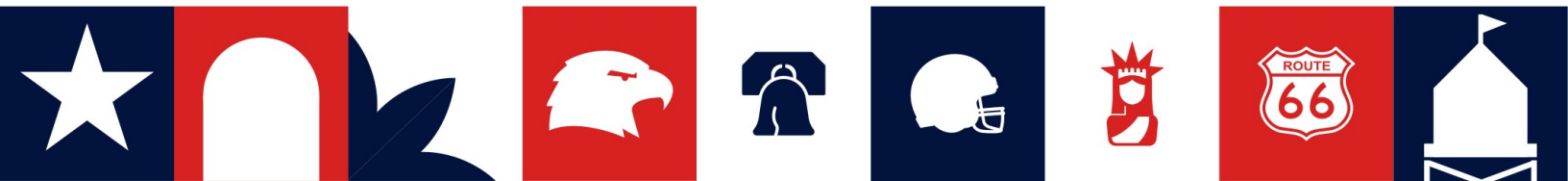
Credits earned from coursework and training that have been recommended for college credit by the National College Credit Recommendation Service (NCCRS) may be accepted. These credits count toward the maximums listed above for transfer credit (45 total credit hours for associate's programs and 72 lower division or 90 total credit hours for the bachelor's programs).

Standardized Examinations

For associate's level and bachelor's level degree programs, national testing credit is accepted for commonly administered and accepted tests such as the College Level Examination Program (CLEP), DSST (formerly known as Dantes Subject Standardized Tests), Excelsior College Examinations (ECE), International Baccalaureate (IB) and Advanced Placement (AP). National testing credit is listed on the student's transcript and may not be removed once it has been recorded. Exam scores must meet or exceed minimum qualifying scores established by the American Council on Education (ACE) or similar agency. National testing credit counts toward the maximums listed above for transfer of credit (45 total credit hours for associate's programs and 72 lower division or 90 total credit hours for bachelor's programs).

4.7.3 Prior Learning

The Prior Learning Assessment (PLA) process determines if learning acquired outside of a College classroom is equivalent to academic learning and is eligible for college credit. Examples of learning that may be eligible for Prior Learning Assessment include recognized professional licenses and certifications, corporate professional development, and other informal learning opportunities. Credit is only awarded for demonstrated learning. As many as 15 credit hours may be earned from



prior learning assessment credit towards associate's degree programs, and as many as 30 credit hours may be earned in from prior learning assessment credit towards bachelor's degree programs. These credits count toward the maximums listed above for transfer of credit (45 total credit hours for associate's degree programs and 72 lower division or 90 total credit hours for bachelor's degree† programs).

4.8 Graduate Transfer Credit Criteria

At the graduate level, college credits completed are acceptable for transfer under the following conditions:

- Transfer of credits requests are not granted until students have been accepted into a program of study.
- The course must have been a graduate-level course, taken for equivalent or greater credit at an institution accredited by an accreditation agency recognized by the US Department of Education (ED) and/or Council for Higher Education Accreditation (CHEA). In the case of institutions outside the United States, the appropriate equivalent accreditation is required.
- Students must have earned a grade of "B-" or better for any course submitted.
- Programs may determine that certain courses are not eligible for transfer of credit.
- MILA College does not accept graduate credit for any credits earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.
- Official transcripts are required for transfer credit to be considered.

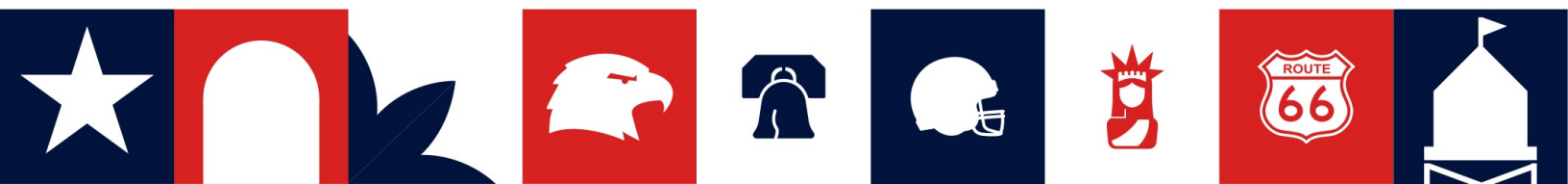
Students may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria.

Final decisions on accepting graduate-level continuing education coursework as transfer credit are made by the program in which the student is enrolled; therefore, students are not guaranteed that coursework will be accepted for transfer until they have applied for and received approval from the program chair of their program.

A maximum of 15 credits can be considered for transferability. Some courses, such as capstone, and internship courses, may not be transferred. Check with your Division Chair for details of transfer course restrictions.

4.9 Transferability of Credits and Credentials Earned at MILA College

The transferability of credits you earn at MILA College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in your educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution.



4.10 Undergraduate Math and English Assessment Policy

4.10.1 Math Requirement

Students who transfer in one or more college-level General Education Mathematics courses from an accredited institution are exempted from math placement testing. Conversely, math placement testing is mandatory for all entering students who do not possess verifiable college credit in General Education Mathematics.

4.10.2 Writing Requirement

Students who transfer an approved college-level General Education English writing course from an accredited institution are exempted from the English placement examination. English placement testing is mandatory for all entering students who do not possess verifiable college credit in General Education English writing.

4.11 Transcripts and Student Records

The Registrar's Office maintains academic records for each student. The department issues transcripts only upon receipt of a written request. The department will release official transcripts only when students have met all their financial obligations to MILA College. Students that meet the degree requirements of the program in which they are enrolled will receive an official diploma.

4.12 Attendance

Students enrolled in MILA College online courses must complete an academic related activity in their course at least one day each week. Academic activity is defined by (a) posting a substantive response in a discussion section of the online classroom, (b) submitting an assignment via the online classroom, or (c) taking an exam.

Students who fail to meet the attendance requirements for a week will be considered absent for that week. Students who fail to meet the attendance requirements within the first seven days after the scheduled course start date will be withdrawn from the course. Students enrolled in a 4-week course who fail to meet the attendance requirements for 2 cumulative weeks during a course will be administratively withdrawn from the course. A student will receive a grade of "W" or "WF" depending on the date the student is withdrawn from his or her course(s).

MILA College complies with Title IX's requirement that pregnant students are not discriminated against or penalized because of their pregnancy or related condition (including recovery from childbirth). At the same time, the institution will not presume that a pregnant student is unable to attend classes due to pregnancy. For more specific information regarding MILA College's accommodations for pregnant students, please see the section on Institutional Policies, and more specifically the part on Disability Services.

For online classes, the attendance week is defined as beginning on Monday at 12:00 am EST and ending on Sunday at 11:59 pm EST.

4.13 Student Advisement

Upon admission to a program, each new student is assigned an academic advisor who will work with the student in the selection of courses and general academic matters. Student advising is an important part of the MILA College learning experience.

4.14 Withdrawal Policy

A student enrolled in Online Programs at MILA College is withdrawn when he or she fails to meet attendance requirement for the current course or reaches 29 days out of attendance. Students enrolled in online programs should contact their Academic advisor requesting to withdrawal. The student must resolve any financial obligations to MILA College before receiving an official transcript.

For students enrolled in online programs at MILA College, the withdrawal date is designated as the date when the student has been out of attendance for 29 days with no academic related activity. If a student begins the withdrawal process and otherwise officially notifies the institution of his or her intent to withdraw, the withdrawal date is the earlier of the two unless the institution documents a later last date of attendance.

4.15 Undergraduate Grade Level Classification

Undergraduate bachelor's degree students are assigned to a grade level based on the total number of credit hours earned. Grade Levels for students enrolled in programs are as follows:

Grade Level	Credit Hours Earned
Freshman	**0-24 credit hours completed**
Sophomore	**25-59 credit hours completed**
Junior	**60-89 credit hours completed**
Senior	**90+ credit hours completed**

4.16 Unit of Credit

Academic credit at MILA College is granted using the Carnegie semester credit hour system. All classes are offered online in terms of four (4) weeks. A semester credit hour in an online 4-week course is defined by a minimum amount of student work, typically calculated as approximately 45 hours of total work (direct instruction plus out-of-class time) over the compressed period. While a standard 3-credit course requires 45 hours of direct instruction and 90 hours of out-of-class student work (135 total effort hours), in an accelerated 4-week online format, this academic workload is condensed into an intensive schedule requiring approximately 11.25 hours of direct instruction/guided online learning and 22.5 hours of independent coursework per week (totaling 33.75 weekly effort hours)

4.17 Grades

4.17.1 Grade Scale

Student performance on overall course assignments is evaluated and recorded in a letter grading system with corresponding point equivalents. Each letter grade, with the option of a plus or minus designation, represents levels of student achievement of course outcomes and corresponds to a numerical point equivalent as follows:

Grade	Points
A	100-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 and below

4.17.2 Grade Point System

Student performance is based on and recorded in a letter grading system with corresponding point equivalents:

Grade	Grade Point Equivalent
A	4.0 grade points
A-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
C+	2.3 grade points
C	2.0 grade points
C-	1.7 grade points
D+	1.3 grade points
D	1.0 grade points

D-	0.7 grade points
F	0 grade points

4.17.3 Additional Grades

Incomplete ("I") and Incomplete in Progress ("IP")

A grade of "I" is given at the faculty member's discretion to a student who has completed at least 67 % of the course requirements, including attendance, and has a reasonable likelihood of successfully completing the course requirements in the extended time allowed. Students must be passing the portion of the course completed to be eligible for either the "I" or "IP" grade. Any course for which a student receives an "I" must be completed within ten days after the end of the course. A student who, because of medical or other serious factors, cannot reasonably complete the coursework within the ten-day timeframe may receive an "IP" (Incomplete in Progress) with approval of the program chair and faculty member.

Students seeking an IP must meet with the faculty member to develop a contract that stipulates the requirements for completing the course. The contract will include the length of time for completion and the consequences of failure to complete the requirements. Requirements for an "IP" grade must be fulfilled by the end of the next semester or by the contract completion date, whichever is earlier. The grade of "I" or "IP" will automatically be changed to an "F" if the "I" or "IP" contract is not completed in the time frame required. A grade of "I" or "IP" completed in a timely manner is changed to permanent grade once it is submitted by the faculty member.

The grade Incomplete "I" or "IP" will be calculated as a grade of "F" until the permanent grade is assigned. The course will be included as credit hours attempted, but not credit hours earned.

Transfer Credit ("TR")

This represents a passing grade for earned transfer credit. This grade is not included in computing Cumulative Grade Point Average or Incremental Completion Rate. It is included in computing the Maximum Time Frame.

Withdrawn ("W")

Students withdrawing from a course by the end of the add/drop period will have the course removed from their transcript. A record of the course attempted remains on the student's ledger as a withdrawn course. Students who officially drop after the end of the add/drop period and before 67 percent of the academic session has elapsed will receive a "W" on their transcripts. Students who have completed more than 67 percent of the academic session will not be eligible to receive a "W" grade. The grade of "W" is included in computing the Incremental Completion Rate and Maximum Time Frame but does not impact the CGPA.

Failure Due to Late Withdrawal ("WF")

Students who complete more than 67 % of a course but do not complete the remaining portion and either are not approved for or do not request an "I" or "IP" will be assigned the grade "WF". This grade is a special application of an "F" grade to designate that the student did not complete all

course requirements. The "WF" is included in both the total credit hours attempted and the CGPA for purposes of evaluating Satisfactory Academic Progress, as well as computing the Incremental Completion Rate and Maximum Time Frame.

4.17.4 Grade Appeal Procedures

Students who have a concern about a course grade are initially encouraged to consult with the faculty member who issued the grade to resolve the matter. Students wanting to pursue the matter further may appeal the grade in the following manner.

The student must file a written grade appeal to the division or program chair. Students may appeal to a grade or evaluative comment only during the session following the issuance of the grade or evaluative comment. Those grounds include the following: the application of nonacademic criteria in the grading process, the assignment of a grade to the student for reasons other than the student's academic performance in the course, or miscalculation of the grade according to grading criteria contained in the course syllabus or other posted or distributed course information. The student should include any relevant written evidence, which may include the syllabus, exams, papers, and anything else that supports the student's claim. The division or program chair reviews the appeal and issue a written response.

If, after receiving a written response to the grade appeal from the program chair, the student wishes to pursue the issue, he/she must, within 14 days, request in writing further investigation from the Provost. The Provost will review the findings and issue a written response. The final authority rests with the Provost and is not subject to the grievance procedure policies in the section on Institutional Policies, and more specifically the part on Student Grievance Procedure for Internal Complaints and Harassment. After following the policies and procedures above, students who believe further recourse is needed should consult the appeals policies and procedures outlined in the section on Student Rights and Responsibilities.

If the faculty member involved is the division or program chair, the written grade appeal is submitted to the Provost. If the faculty member involved is the Provost, the written grade appeal is submitted to the president. The result of the review will be summarized in writing by the College official responsible for the final decision and placed in the student's academic file. A copy of the report will be given to the student.

4.17.5 Grade Changes

If a grade appeal results in a recommended change of grade, the course instructor will forward a completed Grade Change Form to the Student Services Department. Grade changes may only occur during the session following the issuance of the grade or and with the appropriate approvals. Exceptions may be granted under extenuating circumstances by the Provost.

4.18 Retaking Coursework Policy

Students may retake coursework if one of the following conditions is met:

- Failed the course and earned no credit hours

- Withdraw from the course and received a withdrawn (W) or failed due to late withdrawal (WF)
- Successfully completed the course and earned credit hours but are required to improve the grade point average, if this is required as part of an academic plan to appeal a Satisfactory Academic Progress (SAP) termination or to help students who need a specific grade or GPA to practice upon graduation or progress in the program.

4.19 Criteria for Undergraduate Honor Designation

To promote academic excellence and to recognize exemplary academic achievement at the undergraduate level, the following system is used for honor designations on a semester basis and upon graduation.

4.19.1 Semester Honor Designation

Any student who enrolls for and completes 12 credit hours or more in a semester and meets the following criteria may receive the corresponding designation, according to his/her semester GPA:

President's List 4.0
Dean's List 3.70–3.99
Honors 3.50–3.69

4.19.2 Honor Designation at Graduation

Any student who achieves a cumulative grade point average (CGPA) that meets or exceeds the following levels will receive the corresponding honor designation at graduation:

Summa Cum Laude 3.90–4.00
Magna Cum Laude 3.70–3.89
Cum Laude 3.50–3.69

4.20 Standards for Satisfactory Academic Progress for Graduate Programs

The Standards for Satisfactory Academic Progress Policy ensure that all students maintain satisfactory academic progress toward successful completion of their academic programs. The evaluation points and milestones contained in the policy are meant to identify problems for which actions of early intervention and/or remediation can be taken. Students who fall below the Cumulative Grade Point Average (CGPA) or the Incremental Completion Rate (ICR) cutoffs are deemed to be on Academic Warning. Students who fail to raise their CGPA or ICR above the cutoffs within the following evaluation period of Academic Warning are deemed to not be making Satisfactory Academic Progress and are academically dismissed from the College.

Students will be notified in writing after each evaluation point in the event they fail to meet the standards for Satisfactory Academic Progress and/or when the student is placed on Academic Warning or Academic Probation or is academically dismissed from the College.

To maintain satisfactory academic progress, each student must meet the required standards of the following three criteria:

- Maintain a minimum acceptable Cumulative Grade Point Average (CGPA);
- Achieve the minimum Incremental Completion Rate (ICR); and

- Complete the program within a Maximum Allowable Time Frame (MTF)

The evaluation point for students enrolled in programs is at the end of each semester. Students who start or re-enter at mid-semester will have that session count as an entire semester (evaluation period) for determining satisfactory academic progress.

4.20.1 Cumulative Grade Point Average (CGPA)

CGPA is the cumulative average of all grade points a student has earned over all semesters completed that are applicable to the student's program.

4.20.2 Incremental Completion Rate (ICR)

Incremental completion rate is computed by dividing the sum of earned credits and foundational courses by the sum of attempted credits and foundational courses in the student's program.

4.20.3 Maximum Allowable Time Frame (MTF)

Maximum allowable time frame is computed by multiplying total credit hours required in the program by 1.5.

4.21 Cumulative Grade Point Average and Incremental Completion Rate

4.21.1 Undergraduate Programs:

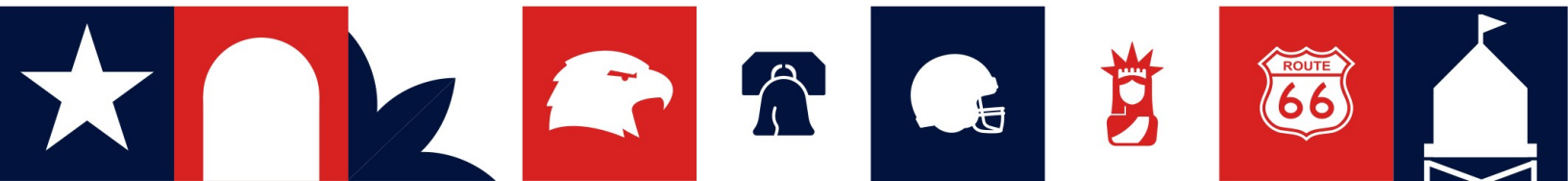
To continue enrollment in an academic program, students must maintain a Cumulative Grade Point Average (CGPA) as follows:

1. At the end of the first evaluation point, students must achieve a minimum CGPA of 1.5 and an ICR of 33%. Anything below these milestones will result in Academic Warning through the following evaluation point.
2. At the end of the second evaluation point, students must achieve a minimum CGPA of 1.5 and an ICR of 33%. Anything below these milestones will result in dismissal unless the student was not on Academic Warning in their previous attended evaluation period. If they were not on Academic Warning in their previous attended evaluation period, the student has one more evaluation period to comply with this requirement.
3. At the end of the third evaluation point, and every evaluation point thereafter, students must achieve a minimum CGPA of 2.0 and an ICR of 66.67%. Anything below these milestones will result in dismissal unless the student was not on Academic Warning in their previous attended evaluation period. If they were not on Academic Warning in their previous attended evaluation period, the student will be placed on Academic Warning through the following evaluation point.

4.21.2 Graduate Programs:

To continue enrollment in an academic program, students must maintain a cumulative grade point average (CGPA) as follows:

1. At the end of the first evaluation point, students must achieve a minimum CGPA of 2.5 and an ICR of 33%. Anything below these milestones will result in Academic Warning through the following evaluation point.



2. At the end of the second evaluation point, students must achieve a minimum CGPA of 2.5 and ICR of 33%. Anything below these milestones will result in dismissal unless the student was not on Academic Warning in their previous attended evaluation period. If they were not on Academic Warning in their previous attended evaluation period, the student will be placed on Academic Warning through the following evaluation point.
3. At the end of the third evaluation point, and every evaluation point thereafter, students must achieve a minimum CGPA of 3.0 and an ICR of 66.67%. Anything below these milestones will result in dismissal unless the student was not on Academic Warning in their previous attended evaluation period. If they were not on Academic Warning in their previous attended evaluation period, the student will be placed on Academic Warning through the following evaluation point.

4.22 Maximum Allowable Time Frame

Students must successfully complete all program requirements within 150% of the program length based on credit hours. The maximum allowable time frame (MTF) is calculated as of the point in time at which a student has attempted 1.5 times the number of credit hours required to complete the program.

All courses attempted are included in the maximum allowable time frame and incremental completion rate calculations. Transfer credits are considered credit hours attempted, and credit hours earned although transfer credits reduce total credit hours the student must complete at MILA College.

If, at a certain point of the program, the MTF calculation indicates the student will exceed 150% of the credits required to complete the degree program, the student will be dismissed prior to attempting the courses.

4.23 Factors Affecting Satisfactory Academic Progress

4.23.1 Withdrawn and Repeated Courses

Students who receive a grade below the minimum standards in any course within their program must repeat and pass that course. All grades will be included in the transcript. However, as courses are retaken, only the most recent attempt will count in the cumulative grade point average (CGPA). All attempts are included in the credit hours attempted for the purposes of calculating Incremental Completion Rate (ICR).

A grade of “Withdrawn” (W) is not counted in the cumulative grade point average (CGPA). However, a grade of “Failure Due to Late Withdrawal” (WF) is considered a failed grade. The credits for a withdrawn course will be counted in the credit hours attempted but not considered as earned credits. Students enrolled in MILA College Programs will be dismissed if they attempt any course three times without passing.

4.23.2 Foundational Courses (Graduate Programs)

Based on their prior degree and/or coursework completed, students may be required to take Foundation Courses. Foundation Course credits do not count toward the total number of credits required for graduation. However, Foundation Courses are included when calculating a student's Maximum Time Frame, CGPA, and Incremental Completion Rate. Foundation courses do have credit hours assigned to them for enrollment and tuition assessment purposes.

4.23.3 Transfer Credits

Credits from transfer courses are calculated in the maximum allowable credits and Incremental Completion Rate requirements as credits attempted and credits earned.

Grades for credits transferred in from any post-secondary institution will be recorded as "TR" in the Student Information System and will not affect the student's cumulative grade point average (CGPA).

4.23.4 Change of Program

Students are allowed to change programs if they meet Satisfactory Academic Progress at the time a request is made to the change of programs. Courses taken in one program (or program version) that are applicable to the second program (or program version) will be transferred with the applicable grades. If the student has taken a course more than once, only the grades transferred to that new program will apply to the second program. All grades earned in the original program that apply to the new program will count towards the CGPA. For ICR and MTF purposes only, only the credits for those courses that transferred to the second program will be considered credit hours attempted, and credit hours earned.

4.24 Academic Warning and Probation

Students are placed on Academic Warning for failure to achieve the CGPA and ICR milestones. Students cannot be on Academic Warning for two consecutive evaluation periods. A student is dismissed if he or she does not meet the Standards for Satisfactory Academic Progress at the end of the evaluation period if he or she is on Academic Warning.

The conditions under which students are placed on Academic Warning are not limited to failure to meet the Standards for Satisfactory Academic Progress. Students should review the section on Student Rights and Responsibilities, specifically the part on Student Professional Development and Student Conduct.

Following dismissal, a student who submits a written appeal according to the College policy, and is granted the appeal, will be placed on Academic Probation when the student resumes their coursework.

Students will be removed from Academic Probation when they have met the Standards for Satisfactory Academic Progress. A student is dismissed if he or she does not meet the Standards for Satisfactory Academic Progress by the end of the Academic Probation period (as described by the Satisfactory Academic Progress Plan).

4.25 Dismissal

4.25.1 Academic Dismissal

If the student has not met the Standards for Satisfactory Academic Progress after the evaluation point in which the student was placed on Academic Probation, then he or she will be dismissed. A student who is readmitted to the College after successfully appealing his/her dismissal will re-enter on Academic Probation.

Students enrolled in programs are required to meet the standards for Satisfactory Academic Progress within one or two semesters based on the Appeals Committee Satisfactory Academic Progress Plan (SAPP).

Please note that students may be dismissed for academic reasons without previous academic action, including failure to complete all program requirements within the maximum allowable time frame.

Students who have been dismissed are prohibited from taking or continuing coursework at MILA College, regardless of circumstance or pending appeal. Students must successfully appeal a dismissal to re-enter any MILA College program.

4.25.2 Appeal of Academic Dismissal

Students have the right to appeal an academic dismissal, except when the dismissal was caused for violating Maximum Time Frame (MTF). The student's written appeal must state the extenuating circumstances that contributed to the dismissal. Extenuating circumstances include the following extreme situations:

- Death of an immediate family member
- Student illness requiring hospitalization (this illness includes mental health issues)
- Severe illness of an immediate family member where the student is a primary caretaker
- Illness of an immediate family member where that family member is the primary financial support
- Abusive relationship
- Divorce proceeding
- Natural disaster
- Financial hardship such as foreclosure or eviction
- Military deployment of the student or student's spouse
- Military Permanent Change of Station (PCS)

To initiate an appeal, the student must submit a detailed, written statement in their own words outlining the extenuating circumstances that disrupted their academic performance. This submission must be accompanied by verifiable supporting documentation and evidence.

As a mandatory component of the appeal, the student must explicitly document how their personal or academic situation has changed and detail the specific steps they will take to meet Satisfactory Academic Progress (SAP) standards by the conclusion of the Academic Probation period. The Chief Academic Officer/Provost will conduct an initial review to determine if the appeal establishes a valid basis under the institution's defined extenuating circumstances. If the appeal is deemed

eligible, it will be forwarded to the Appeals Committee, which will gather and evaluate all relevant information to render a final decision

4.25.3 Appeals Committee Procedures

- Students have 45 calendar days from the date of the action to file a written appeal to the Provost, or in the absence of him/her, the President. The letter must clearly state the reason for the appeal and provide any support documentation.
- Students should provide documentation to support the allegations in the appeal.
- The Provost or president will convene a hearing by the Appeals Committee within 30 calendar days of the date of receipt of the appeal. The student will be notified in writing of the date and time of the meeting.
- The student is expected to attend, or otherwise participate in, the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
- The Appeals Committee may hear from others who can provide relevant information on the matter.
- The student may request that others provide information to the committee regarding the grounds of the appeal.
- The Appeals Committee is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting, and the student is expected to present the appeal, in the student's own words.
- Audio recording of academic hearing is not permitted. Minutes of the meeting are confidential.
- Following appropriate review and deliberation, the Appeals Committee will communicate its decision in writing to the student within 15 calendar days of the Appeals Committee hearing, with copies to the student's academic file and the president.
- Appeals Committee decisions are subject to review by the College President.
- The College President has final authority for appeals.

4.25.4 Appeals Committee Membership

The membership of the Appeals Committee consists of five voting members: a chair, three faculty members, and a student. The President appoints the committee members.

The College president appoints the committee members. The President will typically appoint the Provost to serve as chair of the Appeals Committee. If circumstances warrant, however, the president may appoint any other appropriate official.

The President appoints the standing faculty members to the Appeals Committee for the duration of the academic year. To ensure impartiality, any committee member must recuse themselves from a specific hearing if a real or perceived conflict of interest exists, at which point the President will appoint a qualified replacement.

In the event of a committee member's absence, the Committee Chair, in consultation with the remaining members, shall determine whether the hearing will proceed as scheduled.

4.26 Petition to Graduate and Commencement

Degrees are formally conferred once a student has successfully completed all established academic program requirements. To initiate the graduation review process, all candidates—regardless of their intent to participate in the commencement ceremony—must submit an official Petition to Graduate form along with the mandatory graduation fee to the Student Services Department by the deadline specified in the Academic Calendar.

Diplomas and official academic transcripts will be withheld until all financial obligations to the College have been fully satisfied. To be eligible for participation in the annual commencement ceremony, students must have either fulfilled all degree requirements or be on track to complete their final remaining requirements during the semester in which the ceremony is held.

5. Institutional Policies

5.1 Copyright and Intellectual Property Policy

MILA College complies with copyright laws as applied to proprietary schools. Using and/or photocopying copyrighted material without permission in projects by faculty, students, and staff are prohibited.

MILA College's policies regarding copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using its information technology system. MILA College's policies prohibit use of its computer network from engaging in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files) without permission.

5.1.1 Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

MILA College strictly prohibits the unauthorized reproduction or distribution of copyrighted materials, including peer-to-peer file sharing. Under Section 106 of the Copyright Act (Title 17 of the United States Code), downloading or uploading substantial portions of a copyrighted work without explicit permission constitutes an infringement.

Anyone found liable for civil copyright infringement faces court-ordered statutory damages between $750 and $30,000 per infringed work, which can escalate up to $150,000 for willful violations. Courts may also mandate the payment of all associated legal costs and attorneys' fees in accordance with 17 U.S.C. §§ 504 and 505. Furthermore, willful infringement may trigger criminal prosecution, resulting in up to five years of imprisonment and statutory fines reaching $250,000 per offense. Additional information is available through the U.S. Copyright Office at www.copyright.gov

5.1.2 Policy as Applied to Faculty

Faculty members sign, and are expected to adhere to, the terms of MILA College's copyright and patent policy. This policy provides for the sharing of the proceeds of discovery, subject to current laws and regulations. Of particular interest to faculty is the policy on royalties on publications or materials authored by faculty members. MILA College encourages publication and work in their field by faculty and allows faculty to keep copyrights on materials, except in the case of works:

- Commissioned by the College.
- Developed in College time.
- Accomplished under letter of appointment and grants where copyright specifications are delineated.
- Completed under agreements made in advance between the author and MILA College.

Faculty members should inform the Human Resources Department if they have any patents or copyrights pending.

Faculty members are required to instruct students in the proper use of licensed materials in their works and are charged with the responsibility of monitoring the work of students to ensure that

they use only licensed materials in their projects. This standard applies to printed, web-published, audio, and video materials, as well as to computer software.

There are no explicitly defined specifications as to what may constitute fair use, but the following four factors must be considered:

- The purpose and character of the use, including whether the use is for commercial or non-profit educational use.
- The nature of copyrighted work that is being used.
- The nature and the amount and substantiality of the material used.
- The effect of use on the actual or potential market for value of the work.

When in doubt as to whether using material is a copyright infringement, faculty members should consult with their division or program chairs or obtain written permission from the copyright holder.

5.1.3 Policy as Applied to Students

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is therefore generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law. A violation of MILA College's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from MILA College.

5.2 Assessment of Learning Outcomes

Students should anticipate participating in a wide array of evaluation and assessment procedures throughout their educational careers. MILA College is committed to a process of continuous improvement in all operations of the institution, especially those related to improvements in student academic achievement. Using both direct and indirect measures, the College regularly and formally assesses student learning on program outcomes which have been developed by faculty to reflect the skills, knowledge bases, and behaviors required of the profession, and the disciplines in which the degrees are offered. MILA College also evaluates student perceptions of the services provided to support student learning. In addition to the ongoing assessment of individual students, these assessment and evaluation strategies occur at the class, program, and institutional levels.

The integration of the collective data and results generated by these assessment strategies form a significant portion of the information used to evaluate individual student and programmatic success in MILA College's programs. Further, this educational input on the outcomes of student learning and the various educational processes furnishes critical feedback to close the institutional

effectiveness loop and is used to continuously enhance the quality of the learning experience at MILA College.

5.3 Philosophy of Education

The primary objective of MILA College is to educate and prepare students for careers in professional fields. To achieve this, the institution aims to provide an environment that integrates theory, training, research, and applications of the discipline. A faculty composed of individuals who are both practitioners and scholars guide students through coursework to give them the opportunity to meet the standards of their professions. Education is provided through training and practical experiences appropriate to their discipline, as well as through the study of a comprehensive academic curriculum.

5.4 Commitment to Diversity

MILA College strives to prepare students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and experiential curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

5.4.1 Non-Discrimination Policy

MILA College does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran's status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities, pursuant to Title IX regulations at 34 C.F.R. § 106.9. MILA College provides reasonable accommodations for qualified individuals with disabilities. The institution will not retaliate against persons bringing forward allegations of harassment or discrimination. The Title IX Coordinator for MILA College is ***Ms. Omaya Emile Helal***, Director of Student Services Operations, and she can be located at 17070 Collins Avenue, Suites 267–269 Sunny Isles Beach, Florida, USA 33160, or via email at titleIXcoordinator@milacollege.com. The Title IX Coordinator has been designated to handle inquiries and coordinate the institution's compliance efforts regarding the Non-Discrimination Policy.

5.4.2 Student Grievance Procedure for Internal Complaints of Discrimination and Harassment

Students who believe they have been subjected to discrimination or harassment (other than sexual harassment) in violation of the Non-Discrimination Policy should follow the procedure outlined below. (Please note that students who believe they have been subjected to sexual harassment should follow the reporting process in the Sexual Misconduct and Relationship Violence Policy.) This complaint procedure is intended to provide a fair, prompt and reliable determination about whether the MILA College Non-Discrimination Policy has been violated.

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so either with the Provost or the Dean of the College. The complaint

should be presented in writing, and it should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.

2. The Provost or the Dean of the College will investigate the allegations. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only MILA College's final determination with respect to the alleged offense and any sanction that is imposed against the accused. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator's sole discretion.
3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with institutional policies protecting individuals' privacy, the student who made the complaint may generally be notified that the matter has been referred to for disciplinary action but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.
4. The decision of the Provost or Dean of the College may be appealed by petitioning the President's office. The written appeal must be made within 20 calendar days of receipt of the determination letter. The President or his/her designee will render a written decision on the appeal within 30 calendar days from the receipt of the appeal. The President's decision shall be final.
5. MILA College will not retaliate against persons bringing forward allegations of harassment or discrimination.
6. Matters involving general student complaints will be addressed according to the Student Complaint Procedure, that can be found in this catalog in the section covering Student Rights and Responsibilities.
7. For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education at https://www.ed.gov/about/ed-offices/ocr

5.5 Right to Change Requirements

MILA College reserves the right to change the policies contained within this catalog from time to time. Accordingly, although notice is not required for a new policy to take effect, MILA College will

make reasonable attempts to notify students promptly of any policy changes through Web site or email postings, or other methods deemed appropriate by College administration.

Students will follow the degree requirements in effect at the time of their matriculation. However, a student who changes degree programs or fails to maintain continuous enrollment with an absence greater than one year will be required to follow the Academic Catalog in effect at the time of readmission (see the section on Admission and Finance Policies, and more specifically 2.1.6. Readmission Process after Withdrawal/Dismissal). Furthermore, requirements of government agencies, and other regulatory bodies may influence a student's degree requirements. Possible changes include, but are not limited to, graduation requirements, admission requirements, tuition, fees, curricula, and course content. Students are responsible for making themselves aware of any changes.

5.6 Disability Services

MILA College provides accommodations to qualified students with disabilities. The Student Services office under the supervision of the Dean of the College assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities.

Students who seek reasonable accommodations should notify the Director of Student Services of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation about the need for accommodation. Classroom accommodations are not retroactive but is effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with the Director of Student Services Coordinator to allow for time to gather necessary documentation. Complaints will be handled in accordance with the ***Student Grievance Procedure for Internal Complaints of Discrimination and Harassment*** (Section 5.4.2 of the catalog).

5.7. Nondiscrimination and Accommodation Policy for Pregnancy and Related Conditions

MILA College is committed to maintaining an educational environment free from discrimination, in strict compliance with Title IX of the Education Amendments Act. The College strictly prohibits discrimination or harassment against any student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any related medical conditions. Institutional policies will never presume a student is unable to participate in educational programs due to a pregnancy or related condition.

To ensure equal access to its educational offerings, the College will provide individual reasonable modifications based on a student's temporary pregnancy-related status. Key operational parameters include:

- Excused Absences: Students will not be penalized for absences deemed medically necessary by their healthcare provider due to pregnancy or related conditions.

- Academic Assessments: Instructors must provide equitable opportunities for students to submit coursework or complete examinations missed due to medically necessary, pregnancy-related absences. If an instructor's grading metric includes a class participation component, the student's grade must be adjusted to account for these excused absences.
- Documentation Standards: Consistent with the College's policies for medical accommodations, students must submit verifiable documentation from a licensed healthcare provider confirming that the requested academic modifications or absences are medically necessary.

Students seeking assistance or modifications under this policy should immediately contact the institutional Title IX Coordinator, which is the Director of Student Services, to initiate a structured, collaborative review of their needs.

5.8 Student Record Privacy and Disclosure Policy

MILA College is committed to ensuring the absolute privacy, confidentiality, and security of all student academic, financial, and personal records. ***As a non-accredited institution that does not participate in federal Title IV financial aid programs, the College is not directly governed by the federal Family Educational Rights and Privacy Act*** (FERPA). However, in strict compliance with the regulations of the Florida Commission for Independent Education (CIE) and state consumer protection standards, MILA College enforces record-keeping policies that mirror the highest institutional privacy benchmarks in higher education.

5.8.1 Definition of Student Records

For the purpose of this policy, a "student record" includes any document, file, electronic ledger, or digital data maintained by the College that contains personally identifiable information (PII) directly related to a current or former student. This includes, but is not limited to:

- Academic transcripts, enrollment history, and grading sheets.
- Admissions files, including prior transcripts and application materials.
- Financial ledgers, payment schedules, and institutional billing statements.
- Official correspondence between the student and institutional departments.

5.8.2 Limitations on Disclosure and Third-Party Access

Personally identifiable information contained within a student's record will not be disclosed to any third party, including parents, spouses, prospective employers, or external organizations—without the express, written consent of the student. Students wishing to authorize the release of their records must submit a completed and signed *Student Information Release Authorization Form* to the Student Services Department, specifying the exact records to be disclosed and the designated recipient.

5.8.3 Regulatory and Legal Exceptions to Consent

In accordance with state and administrative mandates, MILA College reserves the right to disclose student records without prior written consent exclusively to the following entities:

- **Authorized Institutional Officials:** Faculty and administrative staff who possess a legitimate educational interest and require access to fulfill their professional responsibilities.
- **The Florida Commission for Independent Education (CIE):** Officials or designated representatives conducting official regulatory reviews, compliance audits, or site inspections.
- **Legal Processes:** In response to a lawfully issued judicial order, court order, or legally enforceable subpoena. The College will make a reasonable effort to notify the student prior to compliance, unless prohibited by the terms of the subpoena.
- **Health and Safety Emergencies:** Appropriate law enforcement or medical personnel if the information is strictly necessary to protect the immediate health, safety, or well-being of the student or campus community.

5.8.4 Student Rights: Review, Inspection, and Amendment

Students maintain the right to inspect and review their official educational and financial records. To exercise this right, a student must submit a formal written request to the Student Services Department.

- **Timeline:** The College will provide access to the records within **30 days** of receiving the written request.
- **Right to Amend:** If a student believes that information contained in their record is inaccurate, misleading, or in violation of their privacy rights, they may petition the Provost/Chief Academic Officer in writing to amend the record. The petition must clearly identify the specific data in question and provide supporting evidence for the requested change.

5.8.5. Custody, Retention, and Security of Records

MILA College maintains student records in a secure, climate-controlled environment, backed up by multi-factor encrypted digital storage systems. In alignment with CIE requirements, permanent student records (including academic transcripts and enrollment histories) are retained indefinitely. In the event of a future institutional closure, a permanent repository of all student transcripts will be filed with the Commission for Independent Education as required by Florida law.

5.9 Student Right to Know

According to regulations published by the Department of Education based on the Student Right-to-Know act, the graduation/completion rates for first time, full-time students who entered school and graduated/completed within 150% of the normal time to complete the program, as published in the catalog, must be made available to current and prospective students. This information may be obtained from the Admissions Office.

5.10 Jury Waiver and Agreement to Binding, Individual Arbitration

Student and MILA College irrevocably waive our rights to a trial by jury and agree instead that all disputes, no matter how described, shall be resolved by individual binding arbitration. This

Arbitration Agreement, however, does not modify Student's right, if any, to file a grievance with any state educational licensing agency or accrediting body.

1. Student is strongly encouraged to first attempt to resolve the Claim by using the General Student Complaint Procedure included in the Student Rights and Responsibilities section of this catalog.
2. Neither party shall file or maintain any lawsuit in court against the other, and any suit filed in violation of this Arbitration Agreement shall be dismissed by the court in favor of arbitration conducted pursuant to this Arbitration Agreement. The parties agree that the moving party shall be entitled to an award of costs and fees of compelling arbitration.
3. The arbitration shall take place before a single, neutral arbitrator in the federal judicial district in which Student resides, unless the parties agree otherwise.
4. Student agrees not to combine or consolidate any Claims with those of other students, such as in a class or mass action, or to have any Claims be arbitrated or litigated jointly or consolidated with any other person's claims. Further, the parties agree that the arbitrator shall have no authority to join or consolidate claims by more than one person.
5. The Federal Arbitration Act (FAA), including all its substantive and procedural provisions, and related federal decisional law shall fully govern this Arbitration Agreement. All determinations as to the scope, enforceability, validity and effect of this Arbitration Agreement shall be made by the arbitrator, and not by a court.
6. The arbitrator shall have the power to award any remedy that directly benefits the parties to this Arbitration Agreement (provided the remedy would be available from a court under the law where the Arbitration Agreement was executed) but not the power to award relief for the benefit of anyone not a party to this Arbitration Agreement.
7. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction.
8. Notwithstanding any provision in the Catalog or Enrollment Agreement, this Arbitration Agreement shall not be modified except by written agreement signed by both parties. Any or all the provisions set forth in this Arbitration Agreement may also be waived by the party against whom the Claim is asserted, but such waiver shall be in writing, physically signed (not merely electronically signed) by the party waiving, and specifically identify the provision or provisions being waived. Any such waiver shall not waive or affect any other portion of the Arbitration Agreement.
9. This Arbitration Agreement shall survive the termination of Student's relationship with MILA College.
10. If any part(s) of this Arbitration Agreement are found to be invalid or unenforceable, then such specific part(s) shall be of no force and effect and shall be severed, but the remainder of the Arbitration Agreement shall continue in full force and effect.

6. Health/Safety Policies and Procedures

6.1 Anti-Hazing Policy

Hazing involving MILA College students or student groups is strictly prohibited. Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any club or organization operating under the sanction of an institution of higher education.

Individuals and/or student clubs that force, require, and/or endorse violations will be referred to the Student Conduct Committee and, if appropriate, to the local authorities, which may pursue criminal action. Students who wish to make a complaint under this policy should contact the director of Student Services. The negligence or consent of a student or any assumption of risk by the student is not a defense to an action brought pursuant to this policy. Student club activities or programs must not interfere with the rights and activities of others and should always reflect the best interests of the members of the organization it represents and the College community. In all cases of alleged violations of this policy, faculty and staff advisors and the national/international headquarters, if applicable, of any organization will be notified.

6.2 No Harassment Policy

MILA College is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, gender identity or expression, age, national origin, disability, medical condition, marital status, veteran's status, genetic marker, or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law. Sexual harassment is more thoroughly addressed in the Sexual Misconduct & Relationship Violence Policy showed as follows

6.3 Sexual Misconduct & Relationship Violence Policy

Based on Equal Employment Opportunity Commission (EEOC) guidelines, the College defines sexual harassment as unwelcome sexual advances or other verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive work or learning environment. An act of sexual harassment is prohibited conduct and is subject to disciplinary action by the College.

MILA College values civility, dignity, diversity, education, honesty, and safety and is firmly committed to maintaining an environment free from all forms of sex discrimination, sexual harassment, and sexual assault. Sexual Misconduct and Relationship Violence, defined more specifically below, are inconsistent with these values, violate institutional policy, will not be tolerated, and are expressly prohibited. Similarly, retaliation for having brought forward a concern or allegation or for participating in an investigation of a report of Sexual Misconduct or Relationship Violence is also expressly prohibited and is grounds for disciplinary action.

This Policy provides information regarding how an individual – whether a student, faculty member, or staff member – can make a report of Sexual Misconduct or Relationship Violence impacting a student and how the institution will proceed once it is made aware of any such report.

6.3.1 Preliminary Issues & Important Definitions

This Policy prohibits "Sexual Misconduct" and "Relationship Violence," broad categories encompassing the conduct defined below. Sexual Misconduct and Relationship Violence can be committed by anyone, including third parties, and can occur between people of the same sex or different sexes and regardless of one's biological sex or transgendered sex. This policy applies to Sexual Misconduct and Relationship Violence that is committed against a student when that Sexual Misconduct or Relationship Violence occurs: (i) on campus; (ii) off-campus if in connection with a College-online program or activity; or (iii) off-campus if allegedly perpetrated by a fellow student, faculty member, staff member, or third party when the victim/reporting student reasonably believes that the off-campus conduct has created a hostile educational environment.

6.3.1.1 What is "Sexual Misconduct"?

Sexual Misconduct includes:

- **Sexual Assault**: Having or attempting to have sexual intercourse, cunnilingus, or fellatio without Consent (as defined below). Sexual intercourse is defined as anal or vaginal penetration by a penis, tongue, finger, or inanimate object.
- **Non-Consensual Sexual Contact**: Any intentional sexual touching with any body part or object by any person upon any person without Consent.
- **Sexual Exploitation**: An act attempted or committed through the abuse or exploitation of another person's sexuality. Examples include, but are not limited to, prostituting another student; inducing a student into sexual intercourse, sexual contact, or other sexual activity by implicit or explicit threat of exposure of personal information or academic consequences; non-consensual video or audio-taping of sexual activity; allowing others to observe a personal consensual sexual act without the knowledge or Consent of all involved parties; and knowingly transmitting or exposing another person to a sexually transmitted infection without the person's knowledge.
- **Indecent Exposure**: the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.
- **Sexual Harassment**: unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic status; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; or (c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, and learning.

6.3.1.2 What is "Relationship Violence"?

Relationship Violence includes:

- **Domestic Violence**: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a current or former spouse or intimate partner or any other person from whom the student is protected under federal or applicable state law.
- **Dating Violence**: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. The existence of such a relationship is generally determined based on a consideration of the length and type of relationship and the frequency of interaction.
- **Stalking**: A course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts in which a person directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person's property.

The following also constitute violations of this Policy:

- **Complicity**: Assisting, facilitating, or encouraging the commission of a violation of this Policy.
- **Retaliation**: Acts or attempted acts for the purpose of interfering with any report, investigation, or proceeding under this Policy, or as retribution or revenge against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. To be clear, retaliation against a Complainant for reporting an incident or against any witness who participates in an investigation is strictly prohibited.

6.3.1.3 "Complainants" and "Respondents"

MILA College is not a court of law. We also do not engage in victim-blaming or rushes to judgment. Therefore, without judgment, we refer to anyone who reports that s/he has experienced Sexual Misconduct as a "Complainant" and to anyone who reportedly has engaged in Sexual Misconduct as a "Respondent."

6.3.1.4 Defining Consent

In many cases of Sexual Misconduct, the central issue is consent or the ability to give consent. Consent is a voluntary agreement to engage in sexual activity. Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Past Consent does not imply future Consent, and Consent to engage in one form of sexual activity does not imply Consent to engage in a different form of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Consent must be knowing and voluntary. To give Consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of her/his actions. Individuals who are physically or mentally incapacitated cannot give Consent.

Silence, without actions evidencing permission, does not demonstrate Consent. Where force, threats, or coercion is alleged, the absence of resistance does not demonstrate Consent. Force, threats, or coercion invalidates Consent. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one's responsibility to obtain Consent or negate one's intent.

Consent to engage in sexual activity may be withdrawn by either person at any time. Once withdrawal of Consent has been clearly expressed, sexual activity must cease.

Incapacitation is the inability, temporarily or permanently, to give Consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, due to an intellectual or other disability that prevents the student from having the capacity to give Consent, or the individual is unconscious, asleep or otherwise unaware that sexual activity is occurring. In addition, an individual is incapacitated if he or she demonstrates that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators that an individual is incapacitated may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, lack of awareness of circumstances or surroundings, or inability to perform other physical or cognitive tasks without assistance.

6.3.1.5 Title IX Coordinator

To ensure a safe and nondiscriminatory learning environment, MILA College designates ***Ms. Omaya Emile Helal***, Director of Student Services, as the institutional Title IX Coordinator.

- *Primary Oversight*: The Title IX Coordinator is responsible for coordinating the College's comprehensive efforts to comply with and implement federal regulations under Title IX.

- *Scope of Responsibility*: This includes overseeing investigations into sexual misconduct, ensuring institutional compliance with equal opportunity regulations, and administering mandatory equity policies across all academic programs.

Contact Information:
17070 Collins Avenue, Suites 267–269, Sunny Isles Beach, FL 33160
ititleIXcoordinator@milacollege.com

6.3.2 Reporting & Confidentiality

We encourage victims of Sexual Misconduct & Relationship Violence to talk to somebody about what happened – so they can get the support they need, and so the College can respond appropriately.

The College will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged Sexual Misconduct or Relationship Violence to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the College's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

The College will complete any publicly available record-keeping, including Clery Act reporting and disclosure, without the inclusion of identifying information about the alleged victim. It will also maintain as confidential any interim measures or remedies provided to the alleged victim to the extent that maintaining confidentiality will not impair its ability to provide interim measures or remedies.

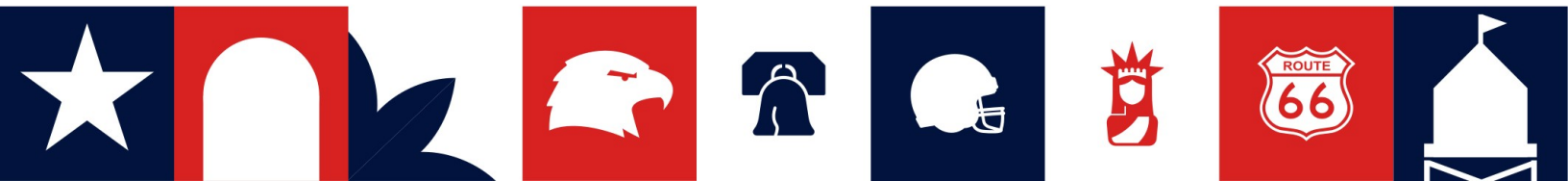
In addition to internal reporting, the College strongly encourages anyone who believes they have experienced a sexual assault (or any other crime) to make a report to local law enforcement. Collection and preservation of evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. Designated staff will, upon request, assist an individual in making a report to law enforcement as necessary and appropriate.

Although we strongly encourage complainants to report to local law enforcement, such a report is not a prerequisite to the College's review and investigation of any complaint covered by this Policy. The College will honor a Complainant's request not to report the matter to local law enforcement UNLESS we have a reasonable basis to believe that the safety and security of the academic community is at risk. In this event, the College will endeavor to notify a Complainant or Reporter of the institution's intent to report the matter to law enforcement in advance of any such report.

The College does not limit the time frame for reporting under this Policy, although a delay in reporting may impact on the College's ability to take certain actions.

6.3.3 Response Procedure

Students are encouraged to report any incident of Sexual Misconduct or Relationship Violence to the Title IX Coordinator. If a report is made verbally, the College will request a written statement by the student.



Upon receipt of a report, the College will generally proceed as described below.

6.3.3.1 Investigation Commencement

The College will provide a timely and thorough investigation. Barring exigent circumstances, cases of Sexual Misconduct and Relationship Violence will generally be resolved within a 60-day period once the incident has been reported. An extension of time may be necessary if witnesses are unavailable or uncooperative or due to other extenuating circumstances beyond the control of the investigator.

6.3.3.2 Initial Response

Once the College is put on notice of possible Sexual Misconduct and Relationship Violence, the Complainant will be offered appropriate confidential support, accommodations, and other resources and will be notified of applicable policies and procedures. Accommodations include the ability to change work schedules, to alter academic schedules, to withdraw from/retake a class without penalty, and to access academic support. The Respondent also will be offered appropriate resources and notified of applicable policies and procedures.

6.3.3.3 Interim Intervention

Pending final determination, the Title IX Coordinator will take appropriate interim measures. These measures may include, but are not limited to, the imposition of a no-contact order and/or employment, transportation, residence, and academic modifications. Student Services staff may limit a student or organization's access to certain College facilities or activities pending resolution of the matter. The College may impose an Interim Suspension on the Respondent pending the resolution of an alleged violation when the College determines, in its sole discretion, that it is necessary in order to protect the safety and well-being of members of the academic community.

6.3.3.4 Decision to Proceed with Investigation

If the Complainant is willing to participate in the review and investigation process, the College will proceed as described below in Section 6.3.3.5.

If the Complainant requests a confidential investigation, the College will seek to protect the privacy and confidentiality of the Complainant to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the College's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

If a confidential investigation is requested and agreed to, the College will investigate without revealing the name of the Complainant in any interview or email and will not ask questions that inadvertently or reasonably could reveal the identity of the Complainant.

If the Complainant asks that the report of sexual misconduct not be pursued, the College will consider the interests of the Complainant, the academic community, law enforcement, and/or other appropriate interests under the circumstances. The College, in consultation with the Title IX Coordinator, will make a final decision on whether and to what extent it will conduct an investigation, and notify the Complainant promptly.

6.3.3.5 Investigation Procedure

Investigators do not function as advocates for either Complainants or Respondents. Investigators can, however, identify advocacy and support resources for either Complainants or Respondents.

The Respondent will receive written notice of the report and the nature of the alleged misconduct. He/She will be advised in writing of the investigation process and opportunity to provide any relevant evidence.

The Investigation will generally be conducted by the Title IX Coordinator, if the Respondent is a student. If the Respondent is a faculty or staff member, Human Resources will also participate in the investigation.

The investigator will separately interview both Complainant and Respondent. Both parties will be able to provide evidence and suggest other witnesses to be interviewed. The investigator will interview other relevant witnesses and review any other available relevant evidence. Both the Complainant and Respondent can have another individual present during their own respective interviews. If the Complainant or Respondent elects, they may have an attorney present during their own interview, but said attorney may not advocate during the interview.

6.3.3.6 Determinations

1. *For cases where the Respondent is a student.*
   The investigator will present all evidence to the Title IX Coordinator. In all cases, the Title IX Coordinator will be appropriately trained regarding handling and considering sexual misconduct and relationship violence cases.

   The Title IX Coordinator will weigh the evidence presented and decide whether additional evidence is necessary for consideration. Ultimately, the Title IX Coordinator will decide whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

   The College reserves the right to convene a Determination Panel to review the evidence and make the determination in appropriate circumstances.

2. *For cases where the Respondent is a Faculty or Staff Member.*
   The investigator will present all evidence to the Ethics Committee. The Ethics Committee will be appropriately trained regarding handling and adjudicating sexual misconduct and relationship violence cases. The Ethics Committee will weigh the evidence presented and make a determination whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

6.3.3.7 Standard of Proof

In all cases under the Sexual Misconduct policy, the Title IX Coordinator or the Ethics Committee will determine if a violation of policy has occurred by the preponderance of evidence standard. Thus, they will determine whether it is more likely than not that a violation has occurred.

6.3.3.8 Potential Sanctions

If a violation of policy has been found, the Title IX Coordinator or the Ethics Committee will impose appropriate sanctions, including but not limited to coaching, training, probation, suspension, or expulsion in the case of students or coaching, training, written warning, demotion, or termination in the case of employees.

6.3.3.9 Outcome Notifications

Both the Complainant and Respondent will be notified in writing of the outcome of the investigation and of the sanctions imposed, if any.

6.3.3.10 Appeals

If the Complainant or Respondent is a student, he or she may appeal the outcome determination by written appeal to the President within 15 days of notification of the outcome. An appeal may be made based only on one or more of the following reasons:

1. New and significant evidence appeared that could not have been discovered by a properly diligent, charged student or complainant before or during the original investigation and that could have changed the outcome.
2. The Finding is Arbitrary and Capricious: Reading all evidence in the favor of the non-appealing party, the finding was not supported by reasonable grounds or adequate consideration of the circumstances. In deciding appeals, the President is allowed to make all logical inferences in benefit of the non-appealing party.
3. Disproportionate Sanctions: The sanctions were disproportionate to the findings.

The appeal shall consist of a written statement requesting review of the conduct decision or sanction and explaining in detail the basis for the appeal. The President, or designated representative, will notify the non-appealing party of the request for an appeal. Within five working days of receipt of the notice, the non-appealing party may submit a written statement to be included in the case file. The appeal may proceed without the non-appealing party's written statement if it is not submitted within the designated time limit.

The President will endeavor to make a determination of the appeal within 15 business days of receipt. The President's decision is final.

6.4 Reporting Health or Safety Hazards

Students should immediately report health or safety hazards to the Dean of the College. Any accident or injury, no matter how slight, must also be reported immediately.

MILA College publishes an annual security report that contains information concerning policies and programs relating to security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, law enforcement and access to facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes online and on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A

copy of the most recent annual security report may be obtained from the Student Services department during regular business hours.

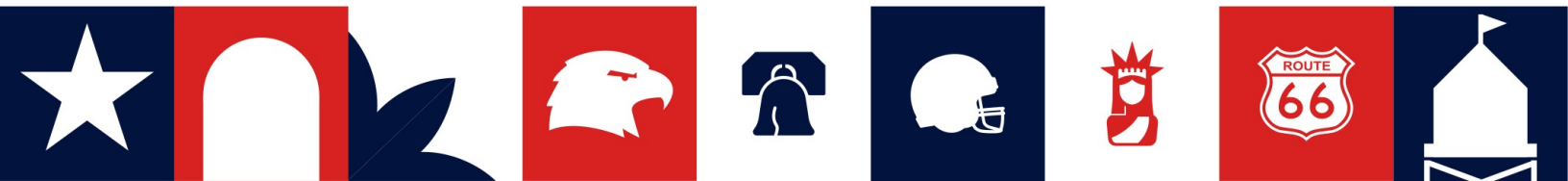
In addition to the annual security report, MILA College maintains a crime log recording of all reported crimes. The crime log is available for public inspection during regular business hours at the Student Services Department office.

MILA College reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

6.5 Drug and Alcohol Policies

MILA College, as a Florida College, complies with the regulations mandated by the Drug-Free Schools and Communities Act (DFSCA), enforcing policies prohibiting illegal drug/alcohol use on campus or at College events, covering students and employees with disciplinary actions like warnings, education, suspension, or expulsion, plus health/legal risks info, support resources (counseling/treatment), and reporting requirements for convictions. Common rules forbid being impaired at work/class, unlawful possession, or distribution, applying to all College property and activities.

Pursuant to federal and state drug laws, employees and students are also prohibited from the unlawful manufacture, distribution, possession, sale or use of illicit/illegal drugs.



6.6 Health and Immunization

In compliance with Florida regulations that currently mandate certain vaccines for students in higher education institutions, MILA College requires proof of vaccination for **MMR** (*Measles, Mumps and Rubella)*, ***Meningococcal Meningitis*** (ACWY), and **Hepatitis B**.

6.6.1 Measles, Mumps and Rubella Vaccination (MMR)

Measles, mumps, and rubella are serious diseases. Before vaccines they were very common, especially among children. Measles virus causes rash, cough, runny nose, eye irritation, and fever. It can lead to ear infection, pneumonia, seizures (jerking and staring), brain damage, and death. Mumps virus causes fever, headache, muscle pain, loss of appetite, and swollen glands. It can lead to deafness, meningitis (infection of the brain and spinal cord covering), painful swelling of the testicles or ovaries, and rarely sterility. Rubella virus causes rash, arthritis (mostly in women), and mild fever. If a woman gets rubella while she is pregnant, she could have a miscarriage, or her baby could be born with serious birth defects.

Additional information regarding the MMR vaccination, disease, risks, and contraindications can be found at https://www.cdc.gov/vaccines/hcp/current-vis/mmr.html?CDC_AAref_Val=https://www.cdc.gov/vaccines/hcp/vis/vis-statements/mmr.html .

6.6.2 Meningococcal Disease

Meningococcal disease can refer to any illness that is caused by the type of bacteria called *Neisseria meningitidis*, also known as meningococcus. These illnesses are often severe and include infections of the lining of the brain and spinal cord (meningitis) and bloodstream infections (bacteremia or septicemia). Meningococcus bacteria are spread through the exchange of respiratory and throat secretions like spit (e.g., by living in close quarters, kissing). Meningococcal disease can be treated with antibiotics, but quick medical attention is extremely important. Keeping up to date with recommended vaccines is the best defense against meningococcal disease.

Additional information regarding the meningococcal vaccination, disease, risks, and contraindications can be found at http://www.cdc.gov/meningococcal/index.html.

6.6.3 Hepatitis B

Hepatitis B is a liver infection caused by the Hepatitis B virus (HBV). Hepatitis B is transmitted when blood, semen, or another body fluid from a person infected with the Hepatitis B virus enters the body of someone who is not infected. This can happen through sexual contact; sharing needles, syringes, or other drug-injection equipment; or from mother to baby at birth. For some people, hepatitis B is an acute, or short-term, illness but for others, it can become a long-term, chronic infection. Risk for chronic infection is related to age at infection: approximately 90% of infected infants become chronically infected, compared with 2%–6% of adults. Chronic Hepatitis B can lead to serious health issues, like cirrhosis or liver cancer. The best way to prevent Hepatitis B is by getting vaccinated.

Additional information regarding the hepatitis B vaccination, disease, risks, and contraindications can be found at http://www.cdc.gov/hepatitis/hbv/index.htm.

6.7 Medical Responsibility and Risks

When enrolling at MILA College, the student accepts full financial responsibility for all medical treatment and care and/or disability costs for any illness and/or injury incurred while pursuing a degree in the institution. Students should keep themselves enrolled in personal health insurance plans for their own protection and wellness. MILA College will not accept responsibility for medical or other costs incurred by sick or injured students while pursuing a degree in the institution.

6.8 No Smoking Policy

MILA College provides non-smoking work and study environment.

6.9 Firearms Policy

It is the responsibility of all employees, students, alumni and all others to adhere to the provisions set forth in this policy and to report any known violations of this policy to Human Resources or a member of management.

It is the responsibility of management and Human Resources to ensure compliance with this policy and to take corrective action when necessary.

Conditions/Guidelines:

a. This Policy applies to anyone on College premises, unless otherwise prohibited by law.
b. Firearms, including concealed weapons, are not permitted on College premises and/or at College events, except that sworn members of a law enforcement agency acting in performance of their duties and/or employees of a licensed armored car service providing contracted services to MILA College or to College vendors and contractors may carry weapons.
c. Firearms are not permitted in any vehicle while the vehicle is parked on College property, whether said property is owned or leased by the College or provided to MILA College for its use, except where otherwise required by law.
d. Any employee or student who becomes aware of a violation of this policy should immediately notify Human Resources, the President or a member of management.

Violation of this policy is considered a serious offense that endangers the safety of anyone on College premises. Any person violating this policy may be required to leave College premises. Employees violating this policy are subject to discipline, up to and including termination. Students violating this policy are subject to suspension or dismissal from school.

7.Student Rights and Policies

7.1 Statement of Student Rights and Responsibilities

All students enrolled at MILA College assume an obligation to always conduct themselves as responsible members of the academic community, to respect the personal and property rights of others, and to support the educational mission of the institution. Students must demonstrate personal and professional integrity in addition to academic excellence. The institution, represented by administrators, faculty, and staff, encourage student involvement in decision making.

7.2 Ethical Code of Conduct

MILA College's expectation of integrity and ethical and professional conduct applies to all the following members of the MILA College community: members of the Board of Trustees; executive officers, faculty, staff, students, other individuals employed by the College and using College resources or facilities; consultants, vendors and contractors when they are doing business with the College; and volunteers and representatives acting as agents of the College. The policy is not an attempt to define specifically what one should and should not do, but to communicate that MILA College affirms that conduct consistent with accepted standards is an integral part of its mission.

Consequently, each member of MILA College's community must transact College business in compliance with all federal and state laws and in accordance with the College policies and regulations established by the Board of Trustees. Executive officers, managers and supervisors are responsible for knowing the laws and regulations that are relative to their positions and responsibilities and for systematically teaching and monitoring compliance in their areas. Examples include but are not limited to human resources and employment regulations, conflict of interest policies, confidentiality, security and integrity of College documents and records, computer use and security policies, procurement guidelines, sound business practices, environmental health and safety regulations, and ethical stewardship of the College's property and resources.

At the academic level, faculty and students must refrain from using ideas or contents of a third party without giving proper citation. Plagiarism is a serious example of academic dishonesty, and it applies not only to students but also to faculty members. At the student level, academic dishonesty also includes, but is not limited to, cheating on assignments or assessments, using unauthorized materials, sharing test questions or answers, intentionally and unintentionally falsifying a document or assignment. Assisting another student to cheat, to plagiarize, or to falsify assignments also are considered academic dishonesty. Violations of this policy, by both students and faculty members, can lead to sanctions for academic dishonesty, including probation, suspension, expulsion, and dismissal from the College. Students are expected to conduct themselves in an ethical, professional, and civil manner. Unprofessional behavior includes, but is not limited to, hostile or careless uses of profanity or obscenities, physical displays of anger or aggressiveness, threatening gestures or comments, violence or harassment, insubordination or

persistent, disrespectful arguing, or any other illegal or unethical conduct. Unprofessional behavior may be cause for disciplinary action.

Each student is expected to refrain from engaging in the following:

- Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism.
- Falsification or alteration of College documents, records, or identification cards.
- Forgery, issuing bad checks, or not meeting financial obligations to the institution.
- Theft or the deliberate damage or misuse of property belonging to others or the property of MILA College.
- The manufacture, possession, use, or distribution of any form of alcoholic beverages or illegal drugs while on MILA College property.
- Possession, display, or use of any dangerous instrument, weapon, or explosives. Certified law enforcement officers. required by their employer to carry a firearm are excluded.
- Deliberate interference with academic freedom, freedom of speech, or freedom of movement of any member or guest of the College community.
- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of MILA College.
- Physical abuse, threatening acts, or harassment toward others.

It is the responsibility of all students to be familiar with the MILA College Ethical Code of Conduct.

7.3 Student Conduct Committee

7.3.1 Purpose and Scope

Any student suspected of violating the College Ethical Code of Conduct may be referred to by the Student Conduct Committee (SCC) which is responsible for investigating the allegations. The SCC is the only institutional committee with the authority to dismiss a student in violation of the College Ethical Code of Conduct.

Students found guilty of violating the College Ethical Code of Conduct by the SCC shall be subject to disciplinary action. Sanctions include but are not limited to the following:

- Issue a warning to the student
- Place the student on administrative leave of absence and establish conditions for re-entry.
- Place the student on general probation
- Remove the student from school premises.

7.3.2 Committee Membership

The SCC consists of at least three (3) up to five (5) voting members, including co-chairs (a core faculty member and the Director of Student Services or a designee), and faculty. The President accepts nominations from the Provost and selects the members. A student member may be selected by the faculty members of the committee.

Members shall serve for staggered two-year terms, with half of the seats expiring in even-numbered years and half of the seats expiring in odd-numbered years. They may assign certain seats temporarily to one-year terms to meet this requirement.

In the event that a member of the committee has made the referral under review or has other potential conflicts of interest, that member will be excused and another will be recruited by the chair as a temporary replacement.

In carrying out its responsibilities, the committee operates within the published policies of MILA College governing standards for academic progress, academic and administrative sanctions, and professional competence.

7.3.3 Complaint Procedures

Any member of the College, including faculty, staff, students, and administrators, may file a complaint against any student for misconduct or for otherwise being in violation of MILA College policies. The complaint must be prepared in writing and directed to the director of Student Services as co-chair of the committee. Complaints should be submitted within 30 business days after the alleged violation occurred.

7.3.3.1 Committee Procedures

The following procedures govern the actions of the SCC:

- The student should be notified in writing of the charges and pending action of the SCC
- The director of Student Services (or designee) will schedule a committee hearing within 7 to 21 business days of notifying the student of the charges and pending action by the SCC
- The student should receive written notification of the time and date of the hearing as well as the specific allegations against them including any supporting documentation that will be reviewed by the SCC prior to the hearing
- In the event that the student does not attend the scheduled hearing, the SCC should commence deliberation and render a decision
- The student is permitted to have a support person, for example, another student, faculty, staff member, friend or family present during the hearing. The support person must not act as an attorney or an advocate. Students are expected to speak on their own behalf.
- Witnesses with knowledge of circumstances related to the alleged infraction are permitted to present information during the hearing and pertinent records, exhibits and written statements may be accepted as evidence for consideration by the SCC
- Any procedural questions raised during the process should be addressed by the committee

After the hearing, the SCC shall render a decision regarding the merits of the allegations. If the SCC determines that a violation has occurred, the SCC will determine what sanctions are appropriate,

including, but not limited to: a) issue a warning to the student, b) place the student on general probation with a remediation plan c) place the student on administrative leave of absence and establish conditions for reentry, or d) dismiss the student from MILA College

Within 30 business days of the hearing the student should be informed in writing of the disciplinary action, as well as the conditions that must be met to remove the disciplinary action, if appropriate. Information regarding the student's right to appeal should be included.

Copies of the referral letter, evidence, letter of notification, minutes, and the letter sent to the student describing the disciplinary action are retained in the SCC records and a copy of the disciplinary letter is placed in the student file. A copy of the disciplinary letter is also provided to the student's division or program chair. The referral source, faculty, and administration will be informed of the outcome on a need to know only basis in accordance with the **Student Record Privacy and Disclosure Policy** (see catalog section 5.8)

Administrative Leave of Absence

In addition to other reasons for administrative leave, the College may place a student on administrative leave of absence prior to conduct hearing when, in the judgment of the institution, the student's presence may pose a threat of harm to himself, to others, or to property of MILA College.

Violations of Law

Disciplinary procedures may be instituted against a student charged with violation of a law that is also a violation of the student conduct policy. Proceedings under this policy may be carried out prior to, concurrent with, or following civil or criminal proceedings off campus. MILA College will cooperate fully with law enforcement and other agencies in the enforcement of criminal laws on College property.

General Probation

The administration and/or faculty may request that Student Conduct Committee (SCC) review any student whose professional performance indicates deficiencies in performing the work required of students within their respective programs. The SCC may place the student on general probation and require remediation steps as deemed appropriate. The student must agree to all reasonable conditions in order to remain enrolled.

The body that placed the student on general probation (SCC) determines the conditions under which students placed on general probation shall be removed. The conditions must be clearly stated in writing and sent to the student. It also determines the schedule under which the student placed on general probation shall be removed, as well as make the determination as to the satisfaction of the requirements of the terms of the probation.

7.3.3.2 Student Complaint Procedure

Students may use this complaint procedure to address complaints that are not otherwise covered by a more specific policy. Students who have a complaint regarding grades should refer to the Grade Appeal Procedures, available in the Academic Policies and Procedures section of this

catalog. Students with complaints about possible bias and harassment or Disability Services should refer to the Student Grievance Procedure for Internal Complaints of Discrimination and Harassment, available in the Institutional Policies section of this catalog. The institutional community benefits from prompt resolution of issues. Before pursuing the Student Complaint Procedure, the student should first discuss the problem or complaints with the individuals involved in the complaint. Students presenting complaints for resolution must present them in writing within 45 days of the incident prompting the complaint. Faculty, staff, and administrators should make a prompt response in order to answer any questions or resolve the complaints brought to their attention. Students will not be subjected to adverse actions by any school officials as a result of initiating a complaint.

If these efforts are unsuccessful, the following process will be utilized:

- For complaints about faculty members written complaints may be brought to the faculty member's divisional or program chair. This individual will appoint a third party or parties to hear both sides of the dispute and present a recommendation to the Provost. The Provost will forward a decision by writing to the student within 45 days of receipt of the complaint.
- For complaints about administrators who are not the President, written complaints may be brought to the President, who will appoint a third party or parties to hear the dispute. This party will present a recommendation to the President who will forward a decision in writing to the student within 45 days of the receipt of the complaint.
- For complaints about the President, the matter should be presented in writing to the Board, who will appoint an appropriate third party or parties to hear the dispute. This party will make a decision that will be forwarded to the student in writing within 45 days of receipt of the complaint.

Students may appeal the outcome of a final student complaint resolution by following the College Student Right to Appeal process defined as follows.

7.4 Student Right to Appeal

7.4.1 Appeal of Disciplinary Action or Dismissal

Students have the right to appeal academic probation, dismissal, and disciplinary actions taken against them, as well as final decisions regarding any other dispute resolution procedure, except for dismissal due to violation of the Maximum Allowable Timeframe policy. Students who believe they have extenuating circumstances regarding a particular matter or believe that they have been treated in an arbitrary or biased fashion and/or without adherence to MILA College policies and procedures may file an appeal. For the purposes of this policy, "bias" shall mean inequitable treatment based upon a student's membership in a class protected from discrimination and shall not encompass personality conflicts between student and instructor/administrator. Extenuating circumstances include the following extreme situations:

- Death of an immediate family member
- Student illness requiring hospitalization (this illness includes mental health issues)
- Severe illness of an immediate family member where the student is a primary caretaker

- Illness of an immediate family member where that family member is the primary financial support
- Abusive relationship
- Divorce proceeding
- Natural disaster
- Financial hardships such as foreclosure or eviction
- Military deployment

Students must provide documentation of extenuating circumstances. The appeal must clearly state, in writing, and in the student's own words, the reason(s) for the appeal, and provide any evidence the student may have in support of his or her position. As part of the appeal, the student must document in writing the changes in the student's situation that will allow the student to meet the standards for satisfactory academic progress by the end of the Academic Probation period, according to a written academic plan. The Chair of the Appeals Committee will initially rule as to whether the subject of the appeal constitutes an issue of bias/discrimination or a failure of the College to follow its process and procedures. The Chair determines if a basis for an appeal has been stated. If so determined, then the Appeals Committee gathers and reviews relevant information to make its decision.

7.5 Appeals Committee

7.5.1 Appeals Committee Procedures

Students have 45 calendar days from the date of the action to file with the Provost their appeal in writing. The letter must clearly state the reason for the appeal and provide any necessary support documentation.

The Provost will convene a hearing by the Appeals Committee within 30 calendar days of the date of receipt of the appeal. The complainant will be notified in writing of the date and time of the meeting. He/she is expected to attend or otherwise participate in the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.

The Appeals Committee is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting, and the student is expected to present the appeal, in his/her own words. Audio recording of academic hearing is not permitted. Minutes of the meeting are confidential.

Following appropriate review and deliberation, the Appeals Committee will communicate its decision in writing to the student within 15 calendar days of the Appeals Committee hearing, with copies to the student's academic file and the President. Appeals Committee decisions are subject to review by the President, who has final authority for appeals.

7.5.2 Appeals Committee Membership

The membership of the Appeals Committee consists of five voting members: a chair, three faculty members, and a student. The President appoints the committee members.

If a committee member is absent, the Chair, in consultation with committee members, will decide whether the appeal hearing will go forward as scheduled.

7.6 Unresolved Disputes

If a dispute cannot be resolved satisfactorily after exhausting the institution's complaint or appeals procedures, the student may file a complaint with the licensing agency

Florida Commission for Independent Education, CIE
325 W. Gaines St, Suite 1414, Tallahassee, FL. 32399-0400
1-888-224-6684 (Toll Free).

Part III. Student Services

8. Student Services

8.1 Enrollment Verification

Students may obtain a letter from the Student Services Department verifying their enrollment as documentation for student discounts, insurance, loan deferments, or other purposes. The request must be made in writing and must indicate the student's name, address, phone number, and student identification number, as well as the information to be released, the reason for the release, and the location to which the letter should be sent.

8.2 Transcript Requests

Requests for transcripts are made to the Student Services Department. All transcript requests should be submitted in writing and to be signed by the former or current student. Telephone requests for transcripts cannot be processed.

8.3 Housing

MILA College does not offer or operate student housing, since all programs are only offered online.

8.4 Support Services

MILA College offers students a wide range of personal and professional opportunities designed to support students' educational programs and learning needs that are not available through courses or practicum. These support services range from a Student Government Association to lecture/workshop series, special-interest groups, and common hours. Students are encouraged to contact the Student Services Department for a full description of co-curricular activities.

8.4.1 Counseling Services

MILA College is committed to assisting students in integrating the many aspects of their lives while supporting personal growth and development. The College currently outsources these services to professional that can help students at the campus or remotely. Services include short-term counseling, consultation, and referral to community agencies. Lists of professionals and agencies are available from the Student Services Department.

8.4.2 Tutoring Services

MILA College is committed to supporting students' academic needs. To this end, tutoring services are available for many courses. Interested students should contact the Student Services Department for assistance in obtaining tutoring services.

8.4.3 Student Government

The primary purpose of the student government association or student senate is to represent student concerns, facilitate communication, and assist the faculty and administration in promoting the welfare at the College. Through participation on various committees, student government often influences policy making at MILA College. The student government is also responsible for organizing social gatherings and events promoting honor societies, assisting with orientation, and selecting student representation for committees.

8.4.4 Lecture, Symposia, and Workshop Series

Periodically, the institution and programs invite distinguished professionals from a variety of academic fields to present lectures and conduct workshops or symposia. Open to the community, these presentations provide an opportunity for students, alumni, and faculty to discuss issues of interest.

8.4.5 Special Interest Groups

Academic Affairs coordinates special interest groups that discuss ideas related to a specific topic. Composed of faculty and students, these groups cover a variety of issues. Participation in these groups is available without additional charge to any interested student.

8.5 Career Services

MILA College offers a variety of resources and serves to assist currently enrolled students in developing career plans and reaching their employment goals. While the primary focus of the Career Services Office is to assist students upon graduation, any enrolled student may seek employment information through Career Services. Although the College does not guarantee employment it is vitally important to both the graduate and the College that each student obtains appropriate employment. Therefore, job search advice, support and assistance are provided to students prior to graduation by on-ground staff at their campus. Career services professionals can provide a variety of tailored assistance including resume and cover letter coaching and critique, mock interviews, assistance developing and implementing job search strategies and help identifying and generating job leads.

8.6 Alumni Community

About a month after graduating, alumni are added to MILA College's online alumni community. Alumni should contact the Student Services department directly to determine the services available.

8.7 Professional Associations

MILA College encourages students to join professional organizations that reflect each student's career path. Examples include IEEE, the American Management Association, the Academy of Management, SHRM, the American Marketing Association, among others.

8.8 Honor Societies

MILA College will host chapters of different honor societies as an important component of the student activities programs. Students should consult with the Student Services Department for further information.

8.9 Hardware / Software Requirements

MILA College uses Canvas LMS to deliver the classes included in the offered programs and other digital resources. As with any software, the faster the processor, the more RAM, and the larger hard drive space you provide, the better the performance. Users wanting to move their material to their hard drive may need additional space. It is also important that users understand the process and benefits of maintaining their machines in top operating condition by keeping them current with the latest operating system updates, correctly configuring virus control, and other beneficial habits.

Computer:	Processor: Intel Core i5/Ryzen 5 (or equivalent). RAM: 8GB minimum, 16GB recommended. Storage: 256GB+ SSD. Peripherals: Webcam, Microphone, Speakers, Headset. Internet: Fast Wi-Fi (802.11ac/ax).
Software:	Operating System: Windows 10/11 or macOS 14 (Sonoma) or newer. Productivity: Microsoft 365 (Word, Excel, PowerPoint) or Google Workspace. Web: Chrome, Edge, or Firefox. PDF: Adobe Acrobat Reader. Media: VLC or QuickTime.

8.10 Campus Facilities

Although MILA College is currently only offering distance learning education, the campus consists of lecture rooms, computer labs, a learning resource center, staff and administrative offices, student lounge with vending machines and restrooms. Zoning Compliance documents can be found in ***Appendix A***. ***MILA College's Floor Plan and photos of the facilities can be found in Appendix B.*** Equipment and materials used for instruction include, but are not limited to computers, projectors, printer, wireless access, textbooks and digital textbooks.

8.11 Textbooks

Textbook requirements are available directly within the online classroom. Delivery methods will be noted as digital or traditional. MILA College at this point provides total freedom to students on how to get their textbooks but will re-evaluate this approach in the future and assess the option of including textbooks in the course shells after the first semester of classes ended.

MILA College suggests Vital Source and the publishers as a good source to obtain the textbooks adopted in each one of the classes. Online bookstores, such as Amazon and Barnes and Nobles offer a plethora of options for students, who should look for convenience and affordability to get the textbooks.

8.12 Library Resources

MILA College Library Services supports the college's academic mission by providing the essential resources students and faculty need for scholarly success. As a collaborative hub for reference, instruction, and research, the library is accessible through multiple channels—both online and on-campus. The Associate Dean of Library Services is ***Dr. Holly Rick***

8.12.1 Description

The Online Library is an Internet-accessible center which facilitates the information needs of the entire MILA College community. This digital center contains a robust collection of books, journals, multimedia, and reference materials housed in subscription databases. The Library Services team, led by Dr. Holly Rick, curates these digital assets to align with specific programs of study. Students can access e-books, scholarly journals, and research guides, manage citations, and request physical items through interlibrary loans via portals like WorldCat. The Online Library is accessible at any time through the college website and online classrooms.

8.12.2 Databases

Resources and Services to be offered include EBSCO Business Source Complete, and other valuable sources of scholarly information, such as:

Open Access (OA) Scholarly Databases

These are the backbone of a budget-conscious academic library. They provide peer-reviewed articles and conference papers at no cost to the institution or the student.

- **DOAJ (Directory of Open Access Journals):** A community-curated list of over 15,000 high-quality, open-access, peer-reviewed journals.
- **arXiv & SSRN:** Critical for STEM and Social Sciences. These "preprint" servers allow researchers to share papers before (or alongside) formal publication.
- **CORE & BASE:** These are massive "aggregators" that search across thousands of institutional repositories worldwide, providing millions of full-text documents.
- **PLOS (Public Library of Science):** A major publisher of open-access journals in science and medicine.

Domain-Specific Free Resources

Due to MILA College's focus on Business and Technology programs and courses, the library also links specialized, free repositories:

- **Business & Economics: IDEAS/RePEc** (the largest bibliographic database dedicated to Economics) and the **World Bank Open Knowledge Repository**.
- **Engineering & Tech: IEEE Open Access** and **Science.gov**, which searches over 60 databases and 2,200 scientific websites from U.S. government agencies.
- **Education: ERIC (Education Resources Information Center)**, which is sponsored by the U.S. Department of Education and provides a massive collection of education-related literature.

Digital Book & Media Collections

To fulfill "reading list" requirements without a physical stacks collection, MILA College's library uses:

- **Project Gutenberg & Internet Archive:** For foundational texts, historical documents, and "out of copyright" literature.
- **OAPEN & Directory of Open Access Books (DOAB):** These provide full-text, peer-reviewed academic books specifically designed for higher education.
- **Open Textbooks:** Resources like the **Open Textbook Library** (University of Minnesota), LibreTexts, and **OpenStax** (Rice University) provide high-quality, peer-reviewed textbooks for business, technology, and general education courses for free.

Shared & Public Resources

- **Interlibrary Loan (ILL):** MILA College's library joins networks like **WorldCat**. If a student needs a specific book the college doesn't own, the library facilitates a temporary "borrow" from a larger partner institution.

The following table summarizes the most relevant resources available at MILA College's Library to all students, faculty, and staff**:**

Resource Category	Primary Databases
Comprehensive & General	EBSCO Business Source Complete, Science Direct, Springer
Open Access & Repositories	arXiv, BASE, CORE, DOAJ, JURN, PLOS, SciELO, SSRN, Scientific Research
Government & Public Archives	Digital Public Library of America (DPLA), ERIC, Library of Congress, Science.gov, Internet Archive
Research Tools	Dialnet, Open Access Button
Textbooks	OpenStax, LibreTexts
Theses/Dissertations	OATD (Open Access Theses & Dissertations)
Reference/Data	Census.gov, Statista (Basic), Google Scholar

Part IV. Academic Curriculum

9. General Education

9.1 Definition

The General Education Curriculum provides an integrative approach to student learning which aims to develop students' competencies in the basic academic skills of higher education, their capacity for intellectual inquiry, understanding of the connectedness of human knowledge, sensitivity to the diversity of human cultures, and desire to achieve personal and professional excellence.

More specifically, the goals of the General Education Curriculum establish the context within which relevant coursework is designed to provide students with a full range of educational experiences that encourage an interest in life-long learning.

9.2 General Education Learning Outcomes

Specifically, the General Education Learning Outcomes are as follows:

- **Critical Thinking & Problem Solving**: Analyzing information, evaluating evidence, forming reasoned judgments.
- **Communication**: Effective written, oral, and digital expression for diverse audiences.
- **Quantitative Reasoning**: Interpreting and using numerical data in real-world contexts.
- **Information Literacy**: Finding, evaluating, and ethically using information.
- **Intercultural & Global Competence**: Understanding diverse cultures, perspectives, and global issues.
- **Ethical Reasoning**: Applying ethical principles to complex situations.
- **Scientific & Social Reasoning**: Understanding natural and social systems and how knowledge is generated within them.

9.3 Course Requirements and Curriculum Description

Students enrolled in undergraduate degree programs offered by MILA College (ASBA and BSBA) are required to complete at least one general education core course in each of the subject disciplines of communication, mathematics, social sciences, humanities and natural sciences.

The following courses are included as requirements for all students pursuing an AS degree in Business Administration. All students must complete 24 credits in General Education.

Year 1 – 18 credits	
SOC111	**Global Perspective on Sociology (3)**
ENG101	**College Writing (3)**
PHY101	**Principles of Physics (3)**
HUM112	**College Success (3)**
MAT106	**Quantitative Reasoning (3)**
PSY101	**General Psychology (3)**
Year 2 – 6 credits	
HUM221	**US History (3)**
POL210	**American Federal Government (3)**

The following courses are included as requirements for all students pursuing a BS degree in Business Administration. All students must complete 36 credits in General Education.

Year 1 – 18 credits	
SOC111	**Global Perspective on Sociology**
ENG101	**College Writing (3)**
PHY101	**Principles of Physics (3)**
HUM112	**College Success (3)**
MAT106	**Quantitative Reasoning (3)**
PSY101	**General Psychology (3)**
Year 2 – 18 credits	
PHI203	**Principles of Philosophy (3)**
SCI216	**Introduction to Scientific Principles and Applications (3)**
BUS210	**Business Writing (3)**
HUM221	**US History (3)**

POL210	**American Federal Government (3)**
BUS274	**Introduction to Probability and Statistics (3)**

10. Business Practicum and Externship Policy

The Business Practicum is an integral, credit-bearing component of designated degree programs at MILA College. It is designed to bridge the gap between theoretical business administration principles and real-world commercial application. Through structured placement at an approved corporate or institutional site, students engage in hands-on operations, project management, and strategic analysis under the dual supervision of an on-site corporate supervisor and a MILA College faculty coordinator. Practicum courses are an important component of all undergraduate and graduate programs offered at MILA College.

10.1 Regulatory Compliance and Site Agreements

In strict compliance with the regulations of the **Florida Commission for Independent Education (CIE)**, MILA College maintains formal, fully executed *Institutional Practicum Agreements* with all participating corporate partners (see template in **Appendix F**).

Important Regulatory Disclosure: In accordance with state licensing mandates, all active Business Practicum affiliation agreements must be officially submitted and **maintained on file in the Commission office** prior to the placement of any student at an approved site. Students may only fulfill their practicum hours at sites that have received explicit regulatory clearance and are recorded on the College's active CIE asset ledger.

10.2 Enrollment Eligibility and Prerequisites

To register for the Business Practicum, students must meet the following institutional criteria prior to the start of the academic term:

- Successful completion of all core business and program-specific prerequisite courses as outlined in the curriculum schedule.
- Attainment of a minimum cumulative Grade Point Average (CGPA) of 2.0 (or higher, if specified by the individual degree program).
- Formal approval from the Program Chair and the Student Services Department following a review of the students' academic standing.

10.3 Clock Hour Requirements and Scheduling

The Business Practicum requires the completion of a specific number of structured operational hours at the assigned site, which directly correlates to the credit weight of the course.

Students are responsible for coordinating their weekly schedule with their designated on-site supervisor. The schedule must not conflict with any concurrent on-campus or synchronous online

courses. All hours must be accurately logged, verified weekly by the site supervisor, and submitted to the MILA College faculty coordinator at the conclusion of the academic term.

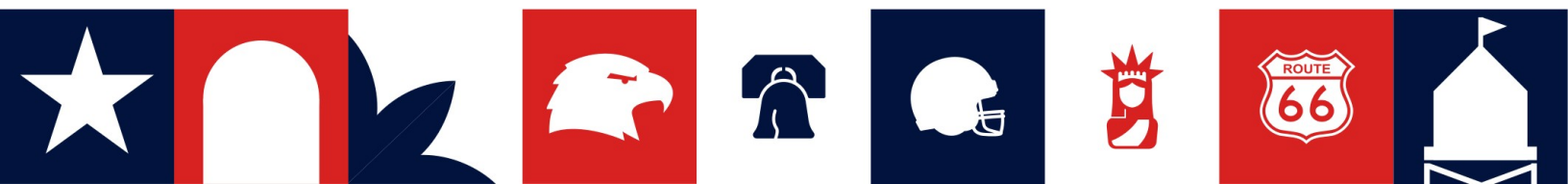
10.4 Grading and Performance Evaluation

The Business Practicum is an academically evaluated course and is graded on a standard letter grade basis (or *Pass/Fail*, depending on the specific program curriculum). Final grade determination is calculated by the MILA College faculty coordinator based on the following deliverables:

1. **Site Supervisor Evaluations:** Formative and summative performance evaluations submitted directly by the corporate supervisor assessing professional conduct, competence, and reliability.
2. **Practicum Logs and Journals:** Comprehensive, verified logs documenting the daily tasks and operational hours completed.
3. **Academic Capstone Deliverable:** A final written report, business case analysis, or portfolio demonstrating the integration of academic theories with practical experiences.

10.5 Student Conduct and Institutional Representation

While participating in an external Business Practicum, students remain bound by the MILA College Student Code of Conduct, Academic Integrity policies, and all institutional financial obligations. Additionally, students are expected to adhere strictly to the professional standards, dress codes, nondisclosure agreements, and operational policies of the host organization. Failure to maintain professional decorum, or unexcused dismissal from a practicum site, may result in an immediate failing grade for the course and referral to the Provost for disciplinary review.



11. Undergraduate Degree Programs

The following undergraduate programs are offered at MILA College: The Associate of Science in Business Administration, and the Bachelor of Science in Business Administration (with concentrations). A description of each one of them follows, including their programs of studies.

11.1 Associate of Science Degree in Business Administration

11.1.1 Description:

The Associate of Science (AS) in Business Administration is a two-year degree program (63 semester credit hours) focused on business principles, including accounting, economics, and marketing.

It combines an introduction to the various business functions with coursework in general education and a practicum. The curriculum is designed to help students acquire a broad range of transferable skills such as critical thinking, effective interpersonal communication, research, global sustainability, and problem solving.

This degree often serves as a foundation for transferring to a bachelor's degree program in business administration or a related field and is also intended to enable students to acquire the foundational knowledge, skills, and competencies that can be applied towards entry-level employment.

In addition to completing the business requirements (36 semester credit hours), students take 8 classes in General Education (24 semester credit hours). Finally, one practicum course (3 semester credit hours) provides students with an opportunity to gain practical work experience in a relevant business setting.

In essence, an AS in Business provides a solid foundation in business principles and prepares students for various career paths or further education, making it a valuable investment for individuals seeking a career in business or related fields.

11.1.2 Learning Outcomes:

The ASBA program learning outcomes are:

- Acquire a solid understanding of accounting, economics, finance, management, and marketing concepts, and know how to apply these concepts to real-world business situations.
- Develop the ability to integrate knowledge from different functional areas of business.
- Hone written and oral communication skills, including the ability to effectively communicate business ideas and information.
- Learn to utilize appropriate technology for business management and new developments.
- Gain an understanding of ethical and social responsibilities in business decision-making.
- Develop skills in analyzing business problems, identifying solutions, and making effective decisions.
- Develop critical thinking skills to improve decision-making processes.

11.1.3 Program of study

Year 1	
SOC111	Global Perspective on Sociology
ENG101	College Writing (3)
PHY101	Principles of Physics (3)
HUM112	College Success (3)
MAT106	Quantitative Reasoning (3)
PSY101	General Psychology (3)
BUS201	Introduction to Contemporary Business Administration (3)
ECO101	Principles of Economics – Macro (3)
ACC101	Principles of Accounting I – Financial (3)
BUS110	Computer Applications in Business (3)
Year 2	
HUM221	US History (3)
POL210	American Federal Government (3)
MGT214	Introduction to Entrepreneurship (3)
ACC202	Principles of Accounting II – Managerial (3)
ECO202	Principles of Economics – Micro (3)
MKT230	Marketing Fundamentals (3)
BUS210	Business Writing (3)
BUS274	Introduction to Probability and Statistics (3)
MGT301	Management Principles
MGT305	Behavioral Aspects of Organizations
MGT291	Undergraduate Management Practicum I (3)

11.2 Bachelor of Science Degree in Business Administration

11.2.1 Description:

The Bachelor of Science (BS) in Business Administration degree program is a four-year undergraduate program designed to prepare students for careers in various business fields, providing them with competencies, skills and knowledge to seek entry-level management roles while simultaneously providing the basis for graduate education in business.

The program focuses on providing a strong foundation in business principles, management techniques, and analytical skills. The curriculum typically covers core business functions like accounting, finance, marketing, human resources, and operations.

It is open to students who have recently finished high-school or already earned college credit at a community college, junior college, or other College, and are working professionals with no college experience. It helps them focus on their academic and professional development consistently with their current and/or future career objectives and experiences.

Students enrolled in the BS in Business Administration degree program should choose one of four concentration areas. The primary goal of each concentration is to help students acquire the competencies, skills, and knowledge needed to seek entry-level positions in a related function or industry. Optional concentrations are as follows:

- Business Analytics
- Digital Marketing
- International Business
- Business Information Systems

In addition to completing the business requirements (54 semester credit hours), students take 12 classes in General Education (36 semester credit hours), 6 elective classes (18 semester credit hours), and the 4 classes (12 semester credit hours) of the chosen concentration. Finally, three practicum courses (9 semester credit hours) are to be also completed to provide students with an opportunity to gain practical work experience in a relevant business setting

11.2.2 Learning Outcomes:

The BSBA program learning outcomes are:

- Gain a comprehensive understanding of core business functions like accounting, economics, finance, management, and marketing.
- Develop the ability to analyze data, identify business problems, and propose effective solutions.
- Learn to communicate clearly and professionally, both in writing and verbally, and to collaborate effectively in teams.
- Understand the ethical implications of business decisions and the importance of social and environmental responsibility.
- Gain an understanding of the global business environment and the impact of cultural differences on business practices.
- Develop proficiency in using technology for business tasks and analysis.

- Develop leadership skills and understand how to manage and motivate teams.
- Learn to analyze situations critically, evaluate information, and make informed business decisions.

The concentration in ***Business Analytics & Artificial Intelligence*** has the following specific objectives:

- Recognize business opportunities and problems that can be addressed with analytical techniques.
- Demonstrate proficiency in various data analysis methods, including data mining, data visualization, and statistical modeling.
- Integrate information technologies with data science methods to extract value from data.

The concentration in ***Digital Marketing*** has the following specific objectives:

- Understand how digital marketing efforts contribute to overall business objectives, such as increasing sales, generating leads, and improving brand awareness
- Develop skills in communication, critical thinking, leadership, and understanding of new media like social media, mobile technology, and web analytics.
- Analyze business problems, create and assess digital marketing campaigns, and understand the role of digital media in broader business objectives.

The concentration in ***International Business*** has the following specific objectives:

- Develop a broader perspective on global issues and understanding the interconnectedness of the world.
- Understand the complexities of international markets, including political, economic, and cultural factors.
- Learn to critically analyze the risks and opportunities presented for businesses that operate in the global arena and develop financial models and strategic proposals to communicate this information for decision-making.

The concentration in ***Business Information Systems*** has the following specific objectives:

- Develop technical and managerial skills to analyze, design, and implement information systems in a business context, while gaining knowledge of cybersecurity threats and how to protect information assets.
- Learn to use technology to solve business problems, manage projects, and make data-driven decisions.
- Develop communication skills to explain technical concepts to both technical and non-technical audiences, and teamwork skills for collaborating with diverse teams and stakeholders.

11.2.3 Program of study

Year 1	
SOC111	Global Perspective on Sociology (3)
ENG101	College Writing (3)
PHY101	Principles of Physics (3)
HUM112	College Success (3)
MAT106	Quantitative Reasoning (3)
PSY101	General Psychology (3)
BUS201	Introduction to Contemporary Business Administration (3)
ECO101	Principles of Economics – Macro (3)
ACC101	Principles of Accounting I – Financial (3)
BUS110	Computer Applications in Business (3)
Year 2	
PHI203	Principles of Philosophy (3)
SCI216	Introduction to Scientific Principles and Applications (3)
BUS210	Business Writing (3)
HUM221	US History (3)
POL210	American Federal Government (3)
BUS274	Introduction to Probability and Statistics (3)
MGT214	Introduction to Entrepreneurship (3)
ACC202	Principles of Accounting II – Managerial (3)
ECO202	Principles of Economics – Micro (3)
MKT230	Marketing Fundamentals (3)
MGT291	Undergraduate Management Practicum I (3)

Year 3	
MGT301	Management Principles (3)
FIN301	Wealth Building and Personal Finance (3)
MGT305	Behavioral Aspects of Organizations (3)
BUS312	The Legal Environment of Business (3)
MGT311	Human Resources Management (3)
MGT316	Production and Operations Management (3)
MGT340	Managerial Applications of Technology (3)
	9 credit hours from the list of Business Electives
MGT392	Undergraduate Management Practicum II (3)
Year 4	
MKT420	Marketing Management (3)
FIN401	Financial Management (3)
BUS498	Business Policy and Strategic Solutions (3)
	12 credit hours from concentration
	9 credit hours from the list of Business Electives
MGT493	Undergraduate Management Practicum III (3)

General Education
Core Requirements Electives + Concentrations
Practicum

Business Analytics & Artificial Intelligence Concentration	
BUS421	Leading with AI in the Business World (3)
BUS422	Data Visualization and Storytelling (3)
BUS423	Introduction to Business Analytics (3)
BUS435	Data Mining in Business Analytics (3)
Digital Marketing Concentration	
MKT410	Introduction to Digital Marketing (3)
MKT432	Marketing Research and Data Analytics (3)
MKT435	Consumer Behavior in the Information Age (3)
MKT440	Integrated Marketing Communications (3)
International Business Concentration	
BUS450	International Business Practices (3)
BUS486	Global Business Intelligence (3)
BUS495	Strategic Analysis in the Global Marketplace (3)
MGT470	Global and Transnational Management (3)
Business Information Systems Concentration	
BUS461	Business Application Programming (3)
BUS463	Data Science in Business (3)
BUS465	Business Information Systems Security (3)
BUS468	Internet and Networking in Business (3)

Business Electives	
BUS440	Foundations of Organizational Development (3)
BUS436	People Skills for Global Leadership (3)
BUS481	Leadership in Organizations (3)
MGT401	Project Management (3)
MGT402	Management Skills: Individual and Team Behavior (3)
MGT411	Management Skills: Negotiation and Conflict Management (3)
MGT412	Talent Management (3)
MGT413	Management Skills: Change Management (3)
MKT422	International Marketing (3)
MGT430	Business Information Systems (3)
MGT432	Introduction to Emerging Technologies Applied to Business (3)
MGT448	Organizational Consulting (3)
MGT450	Managing Corporate Social Responsibility (3)
MGT452	Understanding Sustainable Development (3)
MGT481	Agile Fundamentals (3)

12. Graduate Degree Programs

The Master of Business Administration (with specializations) is the only graduate program offered at MILA College. A description of the program and each one of the specializations follows, including the programs of study.

12.1 Description

The Master of Business Administration (MBA) degree program with specializations and practicum (42 credit hours) is designed to develop action-oriented managers and leaders who can lead themselves and others to effective business solutions.

The curriculum is comprehensive in that students explore core business discipline areas, such as accounting, economics, human resources, leadership, finance, management, marketing, and the global dimensions of business, and develop extra expertise in specialized areas that embrace current trends in business education.

The program embraces an andragogical approach to education, in which students will be provided with the opportunity to get involved in hands-on activities, in a way to turn the classroom into a laboratory of the real marketplace.

In doing so, the program is designed to help students develop competencies through critical thinking, persuasive communication, use of current technologies, knowledge of best practices, and demonstration of interpersonal effectiveness.

The program culminates in a discipline involving Business Policy and Strategic Management that requires students to integrate and demonstrate proficiency in various core business competencies.

In addition to completing the core course requirements, students should enroll in one of the specializations composed of specific 3 disciplines and 9 credit hours, representing key areas in the current business marketplace, therefore enhancing the employability of graduates:

- Business Intelligence and Data Analytics
- Digital Marketing
- Digital Business and Innovation
- Information Technology

Finally, 2 Practicum courses provide students with an opportunity to gain practical work experience in a relevant business setting.

12.2 Learning Outcomes:

The program is intended to build upon the talents of students from diverse academic and professional backgrounds. Furthermore, the MBA program aims to equip students with advanced business knowledge, leadership skills, and analytical abilities to excel in various managerial roles. The **MBA** has the following objectives:

- Analyze and Apply business principles to solve structured and unstructured problems to strengthen strategic positioning in the global economy.

- Appraise integrated knowledge across business disciplines to define, analyze and solve business problems.
- Appraise responsible business practices and apply ethical principles, generally accepted business practices, and best-practice tools in making decisions about organizational policies, practices, or initiatives
- Assess multiple facets of a given situation, evaluate available options and data, and make informed decisions based on sound theories and practices, and align them with business goals.
- Create and execute written and oral communication plans, using technology and research as appropriate, toward expressed business or organizational goals.
- Interpret changes in the global business environment to better anticipate trends to gain competitive advantage and build organizational success.
- Maximize the value-added contribution of effective and efficient management actions and practices to the organization and to the surrounding business environment.

The **Digital Marketing** specialization has the following specific objectives:

- Demonstrate the ability to engage in analytical reasoning to break problems into their component parts; identify important patterns by analyzing data; and test for assumptions behind models
- Appraise key principles of "connected consumers" from psychological and sociological perspectives, and how these principles can be leveraged when developing digital media marketing strategies.
- Assess how social media and digital communications technology influence how business and marketing is done and learn how to develop, implement, and evaluate a digital marketing plan.
- Create an integrated social media marketing strategy using a variety of services, tools, and platforms to accomplish marketing objectives.
- Evaluate how to use various social media channels to publish and disseminate relevant branded content to engage audience and to increase social impact, influence, and value.

The specialization in **Business Intelligence and Data Analytics** has the following specific objectives:

- Develop and implement analytics strategies, by identifying relevant data sources, choosing appropriate analysis tools, and designing strategies to address specific business challenges.
- Manipulate and analyze data, including cleaning, transforming, and integrating data from various sources, as well as using statistical and machine learning techniques to extract meaningful insights.
- Learn to present findings in a clear and concise manner, using dashboards, infographics, and other visual tools to communicate results to diverse audiences.
- Apply data analytics to business decision-making, by using data to inform strategic planning, improve operational efficiency, enhance marketing campaigns, and other business functions.
- Understand the ethical and legal implications of data analytics through recognizing the potential for bias in data, ensuring data privacy, and adhering to ethical guidelines in data collection and analysis.

The **Digital Business and Innovation** specialization has the following specific objectives:

- Assess the possibilities that the internet and the digital ecosystem, including new technologies and digital business models, can offer for the creation or evolution of any type of enterprise.
- Appraise the evolution that the market and the offline/online consumer have experienced, with the end user and the strategic development of the digital go-to-market plan playing a much more relevant role in all areas: people management, marketing, and operations.
- Critically analyze and apply new disruptive technologies available in business and in the go-to-market plan of new digital business models, services and products such as Industry 4.0, blockchain, artificial intelligence and machine learning.
- Compare and select different methodologies to seize the digital transformation and develop strategic plans aligned with this current business reality.

The **Information Technology** specialization has the following specific objectives:

- Assess and apply IT principles and manage knowledge assets within organizations, to develop effective solutions to real-world business problems.
- Analyze data, apply technology to solve business problems, and communicate those solutions clearly, via a blend of technical expertise and soft skills essential for success in the IT field.
- Identify and analyze user needs to apply in the selection, creation, integration, evaluation, and administration of computing-based systems
- Design, implement and evaluate a computing-based solution meeting computing requirements in the context of the program's discipline.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

12.3 Program of study

Core Requirements (27 credit hours)	
ACC521	**Managerial Accounting (3)**
BUS525	**Quantitative Approaches to Decision Making (3)**
ECO530	**Managerial Economics (3)**
BUS538	**Operations and Supply Chain Management (3)**
FIN522	**Advanced Financial Management (3)**
MKT526	**Advanced Marketing Management and Strategy (3)**
MGT560	**Leadership and Effective Teamwork (3)**
BUS570	**Business Law in the Digital Age (3)**
BUS599	**Business Policy and Strategy (3)**

Business Intelligence And Data Analytics Specialization (9 credit hours)

BUS620	Business Analytics and Decision-Making (3)
BUS622	Big Data Analytics: Concepts and Applications in Management (3)
BUS624	Business Intelligence, Analytics, and AI (3)

Digital Marketing Specialization (9 credit hours)	
MKT640	Digital Visualization for Storytelling (3)
MKT642	Digital Marketing, Marketing Analytics, and Artificial Intelligence (3)
MKT644	Digital Content Marketing (3)

Digital Business and Innovation Specialization (9 credit hours)	
MGT650	People Analytics in Business (3)
BUS630	Digital Transformation and Business Model Design (3)
MGT698	Strategic Management of Technology (3)

Information Technology Specialization (9 credit hours)	
BUS670	Decision Support Systems and Business Intelligence (3)
BUS672	Business Systems Analysis, Modeling and Design Methodologies (3)
BUS674	Knowledge Management, AI and Business Intelligence (3)

Practicum (6 credit hours)	
MGT592	Graduate Management Practicum I (3)
MGT694	Graduate Management Practicum II (3)

Part V. Course Listings

13. Course Description

This section of the catalog lists all courses offered by MILA College and describes the learning opportunities that are provided through the classroom and coursework. It is each student's responsibility to participate in the activities that will lead to successfully meeting the learning outcomes.

Registration Bulletins, semester schedules, and other announcements provide detailed course availability and prerequisite information. The list of courses and the related descriptions presented here were current at the time of publication.

13.1 Undergraduate Course Listings and Descriptions

The following table offers a general correlation between course numbers and grade levels for undergraduate programs:

Undergraduate Grade Level	Course Number Range
Freshman	**100-199**
Sophomore	**200-299**
Junior	**300-399**
Senior	**400-499**

The list and description of undergraduate courses also include the General Education courses listed as one category.

Course Description

General Education

ENG101	**College Writing (3)**	This course explores and develops strategies used in writing and researching rhetorically effective essays. Students will discuss and address tone, audience, and point of view in relation to both academic and professional discourse. They will analyze and practice the stages of the writing process, work on conventions of standard written English, and learn how to effectively organize and present ideas in writing.

HUM112	**College Success (3)**	This course is designed to help students develop the skills and knowledge necessary for academic and personal success in college. It will equip you with the basic academic, professional, and personal skills you need to be successful in college. Topics include time management, goal setting, study skills, and navigating college resources.
BUS210	**Business Writing (3)**	This course will provide students with a background in the practical, technical writing skills necessary for today's workplace. Topics include internal workplace communications, external business-to-business and business-to-consumer writing skills, presentations and how to use visuals effectively, writing clear instructions and process documents, and using social media effectively. The class adopts a practical focus on specific writing skills to help learn the writing skills students will need in the workplace.
SCI216	**Introduction to Scientific Principles and Applications (3)**	This course provides students with an exploration of real-world scientific concepts and modern applications of the natural sciences, including biology, chemistry, physics, and earth science. Students will apply basic scientific principles and theories to contemporary issues such as biotechnology, nanotechnology, sustainable energy production, and Internet technology. Topics such as technological and scientific advances in political, economic, and cultural contexts will be covered in this course.
MAT106	**Quantitative Reasoning (3)**	This course reviews basic math fundamentals and introduces the student to concepts that will help the development of rational thinking and quantitative reasoning skills needed for professional life. Topics will include problem solving, financial management, probability and statistics, and selected other topics such as logic, set theory, functions, measurement and geometry, equations and counting systems

PHI203	**Principles of Philosophy (3)**	This course provides students with an overview of a common range of philosophical topics. It addresses the principal categories of academic philosophy (logic, metaphysics, epistemology, theories of value, and history of philosophy), while incorporating multicultural and global perspectives. Texts, thinkers, and concepts from Middle Eastern, Indian, Chinese, Japanese, Latin American, Indigenous, and African philosophy are fully integrated into discussions of concepts and topics, broadening the study of philosophy beyond the Western tradition.
PHY101	**Principles of Physics (3)**	This is an introductory physics course that focuses on basic physics concepts and connections to everyday life. Topics include Newtonian mechanics, fluids, heat, vibrations, electricity and magnetism, light and sound, quantum phenomenon, nuclear radiation, relativity, and cosmology. Students will gain an appreciation for the physical world, improved critical thinking and reasoning skills, and improved scientific literacy.
HUM221	**US History (3)**	This course presents a broad survey of the major political and social developments from the time of Columbus to the Civil War through the reconstruction. Topics include the European exploration of the New World, settlement and the growth of democracy, independence and the creation of a Constitutionally based United States, and the history of slavery (from Conquistadors to the Confederacy). Students will discuss and analyze the issues faced by America and Americans to keep their democratic foundation and values during those difficult times.
POL210	**American Federal Government (3)**	This course is designed to explore the structure and function of government and politics in the United States. This introduction to American Government will shed new light on how government works as well as how it relates to our daily lives. Topics include historical foundations of our democratic system of government, the historical development and basic structure of the American political system, and the appraisal of key political institutions and actors, with the intent of promoting informed and active citizenry by students.

PSY101	**General Psychology (3)**	This course provides students with the fundamental principles of psychology and the major subjects of psychological inquiry. Topics include survey of theory, research methods, and applications of psychology drawn from the natural science and social science bases of the discipline. Emphasis is given on critical thinking, ethical issues, and the diversity of human experience in examining the science and practice of contemporary psychology.
BUS274	**Introduction to Probability and Statistics (3)**	This course introduces students to the basics of statistics. It is designed to offer students the skills necessary to interpret and critically evaluate statistics commonly used to describe, predict, and evaluate data in an information driven environment. The focus is on the conceptual understanding of how statistics can be used and how to evaluate statistical data.
SOC111	**Global Perspective on Sociology (3)**	This course analyzes the development and persistence of social patterns and the impact of cultural, environmental, and social factors on the individual. Discussions include the theories and methods by which groups are studied; current interpretations of issues, such as family, ethnicity, and politics; cross-cultural comparisons of sociological areas; the global community of human beings and its sociological constructs.

Accounting

ACC101	**Principles of Accounting I – Financial (3)**	This course provides students with the foundation for financial accounting concepts. It imparts an understanding of the purpose of accounting, common financial statement items, and the principles of internal controls. Focuses on recording the impact of economic events on account balances using U.S. Generally Accepted Accounting Principles, and the creation and analysis of financial statements to aid in external decision making. Topics include basic accounting procedures, measurement of income and expense, working capital, and investments
ACC202	**Principles of Accounting II – Managerial (3)**	The course provides the basic principles and applications of managerial and cost accounting, It aims at building an understanding of the role of managerial accounting in a business, focusing on the development and use of information to evaluate production costs and operational performance in support of short- and long-term organizational decision-making.

Analytics & Technology

BUS110	**Computer Applications in Business (3)**	This course focuses on equipping students with the practical skills to utilize software and technology effectively in a business setting. It covers a range of topics including word processing, spreadsheets, databases, presentation software, and internet applications, preparing students for office-related tasks and career paths. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of resources in professional life.
BUS422	**Data Visualization and Storytelling (3)**	This course is about exploring and visualizing data in business analytics projects. It focuses on exploring and wrangling data to discover interesting analysis questions and prepare for other analytics activities. Special attention will be given to data visualization methods tools and their overall place in data science and business analytics. Students will also learn the basics of how to utilize Tableau, the industry standard in data visualization tools, to make sense of and visualize publicly.

BUS423	**Introduction to Business Analytics (3)**	This course introduces analytical methods for better organizational decision making. It applies computational methods over large amounts of data to gain competitive advantage. The course also covers basic IT strategy concepts for the identification of opportunities for analytical solutions. Finally, it provides link between computational methods and typical issues in various aspects of organizations, including marketing, accounting, operations and financial applications.
BUS435	**Data Mining in Business Analytics (3)**	This course introduces the concepts and applications of data and text mining. As the core of business analytics, mining structured and unstructured information is critical for better decision making by deriving valuable insights from your enterprise data repositories regardless of source or format. It allows deep, rich analysis of information. Data/text mining can help organizations surface undetected problems, fix process inefficiencies, improve customer service and corporate accountability, reduce operating costs and risks and discover new revenue opportunities.
BUS461	**Business Application Programming (3)**	This course presents students with an Introduction to business computer programming. It aims at developing beginning computer programming skills and concepts for scripting and console applications using the Python programming language. The emphasis of the course is on programming constructs for analytics and data analysis.
BUS463	**Data Science in Business (3)**	This course provides students with the opportunity to learn and apply methods, techniques and topics related to quantitative analyses. Students design analyses around professional problems in their organizations or an organization in which they choose to enhance efficiency or effectiveness. Successful managers and decision makers are able to understand and effectively use the tremendous amount of information available to them.
BUS465	**Business Information Systems Security (3)**	This course discusses security risk mitigation methods and procedures placing them in both the operational and strategic context of the business. Topics covered include access control, identity management, intrusion prevention and detection, and network and physical security. The course also addresses several IS governance and IS security frameworks within which the various security concepts, aspects, policies and procedures can be viewed and discussed.

BUS468	**Internet and Networking in Business (3)**	This course provides a fundamental understanding of the five-layer Internet model and its effects on business environment and enterprise-wide computing, describing the 'big picture' associated with the five-layer network model and the functioning of the Internet and e-commerce. It helps students gain a fundamental understanding of networks and information communications as they relate to the business environment. The course also covers traditional and modern network options (e.g., virtualization, cloud computing) and their respective strengths/weaknesses.
MGT430	**Business Information Systems (3)**	This course focuses on developing and applying knowledge regarding the collection, processing, storage, distribution, and value of information. Students will also learn about the various interactions between information systems professionals and others in organizations, so that they understand how to collaborate with management, colleagues, customers, and suppliers.
MGT432	**Introduction to Emerging Technologies Applied to Business (3)**	This course provides students with the knowledge and skills to leverage cutting-edge technologies like AI, blockchain, and IoT to improve business operations and customer experience. This course also covers the synergy between different technologies, helping students understand how to implement and manage them strategically. Topics include AI, Blockchain, Virtual and Augmented Reality, Cloud computing, and the Internet of Things (IoT)
MGT481	**Agile Fundamentals (3)**	This course will provide the students with an introduction to the world of agile product and project management methodologies. Students will learn an alternative or complementary method for managing products and projects using value-based prioritization, which aims to place the focus on the interaction between people in order to make the most of project teams and maximize results.

Business

BUS201	**Introduction to Contemporary Business Administration (3)**	This course introduces students to business principles, concepts, and theories while emphasizing the synergy and integration of business functions and applications. Topics include management, leadership, global competition, entrepreneurship, human resource management, marketing, accounting, finance, business technology, and economics.
BUS440	**Foundations of Organizational Development (3)**	This course provides students with a comprehensive discussion and analysis of the historical and current foundations of organization development, and its integration with the dynamics of leadership, organizational behavior and human resource management.
BUS450	**International Business Practices (3)**	This course examines the nature and complexities of international business. It provides an in-depth review and analysis of the factors that impact the international environment [economic, accounting, ethical, physical, socio cultural, political, legal, labor, competitive, and distributive], and the methods that can be used by business to effectively and ethically deal with these forces It also discusses and analyzes the most important international organizations and their impact on doing business internationally.
BUS486	**Global Business Intelligence (3)**	The principal executive of an enterprise must constantly anticipate movements in the global environment to sustain an enterprise's competitive advantage and provide leadership to flourish during uncertain times. This course will cover topics such as the economics of globalization, global geopolitical and security trends, cultural dynamics, the ethical use of business intelligence and data analysis to strengthen the decision-making strategies when operating in a global environment.
BUS495	**Strategic Analysis in the Global Marketplace (3)**	In a globalized world in which companies and organizations confront multinational competition and have opportunities in an increasing number of markets, it is crucial to develop a good understanding of locations for key activities, outsourcing and ownership modes, and organization and processes for managing across borders. This course provides students with the concepts and tools necessary to individually succeed and be capable of developing the strategies that will help their companies to perform effectively in the global reality of the 21st Century.

BUS498	**Business Policy and Strategic Solutions (3)**	This capstone course is the culmination of the program, presents an integrative approach to business administration, and focuses on analyzing a company's current strategy, performance, and results. Students investigate the external environment, industry dynamics, and competitive forces in a strategic business plan. Attention is given to special issues, topics, and challenges faced by those making corporate strategy.

Business Law

BUS312	**The Legal Environment of Business (3)**	The purpose of this course is to provide a business student with an introduction and understanding of the legal environment and an appreciation of how business is affected by legal concepts and application. This course has two major objectives: (i) develop the ability to think critically and reason logically; and (ii) acquire knowledge about legal issues to assist in making effective business decisions, as employees, employers, government agents, business partners, etc.

Economics

ECO101	**Principles of Economics – Macro (3)**	This course introduces the fundamentals of macroeconomics and provides a study of economic analysis of the factors at work in the marketplace. The macroeconomic approach takes a bird's-eye view of the structure and dynamics of the economy as a whole. Topics include aggregate output and employment, national income, inflation and deflation, recessions and depressions, the role of government and economic policy, money and the banking system, budget deficits, growth, and the international economy.
ECO202	**Principles of Economics – Micro (3)**	This course is a survey of basic economic concepts and ideas needed for good citizenry and professionalism in a global economy. The course encompasses systematic investigation of the operation of a market system, focusing on the role of households, firms, and government in determining wages and prices. Topics include market equilibrium, gains from trade, elasticity, market demand and supply, consumer surplus, and market systems (perfect competition, monopoly, oligopoly, and monopolistic competition), market failure and policy responses

Finance (FIN)

FIN301	**Wealth Building and Personal Finance (3)**	This course introduces the student to personal financial management concepts used to build wealth. It will focus on personal financial decision making, interpreting financial data, budget planning, risk management, retirement and estate planning. The course will help students to build a conceptual framework to be used when making prudent personal financial planning decisions. Topics include rates of return, the time value of money, asset valuation and risk and return.
FIN401	**Financial Management (3)**	This course introduces students to the financial concepts and ideas needed for making valid and effective financial decisions and evaluations in a business environment. It provides students with financial skills and tools to conduct sound and fundamental financial analysis, including break-even analysis, net present value calculations, internal rates of return, as well as the use of basic financial ratios in managerial decision making.

Leadership Studies

BUS421	**Leading with AI in the Business World (3)**	This course provides a foundational understanding of how artificial intelligence (AI) can be applied to solve business problems and create value. It covers topics like AI-powered applications, data analysis, machine learning techniques, and ethical considerations. They aim to equip learners with the knowledge to leverage AI for various business functions, such as marketing, operations, and customer service.
BUS436	**People Skills for Global Leadership (3)**	This course provides an in-depth review and analysis of the latest theories and research in the field of human behavior apply to leadership in global and multicultural organizations and the global workplace. It provides students with the opportunity to develop multiple interpersonal skills, so that international businesses can be effectively led in a multicultural environment.
BUS481	**Leadership in Organizations (3)**	This course focuses on competing principles of leadership and the characteristics of effective leadership across multiple settings. Emphasis is placed on the critical role of communication and interpersonal skills in being an effective leader in today's fast-paced and multicultural organizations. Leadership strengths and weaknesses are explored to determine relevant solutions for contemporary realities.

Management

MGT214	**Introduction to Entrepreneurship (3)**	This course introduces students to the field of Entrepreneurship, exploring the initiation, planning, growth, and development of new and emerging ventures. It covers the characteristics and types of entrepreneurs, the development of a viable business model, and entrepreneurial ethics. It also addresses sources of capital available to entrepreneurs and methods for assessing new ventures and business opportunities, whether starting a brand-new venture, acquiring an existing firm, or purchasing a franchise.
MGT301	**Management Principles (3)**	This course describes and discusses the primary functions of management as used by successful organizations. It also includes an analysis of the internal organization structure and of management roles within complex organizations. Topics covered include structural bases, workflow pattern, leadership patterns, and control systems upon human behavior.

MGT305	**Behavioral Aspects of Organizations (3)**	This course explores human behavior within organizations, examining how individuals, groups, and organizational structures interact and influence each other. It covers topics like communication, motivation, leadership, group dynamics, power, and organizational culture. The goal is to equip students with the knowledge and skills to improve workplace relationships and performance.
MGT311	**Human Resources Management (3)**	This course considers the foundations of dealing with human resources in an organizational setting. The employee lifecycle from recruiting to retention to motivation to exit is discussed. Topics covered include recruitment, selection, and placement of personnel; employee training programs and promotion; wage and salary administration; and employee benefit plans.
MGT316	**Production and Operations Management (3)**	This course introduces students to aspects of operations involved in the design and development of products and services, while emphasizing the coordination of resources to improve cost, quality and customer service. It presents students with opportunities to apply traditional management functions that include planning, organizing, controlling, and leading in various situations. Students learn how to apply these concepts in ways that foster team cohesiveness and efficiency through effective management of operations.
MGT340	**Managerial Applications of Technology (3)**	This course examines the role of information technology as a source of competitive advantage for a business. It analyzes how information technology aligns with business strategy and achieves organization goals. Topics include information technology's role in online and mobile commerce, privacy and data security, business process automation, and smart technologies. Additionally, this course reviews the ethics of information technology as well as future trends in the field.
MGT401	**Project Management (3)**	The course builds from the basic disciplines to apply them in project management settings using project management software and related tools. Case studies and/or simulations in project management applications are also provided.

MGT402	**Management Skills: Individual and Team Behavior (3)**	This course helps students gain knowledge and understanding of individual, group and team behavior in modern businesses. It diagnoses individual and small-group behavior and develops skills in improving individual and small-group performance in entrepreneurial and established ventures. The course also emphasizes professional skill development and the practical application of theory and research.
MGT411	**Management Skills: Negotiation and Conflict Management (3)**	The course introduces students to nature and components of negotiation and conflict management. Theoretical perspectives focus on interests, goals, power, and style. Students will engage in projects designed to develop negotiation and conflict intervention skills
MGT412	**Talent Management (3)**	This course introduces students to talent management and long-term organizational development plans are evaluated in terms of human and financial resources. Students discuss and analyze a talent management plan for an organization or subset of an organization, justifying necessary investment and/or changes in recruiting, development, or compensation systems.
MGT413	**Management Skills: Change Management (3)**	This course provides students with a better understanding of the change process in organizations. It examines theoretical models of organizational change, the use of diagnostic models, organizational problems, the ethical issues that can arise when invoking organizational change, and the role and responsibilities of change agents.
MGT448	**Organizational Consulting (3)**	The purpose of this course is to provide an understanding of the process of organizational consultation. The course focuses on providing professionals with a philosophy for how to approach consulting engagements, a process for conducting interventions, evaluative criteria for determining the effectiveness of the consulting intervention(s) that they provide, and problem resolution strategies.

MGT450	**Managing Corporate Social Responsibility (3)**	The course focuses on discussing governmental and quasi-governmental regulatory institutions and related corporate social responsibility business impacts. It provides students with an understanding of the process of developing corporate social responsibility standards and policies, how to interpret them, and how to determine relative weight; and an understanding of how to assess, deal with and prevent corporate social responsibility risks.
MGT452	**Understanding Sustainable Development (3)**	This course studies the environmental, economic, and social dimensions of sustainable development. Empirical studies are combined with case studies to illustrate the multifaceted variables of sustainability that interface on a global scale. The course includes an examination of the patterns of consumption, production, and distribution of resources. Ethics and social responsibility are addressed.
MGT470	**Global and Transnational Management (3)**	This course is designed to guide students through a deeper acquisition of business principles related to management in global markets. It provides clear and meaningful opportunities for students to explore historical theories alongside contemporary models in the examination of their impact upon multinational firms and international agencies. Topics include characteristics of international management and the bases for business among countries, perspectives on international organizational behavior, transnational management styles and the practical aspects of international management, including global corporate social responsibility.

Marketing

MKT230	**Marketing Fundamentals (3)**	This course aims to introduce students to the concepts that are important for the creation of successful interfaces between the firm and its customer constituents. It also familiarizes students with terminology and practices common to professional marketing. Topics include consumer and industrial markets, the understanding of distribution processes, marketing problems, and marketing principles. Upon the conclusion of this course, the student should understand fundamental marketing issues, the place of marketing in the firm, and the different functions of marketing.
MKT410	**Introduction to Digital Marketing (3)**	In this class students will be introduced to digital and social media strategies that drive brand awareness, create customer engagement and increase sales. Students will gain a broad perspective of the digital landscape and how to elevate brand equity online. They will also develop an understanding of the common digital tools such as search engine optimization (SEO), and integrated digital marketing strategy.
MKT420	**Marketing Management (3)**	This course addresses key marketing plan elements, such as mission and vision statements, product/service lines; pricing models; demand analysis and forecasting; distribution; and advertising and promotions. It also examines major forces impacting marketing strategy, such as data analytics, social media marketing, consumer trends, competition, sustainability, ethical and legal considerations, and regulatory demands. Topics include diagnosing marketing challenges, identifying opportunities at operational and strategic levels, and developing a marketing plan.
MKT422	**International Marketing (3)**	This course gives students an overview of international marketing, focusing on the opportunities, problems, and challenges involved in marketing across borders. Topics include the methods companies use to organize their international versus domestic markets, international market research tasks, methods of entry strategies in the international markets, and potential marketing strategies for a multinational firm.

MKT432	**Marketing Research and Data Analytics (3)**	Marketing research is the process of gathering and analyzing information about customers and competitors in the market. In this class students will learn how marketing research targets specific problems and seek to solve them through the use of data collection and data analysis. Students will use data analysis to create correlations that support a predetermined research goal.
MKT435	**Consumer Behavior in the Information Age (3)**	This course provides an overview of fundamental concepts of Consumer Behavior from the point-of-view of consumers living in a digital world. It examines the decisions consumers make, the processes underlying these decisions, and the psychological and sociological factors that influence buying behavior. Students will learn about various external and internal influences affecting the field of consumer behavior considering the impact of social media, online communities, and always-on mobile connectivity. Such influences include social groups, online research and communication, social class, culture, perception, motivation, attitude, and self-concept, among others.
MKT440	**Integrated Marketing Communications (3)**	This course focuses on the marketing communications tools, techniques and media used in the business world. Creating the right customer focus requires coordination and integration of multiple elements: promotion, advertising, sales promotion, personal selling, public relations, licensing, sponsorships, and customer services. Topics include analysis of the influence of marketing communications on the attitudes and behaviors of consumer and industrial buyers, B2C, and the identification and examination of the major decisions made by marketing/advertising managers in designing and implementing an IMC campaign.

racticum

MGT291	**Undergraduate Management Practicum I (3)**	This course provides an opportunity for students with little or no practical work experience in a relevant business setting to meet MILA College's requirement for such experience through as much as 12 months of part-time or full-time employment with an approved employer. A faculty mentor guides the student's integration of work experience and academic curriculum. At the completion of this course, the student prepares a final paper describing the application of his or her studies in the work setting.
MGT392	**Undergraduate Management Practicum II (3)**	This course provides an opportunity for students with little or no practical work experience in a relevant business setting to meet MILA College's requirement for such experience through as much as 12 months of part-time or full-time employment with an approved employer. A faculty mentor guides the student's integration of work experience and academic curriculum. At the completion of this course, the student prepares a final paper describing the application of his or her studies in the work setting.
MGT493	**Undergraduate Management Practicum III (3)**	This course provides an opportunity for students with little or no practical work experience in a relevant business setting to meet MILA College's requirement for such experience through as much as 12 months of part-time or full-time employment with an approved employer. A faculty mentor guides the student's integration of work experience and academic curriculum. At the completion of this course, the student prepares a final paper describing the application of his or her studies in the work setting.

13.2 Graduate Course Listings and Descriptions

Course Description

Accounting

ACC521	**Managerial Accounting (3)**	This course focuses on the use of accounting information for better managerial decision-making and creating value for organizations. Emphasis is placed on planning and control. Planning is covered by topics including activity-based costing, budgeting, flexible budgeting, cost-volume-profit analysis, cost estimating, and the costs of outsourcing. Control is covered by topics including standard costing, variance analysis, responsibility accounting, and performance evaluation among others.

Analytics & Technology

BUS620	**Business Analytics and Decision-Making (3)**	This course focuses on an in-depth review and analysis of the latest theories and research to provide learners with an understanding of various models of decision making and how to select the best combination of appropriate solutions in corporations and organizations. Students will explore the different types of pitfalls rooted in personal and social influences that distort decision-making. They will also learn how to recognize these cognitive traps to diagnose problems and develop solutions. Finally, they will assess statistical and other quantitative models to critically evaluate their options when multiple courses of action are possible.
BUS622	**Big Data Analytics: Concepts and Applications in Management (3)**	Businesses are increasingly turning to data analytics to evaluate and improve business decisions. The ability to collect, analyze, and use data to inform important decisions is a critical skill for modern business students. This course provides technical knowledge and problem-solving skills to make sense of massive volumes of data. It also addresses conceptual architecture for Big Data Solutions along with big data technologies, stream and location-based Analytics.
BUS624	**Business Intelligence, Analytics, and AI (3)**	This course teaches advanced data analytical skills by identifying meaningful patterns of data and transforming patterns into statistical models to make more protable decisions using big data. It covers descriptive, predictive, and prescriptive analytics. The course covers many practical methodologies and topics on Data Mining, AI and Machine Learning.

BUS630	**Digital Transformation and Business Model Design (3)**	This course equips students to confidently conceive, lead and execute digital innovation initiatives and develop new business models for existing and insurgent organizations. The topics discussed during the course include the clash between existing business models and new digitally enhanced and led business models emphasizing platforms and ecosystems; the competitive interactions among firms with different digital business models; digital transformation: mobile business and social media.
BUS670	**Decision Support Systems and Business Intelligence (3)**	This course addresses tools that are used to develop a better understanding of decision makers' businesses and customers. It discusses and invites students to assess a broad field of decision support systems, and includes a thorough discussion of SAS Visual Analytics, Business Intelligence (BI) Reports, Data Visualization for Problem Solving and other technologies for multidimensional analysis, basic Online Analytical Processing (OLAP) for BI, and SQL with OLAP extensions
BUS672	**Business Systems Analysis, Modeling and Design Methodologies (3)**	This course provides an overview of widely used techniques for the design and improvement of information systems and the systems development life cycle. It introduces tools and methods for the analysis and design of information systems and the management and organizational skills needed for their implementation. It also addresses information analysis in entity-relationship modeling and process modeling in dataflow diagrams as the key skills in structured system analysis and design.
BUS674	**Knowledge Management, AI and Business Intelligence (3)**	This course introduces the field of Knowledge Management, its principles, deployment methods, recognizing data versus knowledge and big data. The students will understand how to apply and integrate appropriate components and functions of various knowledge management systems and will get an overview of technologies: Artificial Intelligence and Machine Learning, Digital Libraries, Networking, Best Practices, Data Mining and Big Data, Applications for Management, Production, and Logistics.

MGT698	**Strategic Management of Technology (3)**	This course provides a series of strategic frameworks for managing high-technology businesses. The emphasis throughout the course is on the development and application of conceptual models which clarify the interactions between competition, patterns of technological and market change, and the structure and development of organizational capabilities. The acquisition of a set of powerful analytical tools is critical for the development of a technology strategy as an integral part of business strategy. These tools can provide the framework for deciding which technologies to invest in, how to structure those investments and how to anticipate and respond to the behavior of competitors, suppliers, and customers.

Business

BUS525	**Quantitative Approaches to Decision Making (3)**	This course provides an in-depth presentation of the tools and techniques of management science as applied to business problems. The focus of the course is on analyzing research into the practical value of models run by experts to provide information for managerial dashboards. Students evaluate decision support models applicable to various functional areas to increase operational efficiency
BUS538	**Operations and Supply Chain Management (3)**	This course aims to develop skills and competencies to prepare students to successfully manage business operations, while assessing standard and innovative practices in the manufacturing and service sectors in the global marketplace. It provides conceptual and practical application frameworks of management as well as analytical tools for the management of operations. Students will assess and apply strategies focused on improving operational efficiency, capital efficiencies, and integrating modern technologies.
BUS570	**Business Law in the Digital Age (3)**	This course is designed to introduce students to the main issues, problems and challenges of law in the business environment. The course explores the intersection of business operations and legal principles in the digital age. It covers topics like contracts, sales, business ethics, government regulation, and legal reasoning. It also focuses on how law impacts business decision-making, privacy, and ethics, considering data privacy, cybersecurity, and Intellectual Property in the Digital Age.

BUS599	**Business Policy and Strategy (3)**	This course provides students with the concepts and tools necessary to individually succeed and be capable of developing the strategies that will help their companies to perform effectively in the global reality of the 21st Century. It aims to develop skills and competencies to prepare students to successfully develop and criticize strategies that help companies succeed in the global marketplace, in which companies and organizations confront multinational competition and have opportunities in an increasing number of markets.

Economics

ECO530	**Managerial Economics (3)**	This course discusses skills and competencies to prepare business students to apply and criticize economic theories and data and their impact on the operation of markets, and to envision their role in making economic predictions about market outcomes. It covers topics such as pricing, forecasting, demand analysis, production and cost analysis, and macroeconomic policy as it affects the business environment.

Finance

FIN522	**Advanced Financial Management (3)**	This course aims at contemporary frameworks for analyzing and making financial decisions to support operations and business strategy. Students will examine and learn how corporate financial policy is enacted in various operating and business strategy decisions, including managing working capital and cash flow, capital budgeting and investment decisions, and maintaining long-term capital structure.

Management & Leadership

MGT560	**Leadership and Effective Teamwork (3)**	This course offers students a comprehensive, relevant perspective on leadership and management theories/concepts that have emerged over the past several decades. While it provides grounding in important concepts, the course also stresses application to professional and community settings. Learners analyze the importance of teamwork to effective leadership, as well as leading as an interactive process, managing innovation and creativity, escaping from embedded practices, and embracing new managerial principles.

MGT650	**People Analytics in Business (3)**	The course provides an in-depth review of and analysis of the latest theories and research on people management in global business and organizations, and on the application of people analytics techniques and tools to the human side of the enterprise. Activities focus on critical thinking, problem solving, talent and performance management, decision making and artificial intelligence.

Marketing and Mass Communication

MKT526	**Advanced Marketing Management and Strategy (3)**	Marketing is a comprehensive process for creating, communicating and delivering a value proposition for a product or service to its target market. This course addresses key marketing plan elements, such as mission and vision statements, product/service lines; pricing models; demand analysis and forecasting; distribution; advertising and promotions, as well as the global implications of marketing. It also examines major forces impacting marketing strategy, such as data analytics, social media marketing, consumer trends, competition, sustainability, ethical and legal considerations, and regulatory demands.
MKT640	**Digital Visualization for Storytelling (3)**	In our increasingly data-reliant and data-saturated society, people who understand how to leverage data to generate insights have the power to change the world. Data visualization and storytelling is a crucial skill for policy and data analysts, communications and marketing professionals, and managers and decision-makers. This course will prepare students to develop meaningful data stories that reveal visual insights accessible to relevant audiences.
MKT642	**Digital Marketing, Marketing Analytics, and Artificial Intelligence (3)**	This course will look at the effective (and ineffective) use of social media platforms, websites, and networks to promote products and service ideas, as well as its growing role in marketing, which has important implications for how consumers, channels and companies perform. Students will learn to integrate social media into overall marketing and communication plans, measure program results, and talk about the macro-environmental issues affecting social media. Furthermore, this unit will also address the use of marketing analytics, Artificial Intelligence and Machine Learning in Marketing, and the potential ethical concerns associated with that.

MKT644	**Digital Content Marketing (3)**	Content marketing is a marketing technique of creating and distributing relevant and valuable content to attract, acquire, and engage a clearly defined and understood target audience – with the objective of driving profitable customer action. This course addresses the concepts of content marketing and helps to develop the skills needed to formulate and implement a successful content marketing plan. It will also provide students with guidelines on how to navigate the fast-changing environment of the web and social media under the lens of content development. Students will discuss and apply frameworks and practices on content creation and strategy, while evaluating performance of proposed solutions.

Practicum

MGT592	**Graduate Management Practicum I (3)**	This course provides an opportunity for students with little or no practical work experience in a relevant business setting to meet MILA College's requirement for such experience through as much as 12 months of part-time or full-time employment with an approved employer. A faculty mentor guides the student's integration of work experience and academic curriculum. At the completion of this course, the student prepares a final paper describing the application of his or her studies in the work setting.
MGT694	**Graduate Management Practicum II (3)**	This course provides an opportunity for students with little or no practical work experience in a relevant business setting to meet MILA College's requirement for such experience through as much as 12 months of part-time or full-time employment with an approved employer. A faculty mentor guides the student's integration of work experience and academic curriculum. At the completion of this course, the student prepares a final paper describing the application of his or her studies in the work setting.

Part VI: Administration and Faculty

14. Administrative and Academic Leadership Organization

This section provides a clear map of the MILA College's governance and administrative hierarchy. Understanding these structures, reporting lines, and the authority vested in key leadership roles is essential for navigating the institution and participating effectively in shared governance. An organizational Chart is provided in **Appendix G**.

14.1 The Board of Trustees

The Board of Trustees is the ultimate governing body of the College. More information about the Board, and its composition, can be found in **Appendix C.**

14.2 The President of the College

The Board of Trustees appoints the President as the Chief Executive Officer and administrative head of MILA College. The President holds general authority over all operations, departments, faculty, administrative officers, and students. The President convenes and presides over faculty meetings, appoints all College administrators and faculty members, and exercises disciplinary powers as deemed in the best interests of the College, including the dismissal of administrators and faculty. MILA College President is ***Mr. Emilio Dias***.

14.3 The Provost

The Provost is the Chief Academic Officer and has comprehensive oversight of all academic programs. The Provost is the primary representative of faculty perspectives in College-wide strategic planning. The Provost's office is charged with facilitating professional excellence, integrity, and a thriving faculty community.

The Provost responsibilities include direct oversight of faculty and departmental affairs. This encompasses all aspects of the faculty lifecycle, including recruitment, hiring, career development, appointments, promotions, and leaves. The Provost works closely with department chairs on staffing, mentoring, and resource allocation.

As an ex officio member of key faculty committees, the Provost is responsible for delivering the curriculum. This role involves academic planning, managing new initiatives, and allocating resources to academic units. The Provost also prepares the agenda for and, in the President's absence, convenes faculty meetings.

The Provost supervises the Associate Dean for Distance Learning, the Librarian, and all academic division chairs and faculty.

MILA College Provost, and Chief Academic Officer, is ***Dr. Carlos Tasso Eira de Aquino***.

14.4 The Dean of the College

The Dean of the College holds primary responsibility over co-curricular-supportive offices, student academic affairs, and enrollment management. This office serves as a crucial link between academic affairs, and student life. The Dean of the College administers key student-facing offices such as Accessibility Resources, and the Career Center. The following officers report directly to the Dean of the College: the Registrar, and the Directors of Accessibility, the Career Center, and the Admissions Department, among others.

MILA College Dean of College is ***Dr. Danielle MacCartney.***

14.5 The Associate Dean of Distance Learning

The Associate Dean of Distance Learning advises the Provost and lead in the administration of the online academic programs. The Associate Dean supports planning with data-informed decision-making, oversees the course schedule and evaluation system, and controls the process of developing online contents.

MILA College Associate Dean of Distance Learning is ***Dr. Tomi Wahlstrom***.

14.6 Other College Administrative Officers

In addition to the Provost and the Dean of the College, the President's Cabinet includes the Vice President for Administration and Finance, ***Ms. Carmen Irizarry***, and the Director of Marketing, ***Dr. Kathy Mantz***. The Cabinet meets at the President’s discretion to provide advice and consult on major policy decisions affecting the College's well-being and future direction. Other administrative officers include the Associate Dean of Library Services, ***Dr. Holly Rick***, the Director of Admissions and Career Services, ***Mr. Vladimir Filipe***, and the Director of Student Services, and Registrar, ***Ms. Omaya Emile Helal.***

15. Faculty Organization and Role in Governance

15.1 Academic Organization

The academic programs of the College are organized into two divisions, which serve as the primary structure for personnel reviews, funding allocations, and elections.

- **Division of General Education:** including Mathematics, Arts, Humanities, Social Sciences, and English.
- **Division of Business and Technology:** Business, Management, Information Systems, and Technology.

Within this institutional framework, the faculty assumes a distinct set of rights and responsibilities that are fundamental to the academic enterprise. This structure is used for personnel reviews, funding allocations, and elections to key faculty committees. Each division embodies departments and programs.

15.2 Division Chairs

The division chair serves as a key academic leader, acting as a crucial bridge between the faculty of the department and the central administration. The chair is responsible for promoting division morale, ensuring academic quality, and overseeing all divisional activities through consultative and supportive leadership. The Chair of the Division of General Education is ***Dr. Lyman Hussey***. The Chair of the Division of Business and Technology is ***Dr. Robert W. Robertson***.

The specific duties of the division chair fall into four main categories:

- **Governance:**
  - Managing all divisional resources, including personnel, budget, space, and equipment.
  - Representing the division in budget planning and at meetings of chairs and the faculty.
  - Overseeing periodic divisional self-studies and external reviews.
- **Personnel:**
  - Overseeing all hiring and staffing for the division.
  - Mentoring new faculty members and supporting the professional development of all colleagues.
  - Conducting annual performance discussions with all members of the division.
- **Curriculum:**
  - Making final decisions about teaching assignments.
  - Preparing the division's annual schedule of courses.
  - Approving proposals for new courses or changes to existing courses.
- **Budget:**
  - Preparing the division's annual budget request.
  - Monitoring all divisional spending throughout the fiscal year.

15.3 Faculty Listing

Anastasiou, William *Assistant Professor, General Education & Management*

MA, Communications, Florida Atlantic University
BA, Communication & Multimedia Studies, Florida Atlantic University
Certificate, Talent Acquisition, SHRM

Aquino, Carlos Tasso *Provost & Professor of Business & STEM.*
Post-Doctorate, Entrepreneurship and Management Education, UNICAMP, Brazil
Post-Doctorate, Mechanical Engineering, UNICAMP, Brazil
MS, Structural Engineering, George Washington University
BS, Civil Engineering, Federal College of Rio de Janeiro, Brazil

Hussey, Lyman *Chair & Associate Professor of General Education.*
Ph.D., History, University of Georgia
MA, History, University of Arkansas
BA, History, Lambuth University
AA, General Studies, Paducah Junior College

LaChapelle, Henry *Assistant Professor of General Education & Business.*
MBA, Webster University
BBA, Business & Marketing, University of Minnesota
BA, Political Science and Government, University of Massachusetts

MacCartney, Danielle *Associate Professor of General Education.*
PhD, Sociology, University of California at Irvine
MA, Social Science. University of California at Irvine
BA, Art & Women's Studies, New Mexico State University

Mantz, Kathy *Associate Professor of Business.*
DBA, Marketing and Sustainability, Argosy University
MBA, Argosy University
BS, Marketing, University of Phoenix

Mantz, Timothy *Professor of Business.*
DBA, Marketing, Argosy University
MBA, University of Phoenix
BFA, Art Direction, Pratt Institute

Mikhaylov, Natalie *Associate Professor of Business.*
PhD, Management and Organization, University of Turku, Finland
MBA, HR Management, Golden Gate University
BS, Management, Golden Gate University

Newmann, Jennifer *Associate Professor of Business & General Education.*
EdD, Educational Leadership / Organizational Development, University of California
MBA, National University
BS, Psychology, Arizona State University

Rick, Holly. *Associate Dean of Library Services & Associate Professor of Business.*
PhD, Organization and Management, Capella University
Master of Education, Walden University
MA, Information Resources and Library Science, University of Arizona
MBA, University of Phoenix
BA, Business Administration and Finance, Wayne State College

Rivers, Tonya S. *Associate Professor of Business & STEM.*
DBA, Leadership, University of Missouri St. Louis
MBA, Webster University
BS, Information Management, Webster University
BA, Management, Webster University

Rivers III, William. *Chair, Business & Technology, and Associate Professor of Business & STEM.*
DBA, Operations Management, University of Missouri St. Louis
MS, Applied Analytics, Saint Louis University
BS, Computer Science, Saint Louis University

Robertson, Robert W. *Professor of Business.*
Post-Doctorate, International Management, University of London
PhD, Management & Organization, Stirling University, Scotland
MS, Environmental Law, Vermont Law School
MPA, Public Policy, Dalhousie University, Canada
MA, Planning & Community Development, Eastern Kentucky University
BS, History & Geography, East Tennessee State University

Rojas, Ronald *Professor of Business.*
DBA, Management, University of Sarasota
MBA, Management, Southern Illinois University
BS, Electrical Engineering, University of Puerto Rico

Vianna, Margaret *Associate Professor of General Education.*
EdD, Educational Leadership/Curriculum & Instruction, University of Phoenix
MA, Education, curriculum & Instruction, Boise State University
BA, Secondary Education, Northwest Nazarene University

Wahlstrom, Tomi *Associate Dean of Distance Learning and Professor of Business.*
DM, Leadership, Colorado Technical University
MA, Human Resource Management, Hawaii Pacific University
MS, Instructional Design, Saint Leo University
BA, Psychology, Hawaii Pacific University

Appendices

Appendix A - Zoning Compliance Documents

Appendix B – Floor Plan and Photos of Facilities

Appendix C – Board of Trustees

Appendix D – Enrollment Agreement

Appendix E – Cancellation/Refund Policy

Appendix F – Institutional Practicum Affiliation Agreement Template

Appendix G – Organizational Chart

Disclaimer: *MILA College Catalog is for information purposes only and does not constitute a contract. The College reserves the right to change policies, tuition, and course offerings at any time.*

