Dakota College at Bottineau

Financial Aid Office

Policy & Procedure Manual

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By

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Financial Aid Director
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SECTION I
NASFAA’S Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals November 2017

Preamble

Professional ethics encompass the personal and organizational standards of behavior expected of professionals who exercise specialist knowledge and skill. Because of their unique experience and training, financial aid professionals make judgments, apply their skills, and reach informed decisions in situations that the general public cannot. This capability comes with responsibility—an implicit or explicit set of ethics that should govern the decisions and actions of all financial aid professionals.

The National Association of Student Financial Aid Administrators (NASFAA) provides professional development for financial aid administrators; advocates for public policies that increase student access and success; serves as a forum on student financial aid issues, and is committed to diversity throughout all activities. NASFAA members are required to exemplify the highest level of ethical behavior in helping students and families find the best ways to pay for college and demonstrate the highest level of professionalism, all while remaining good stewards of public and institutional funds.

As part of the only national association representing financial aid administrators in all sectors of higher education, NASFAA members are expected to adhere to ethical standards.

In April 1999, NASFAA’s Board of Directors adopted the 12-point Statement of Ethical Principles that has served as a common foundation for accepted standards of conduct for the financial aid profession. Later, NASFAA expanded on those ethical principles through a more prescriptive Code of Conduct. That Code was first adopted by the NASFAA Board of Directors in May 2007 to provide specific standards and guidance in order to assure the public of the profession’s integrity.

The Statement of Ethical Principles is intended to serve as an “aspirational” document—i.e. a set of ideals and ethical goals for all financial aid professionals. The Code of Conduct, on the other hand, is more dogmatic; it is intended to enumerate specific rules and expectations for personal and professional conduct.

In 2013-14, the NASFAA Board again examined the Statement of Ethical Principles and Code of Conduct in light of new issues, challenges, and dynamics in higher education. At the request of 2013-14 National Chair Craig Munier, a task force of Board members was convened to examine the current ethical standards in detail, consult with legal counsel, collect member comment, make updates, and report back to the Board. Led by Mary Sommers from the University of Nebraska-Kearney, the task force presented a revised Code of Conduct and Ethical Principles to the Board in March 2014. NASFAA’s Board subsequently reviewed and updated the Statement of Ethical Principles in November 2017.

NASFAA thanks the following individuals for their work on the Task Force on Ethical Standards:

Mary Sommers (Task Force Chair)  Lisa Hopper  David Page
Ron Day  Craig Munier  Cathleen Patella
Jack Edwards  Eileen O’Leary  Lori Vedder
Pamela Fowler  Lisanne Masterson
The principles contained herein focus on reaffirming our professional commitment to transparency, compliance, and above all students, who have become reliant on federal, state, and institutional aid programs to fulfill their educational goals and dreams. NASFAA members strive to meet the Statement of Ethical Principles and are required to comply with the Code of Conduct as a condition of membership.

**NASFAA Statement of Ethical Principles**

The primary goal of the financial aid professional is to help students achieve their educational goals through financial support and resources. NASFAA members are required to exemplify the highest level of ethical behavior and demonstrate the highest level of professionalism.

We, financial aid professionals, declare our commitment to the following Statement of Ethical Principles.

Financial aid administrators shall:

**Advocate for students**
- Remain aware of issues affecting students and continually advocate for their interests at the institutional, state and federal levels.
- Support federal, state and institutional efforts to encourage students, as early as the elementary grades, to aspire to and plan for education beyond high school.

**Manifest the highest level of integrity**
- Commit to the highest level of ethical behavior and refrain from conflict of interest or the perception thereof.
- Deal with others honestly and fairly, abiding by our commitments and always acting in a manner that merits the trust and confidence others have placed in us.
- Protect the privacy of individual student financial records.
- Promote the free expression of ideas and opinions, and foster respect for diverse viewpoints within the profession.

**Support student access and success**
- Commit to removing financial barriers for those who want to pursue postsecondary learning and support each student admitted to our institution.
- Without charge, assist students in applying for financial aid funds.
- Provide services and apply principles that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status.
- Understand the need for financial education and commit to educate students and families on how to responsibly manage expenses and debt.

**Comply with federal and state laws**
- Adhere to all applicable laws and regulations governing federal, state, and institutional financial aid programs.
- Actively participate in ongoing professional development and continuing education programs to ensure ample understanding of statutes, regulations, and best practices governing the financial aid programs.
- Encourage colleagues to participate in the financial aid professional associations available to them at the state, regional, or national level and offer assistance to other aid professionals as needed.

**Strive for transparency and clarity**
- Provide our students and parents with the information they need to make good decisions about attending and paying for college.
- Educate students and families through quality information that is consumer-tested when possible. This includes (but is not limited to) transparency and full disclosure on offer notices.
- Ensure equity by applying all need-analysis formulas consistently across the institution’s full population of student financial aid applicants.
• Inform institutions, students, and parents of any changes in financial aid programs that could affect their student aid eligibility.
• Strive to ensure that cost of attendance components are developed using resources that represent realistic expenses.

Protect the privacy of financial aid applicants
• Ensure that student and parent private information provided to the financial aid office by financial aid applicants is protected in accordance with all state and federal statutes and regulations, including FERPA and the Higher Education Act, Section 483(a)(3)(E) (20 U.S.C. 1090).
• Protect the information on the FAFA from inappropriate use by ensuring that this information is only used for the application, offer, and administration of aid offered under Title IV of the Higher Education Act, state aid, or aid offered by eligible institutions.

NASFAA CODE OF CONDUCT
Institutional members of NASFAA will ensure that:
1. No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.
   a) Employees within the financial aid office will not offer aid to themselves or their immediate family members. Staff will reserve this task to an institutionally designated person, to avoid the appearance of a conflict of interest.
   b) If a preferred lender list is provided, it will be compiled without prejudice and for the sole benefit of the students attending the institution. The information included about lenders and loan terms will be transparent, complete, and accurate. The complete process through which preferred lenders are selected will be fully and publically disclosed. Borrowers will not be auto-assigned to any particular lender.
   c) A borrower’s choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution’s preferred lender list.
   d) No amount of cash, gift, or benefit in excess of a de minimis amount shall be accepted by a financial aid staff member from any financial aid applicant (or his/her family), or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).
2. Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.
3. Institutional offer notifications and/or other institutionally provided materials shall include the following:
   a) A breakdown of individual components of the institution’s Cost of Attendance, designating all potential billable charges.
   b) Clear identification of each offer, indicating type of aid, i.e. gift aid (grant, scholarship), work, or loan.
   c) Standard terminology and definitions, using NASFAA’s glossary of offer letter terms.
   d) Renewal requirements for each offer.
4. All required consumer information is displayed in a prominent location on the institutional web site(s) and in any printed materials, easily identified and found, and labeled as “Consumer Information.”
5. Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.
THE NEED FOR STUDENT FINANCIAL AID

Historically, student financial assistance has been viewed as a recruiting device or an aid to the institution as much as it has been considered a tool for assisting students. However, student financial aid programs now reflect a wide variety of individual, national and institutional concerns.

Most current financial aid programs focus on the student as an individual. They intend to remove the financial barrier to education for those who are unable to pay. There are many families who could finance the higher education of their children, but only by imposing stringent economic restrictions upon themselves. With rising college costs, even families with comfortable incomes often find it difficult to pay bills, particularly when there are two or more children in college at the same time.

Many financial aid programs are aimed especially at assisting those students who would not ordinarily consider any education beyond high school. A variety of aid programs recognize the fact that many students have been relegated to life patterns far below their capacities, not for lack of ability, but for lack of finances.

Student aid programs have often been associated with some need felt to be in the national interest. There are excellent reasons for basing student aid programs on critical national needs. Specific manpower requirements must be met for the nation to grow and prosper. An adequate defense status must be maintained. And, in a time of rapid and profound technological and social change, a populace able to comprehend and come to grips with complex and sophisticated problems in need. The nation depends upon these abilities, and education is an essential means for developing them.

One of the chief goals of student aid programs has been to enhance the institution. Other institutional interests can be served by student aid programs which will attract almost any particular group of students; particularly any academic major or disadvantaged students, students from a variety of religious or ethnic backgrounds, etc.

The cost of educating students is paid only in part by the student. In public institutions much of the cost is borne by taxpayers. Student aid programs are thus an important source of revenue, a fact that is becoming even more crucial as the cost of education continues to rise.

When an individual develops to his capacity, he/she/they not only enhances himself/herself, but he/she/they will ordinarily contribute to this institution and to the society in which he/she/they lives.

Aid programs are not an investment in merely an individual or a society or a specific institution, but in all three. While individual programs may have limiting criteria and goals, the collective effect of all programs has been to benefit all of us.
The interest of the Federal government in students in institutions extends back in time to the post-Depression National Youth Administration of the 1930's. Although this program was not specifically intended to assist students in obtaining a higher education, but rather to promote the economy in general, it did have the result of providing the funds necessary for the education of many young men and women. The Federal government became involved in student aid programs with the Emergency War Loan program of the 1940's and the G. I. Bill of the 1950's. The largest single source of undergraduate student aid that the Federal government has become involved in is the series of programs administered by the U.S. Department of Education. The programs that Dakota College at Bottineau is involved in are described as follows:

The National Defense Student Loan Program was authorized under the National Defense Education Act of 1958. This program was conceived on the premise that no student of ability should be denied an opportunity for higher education because of financial need. Thus, the act established long-term, low-interest loans to qualified students in need of financial assistance to pursue a full-time course of study. This program was originally scheduled to operate for eight years, terminating on June 30, 1966. However, it was extended and, under the Higher Education Act of 1965, as amended in 1972, became the National Direct Student Loan (NDSL) Program. Continued authorization for the NDSL Program was contained in the Education Amendments of 1976 and 1980, and in the Student Financial Assistance Technical Amendments Act of 1982.

Effective October 17, 1986, the Higher Education Amendments of 1986 changed the name of the program to the Perkins Loan Program, in honor of Carl D. Perkins. This legislation extended authorization for the program through the 1991-92 offer year.

As stated previously, the National Direct Student Loan Program authorized by Title IV-E of the Higher Education Act of 1965 was a continuation of the National Defense Student Loan Program authorized by Title II of the National Defense Education Act of 1958. All rights, privileges, duties, functions, and obligations existing under Title II before the enactment of Title IV-E continue to exist.

A National Defense Student Loan is a loan made before July 1, 1972. Loans made after June 30, 1972, under Title IV, Part E of the Higher Education Act (HEA) were known as National Direct Student Loans. Although the name of the program changed on October 16, 1986 to the Perkins Loan Program, loans did not begin to carry the name "Perkins Loan" until July 1, 1987.

The purpose of the Perkins Loan Program is "to stimulate and assist in the establishment and maintenance of funds at institutions of higher education for the making of low-interest loans to students in need thereof to pursue their courses of study in such institutions."

These low-interest, long-term loans are available, on the basis of financial need, to both undergraduate and graduate students to help pay their educational costs.

The Perkins Loan Program actually encompasses two loans: Perkins loans and Direct Loans. The distinctions between the two result from new provisions introduced by the Higher Education Amendments of 1986 (P.L. 99-498) and the Higher Education Technical Amendments of 1987 (P. L. 100-50). Loans made prior to those changes, as well as those made subsequently to the same borrowers, are called Direct Loans.

A Perkins Loan is defined by regulation as a loan made under this program to cover the cost of attendance for a period of enrollment beginning on or after July 1, 1987, to a student, who on July 1, 1987 had no outstanding balance of principal or interest owing on any previous loan made under the program authorized by Part E of Title IV of the Higher Education Act (ACT).

A Direct Loan is a loan made under Title IV-E of the HEA after June 30, 1972, which does not satisfy the definition of "Perkins Loan."
NOTE: Once a student has been designated a Direct Loan borrower under these definitions, he/she/they can never become a Perkins Loan borrower. Even if he/she/they repays all outstanding balances after July 1, 1987, any subsequent loans made are subject to the Direct Loan provisions, and a Direct Loan promissory note must be used.

The Perkins Loan Program expired September 30, 2017. This expiration does not affect the Direct Loan program as the U.S. Department of Education began administering the Direct Loan program separate from Perkins in 1992 when a pilot version of the Direct loan program was signed into law under the Reauthorization of the Higher Education Act of 1965.

The College Work-Study (CWSP) Program was originally part of the Economic Opportunity Act of 1964 (Public Law 88-452), designed "to mobilize the human and financial resources of the Nation to combat poverty in the United States." In its original form it was primarily a measure to improve the general economy with important but not exclusive emphasis on higher education. The Act was an expression of the concern of our society about the poverty that exists in the midst of affluence. The College Work-Study program was renamed the Federal Work-Study program (FWS).

Title IV, Part C, of the Higher Education Act of 1965 amended and extended the Federal Work-Study Program in two major areas. The responsibility for the administration of the program was transferred from the Office of Economic Opportunity to the Office of Education. Student eligibility was expanded to include all otherwise eligible students who are in need of the earnings from part-time employment to pursue their studies. While these changes did not materially affect the major provision of the program, they did make it more a student aid program and less a poverty program.


The purpose of the Federal Work-Study Program is to stimulate and promote the part-time employment of students who are enrolled as undergraduate, graduate or professional students who are in need of earnings from employment to pursue courses of study at eligible institutions.

Employment under FWS must be made reasonably available to the extent of available funds, to all eligible students in the institution in need thereof. In addition, equivalent employment offered or arranged by the institution must be reasonably available to the extent of available funds to all students in the institution who desire such employment.

The institution must provide assurances that employment made available from FWS funds must, to the maximum extent practicable, complement and reinforce the educational program or vocational goals of each student receiving assistance under the FWS Program.

In carrying out the purpose of the FWS Program, the institution may set a Federal share lower than that required if it chooses. For example, if an institution has a large demand for FWS jobs from its various departments, but does not have enough funds to offer to students, it may stretch Federal dollars by requiring a larger contribution from the employing departments or off-campus employers, thereby reducing the federal share.

The SEOG Program offers grants to financially needy undergraduate students attending institutions of higher education to help them pay their educational costs.

The Supplemental Educational Opportunity Grant Program was established by the 1972 Amendments to the Higher Education Act of 1965. The stated purpose of the SEOG was to provide, through institutions of higher education, supplemental grants to assist in making available the benefits of post secondary education to qualified students who demonstrate exceptional financial need. "Exceptional financial need" was defined as an expected family contribution (EFC) not to exceed 50 percent of the cost of attendance. In the Amendments of 1980, effective October 1, 1980, the required condition of "exceptional financial need" was eliminated. However, the Higher Education Amendments of 1986 reimposed an exceptional need criterion. Exceptional financial need is
now defined as the students with lowest EFC's at the institution. In addition, the 1986 amendments also require that priority be given to PELL Grant recipients.

The SEOG is a grant "supplemental" to the "Basic" Educational Opportunity Grant which was also authorized by the 1972 Amendments. The 1980 Amendments changed the program name to "Pell Grant Program" but the concept of the BEOG as a "basic" grant did not change. The Supplemental Educational Opportunity Grant was established as a new program, not a continuation of the former Educational Opportunity Grant (EOG) Program.

The Basic Educational Opportunity Grant Program (BEOG) was authorized in 1972 as a part of the 1972 Amendments to the Higher Education Act of 1965. During the first year of the program 1973-74, Basic Grants were made only to eligible students who had not been enrolled in post secondary education prior to April 1, 1973. By 1976-77, with the addition of a beginning group each year, the program had expanded to cover all undergraduate students, with a limit of 8 semesters or 12 quarters of eligibility. Exceptions were granted to students in five-year baccalaureate programs and to students requiring remedial work.

The Education Amendments of 1980 changed the name of the Basic Grant Program to the Pell Grant Program, in honor of Senator Claiborne Pell. These amendments removed the former limitation on number of terms of eligibility and opened the program to all otherwise eligible students who had not earned a first baccalaureate degree.

The Higher Education Amendments of 1986 reimposed a limit on the number of years a student may receive Pell Grants, but opened the program to less than half-time students under certain conditions. This legislation also defined cost of attendance parameters and the formula by which expected family contribution is to be calculated, and forbids the Secretary to change those provisions, except as necessary to account for inflation, without the expressed approval of Congress. The Amendments accorded the aid administrator more discretion with respect to the determination of independent student status and expected family contribution, but placed more restrictions on the disbursement of Pell Grant funds.

Administered under Title 34 of the Code of Federal Regulations (CFR), Part 690, the Pell Grant Program is currently the largest student grant program administered by the Department of Education. The purpose of the Pell Program is to offer grants to help financially needy students meet the cost of their post secondary education.

Unlike the campus-based programs (Perkins Loans, College Work-Study, and Supplemental Educational Opportunity Grant programs), the Pell Grant Program is centrally administered by the Federal government. In effect, the student applies directly to the Federal government, although applications are processed by a private agency under contract to the Federal government. Through a voucher-like payment system (the Student Aid Report/SAR) an eligible student may use the grant at any participating school in which he or she enrolls. In this way eligible students are afforded a degree of portability in that they can use their grants at the school of their choice, provided the institution is eligible to participate in the program and the student has sufficient financial resources other than the Pell Grant to meet the total costs. Another important principle of the Pell Grant Program is supported by its original title: The Basic Grant Program. The Pell Grant Program is not currently funded to a level adequate to fully meet the needs of all students. In fact, the program is not intended to be that comprehensive. Instead, it has been construed as a means of providing a basic, or foundation, level of assistance to which other forms of student aid can be added to enable needy students to pursue an education.

Therefore, even at full funding, the Pell Grant cannot exceed a specified percent of the student's cost of attendance or a specified dollar amount, whichever is lower. In this way, the Pell Grant Program operates more as a rationing system to distribute limited funds than as a system which attempts to measure and offer realistic levels of student financial need. The Higher Education Amendments of 1986 specified the dollar amount for 1987-88 as the difference between $2,300 and the expected family contribution, or 60 percent of the cost of attendance, or the difference between the cost of attendance and the expected family contribution, whichever was least. While the maximum percent of cost of attendance that the student's actual grant may equal remains at 60%. This limit is lower than the progressively increasing percentages authorized by the Education Amendments of 1980, which were to have resulted in a 70 percent maximum by 1985-86. Limited appropriations never allowed the percentage to exceed 60, however.
For 1986-87, the maximum level offer was $2,100 or 60% of the cost of attendance. However, due to spending cuts imposed by the Balanced Budget and Emergency Deficit Control Act of 1985 (Gramm-Rudman-Hollings), and the necessity to make up for prior year shortfalls, the Pell Grant program operated at less than full funding in 1986-87, necessitating linear reductions in offers.

For 2002-2003, the maximum offer authorized is $4,000. The statute authorizing the Guaranteed Student Loan Program states:

“The purpose of this part is to enable the Secretary of Education: (A) to encourage states and nonprofit private institutions and organizations to establish adequate loan insurance programs for students in eligible institutions (C) to pay a portion of the interest on loans to qualified students which are insured under this part and (D) to guarantee a portion of each loan insured under a program of a State or a non-profit private institution or organization . . .”

Actually, State guarantee funds are backed by a program of federal "reinsurance" to increase the loan guarantee capacity of the State agency. Since the ultimate purpose of the program is to make long-term, deferred payback, educational loans available to all eligible students, and since students are generally without either loan collateral or a credit history, it is necessary to include loan guarantees to insure the lender against loss through borrower default, bankruptcy, death or permanent and total disability. The extent of the program each year is limited only by the amount of loan capital available and the number of eligible loan applicants.

The basic purpose of the PLUS legislation is to provide non-subsidized deferred payback loan guarantees for parents of dependent students. The purpose of Supplemental Loans is to provide these guarantees to graduate, professional, and independent students, and, under certain conditions, dependent undergraduate students.

With the addition of the special allowance payments to lenders who make these loans, the net return to the lender is at least equal to the GSL Program obligations in the short run, and exceeds the return whenever interest payments are accrued and capitalized. Since no test of financial need is required, added loan capability is afforded those parents and students who are today facing inordinately high costs of education.

Part B of Title IV of the Higher Education Act of 1965 (HEA), as amended, created the guaranteed student loan programs. The Higher Education Amendments of 1992 (P.L. 102-325) reauthorized the HEA and renamed the guaranteed student loan programs the Federal Family Education Loan (FFEL) Program, which now comprises Federal Stafford Loans (formerly Guaranteed Student Loans), Federal PLUS Loans, and Federal Consolidation Loans. The FFEL Program makes these long-term loans available to students attending institutions of higher education; vocational, technical, business, and trade schools; and some foreign schools.

State or private nonprofit guaranty agencies insure FFELs, and these agencies are reimbursed by the federal government for all or part of the insurance claims they pay to lenders. The federal guaranty on a FFEL replaces the security (the collateral) usually required for a long-term consumer loan.

**Loan types:**

**Subsidized Stafford Loan:** a student must have financial need

**Unsubsidized Stafford Loan:** not need-based, but it cannot exceed the student’s cost of attendance less the total of EFC, which includes the borrower’s subsidized Stafford Loan eligibility.

**PLUS:** parents may borrow for dependent students only.
Following the tragedy of 9-11 Congress decided that more emphasis was needed for programs that could directly impact national defense. The Academic Competitiveness Grant (ACG) and National Science and Mathematics Access to Retain Talent Grant (National SMART Grant) programs; 34 CFR part 668 (Student Assistance General Provisions); and 34 CFR part 690 (Federal Pell Grant Program). These final regulations are needed to implement provisions of the Higher Education Act of 1965 (HEA), as amended by the Higher Education Reconciliation Act of 2005 (HERA).

ACADEMIC COMPETITIVENESS GRANT (ACG)

To meet the growing need for improved math and science instruction, on Feb. 8, 2006 President Bush signed into law two new student grant programs--the Academic Competitiveness Grant (ACG) and National Science and Mathematics Access to Retain Talent (National SMART Grant) Programs.

These funds were created by the Higher Education Reconciliation Act of 2005. The grants will encourage students to take more challenging courses in high school--making success in college more likely, according to research—and to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering and critical foreign languages.

The Academic Competitiveness Grants were available to students for their first and second academic years of college. National SMART Grants were available to students for their third and fourth academic years of college. ACG Grants were offered at DCB until the federal program was discontinued.

TEACH Grant

Teach Grants are not offered at DCB.

ConnectND Implemented 2003-2004

For the fall semester of 2003-2004, Valley City State University along with Mayville State University became the 'pilot' campuses for the implementation of ConnectND (PeopleSoft). This was a major development move from the old 'legacy' system which had been used since 1981-82. The old system still operated under the ‘DOS’ method and although ahead of it’s time when first implemented, it has since been antiquated.

The University System chose to work with PeopleSoft and use consultants from Maximus to develop a tailored system for the state of North Dakota. In the fall of 2004-2005 more schools were added to the project with NDSU and UND entering for the 2005-2006 academic year. Dakota College at Bottineau began with PeopleSoft in 2004-2005.

Charges per Credit Hour

Dakota College at Bottineau has a ‘per-credit-hour’ charging on all credits under full-time. Credits over 12 are capped at a standard full time charge unless registration includes collaborative credits. Online credit tuition is capped at 12 credits but any credit over 12 is still charged an access fee of $39.65 per credit. Students continue to be considered full-time with 12 or more units. For Financial Aid budgeting purposes all students are initially offered at full-time and at census date (last day to add or drop a class at 100%) budgets are recalculated and students are rebudgeted. The budget categories are full-time at 12 or more credits, three-quarters-time at 9-11 credits, half-time at 6-8 credits and less-than-half time at 1-5 credits.
SECTION II
FEDERAL WORK-STUDY

Purpose
The Federal Work-Study Program provides funding for jobs for students with financial need, allowing them to earn money to help pay education expenses. Many of the work study options available at Dakota College at Bottineau are on-campus positions. Some examples of the types of positions available are: clerical/secretarial, maintenance, library assistants, computer lab monitors, and food service positions. Student employees are paid a minimum of $8.00 per hour.

Eligibility
The eligibility of students has been extended through the amendments to provide for work opportunity for any student who has a demonstrated need of additional funds in order to continue in college. A marked preference for students from low-income families, however, has been retained. In order for a student to establish eligibility at Dakota College at Bottineau, she/he/they must submit a Free Application for Federal Student Aid (FAFSA) to the Financial Aid Office. The student must be at least half-time as determined by Federal regulations and the institution. The student must be a U. S. citizen or a legal National in the United States for other than a temporary purpose and intend to become a permanent resident.

Determination of Need after Application
Each student must submit a FAFSA each year. After the Student Financial Aid Office receives a Institution Student Information Record (ISIR), the Financial Aid Director runs a process which does an analysis of the report to determine the total amount of resources available to the student in relation to the budget for each academic year and summer.

Amount of the Offer
The amount earned on a Work-Study job varies with the hourly wage paid and the number of hours worked. Normally $1,500.00 can be earned during a nine-month academic year by a student working 5-6 hours per week. Work Study may be offered above $1,500.00 with prior approval from the Financial aid office based on funds availability.

Supervision
Any staff or faculty member may act in a supervisory capacity. It is the responsibility of both the student and the supervisor to see that the student is punched in and out for each day that the student works. If a punch is missed the student is expected to notify their supervisor so the punch may be entered by Human Resources. The supervisor is expected to give new employees complete and clear cut instructions in regard to the duties he/she/they is to perform and to establish with each student employee the hours such duties may be performed and such other working conditions that are in line with good supervision of an employee. If a student employee proves unsatisfactory, judge his/her/their conduct as you judge any employee. If the problem is not resolved, contact Financial Aid and Human Resources for directions on how to terminate the employee. Approve the final time sheet in HRM and notify the Financial Aid office explaining the reason for termination. Dakota College at Bottineau student employees are expected to follow and uphold all university policies and guidelines. This includes the Code of Student Conduct which includes Computer & Network Usage Policies.

Maximum Hours
Any student found eligible and assigned to a Work-Study job is limited to the assigned number of hours per week. Students are limited to the work study that they are initially offered through the financial aid process unless prior...
arrangements are made with the Financial Aid office based on funds availability. Work study jobs are also listed to each positions need and the desire to provide employment through the academic year.

<table>
<thead>
<tr>
<th>OFFER AMT</th>
<th>$/WEEK</th>
<th>HOURS/WEEK</th>
<th>OFFER AMT</th>
<th>$/WEEK</th>
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<td>2000</td>
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</tr>
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</table>

**Payment Procedures**

Students must punch in to the HRM system when they start work and they must punch out when they have completed their work for the day. Student hours are calculated from the HRM system on the 15th and last day of the month. Checks are issued by the Business Office on the 15th day of the month and the last working day of the month.

**STUDENT RESPONSIBILITY IN WORK STUDY**

The Student Will:

Complete a Free Application for Federal Student Aid (FAFSA) and submit the FAFSA via the internet at: studentaid.gov. The application should be submitted to the evaluating agency early (allowing 2 weeks processing time) to receive top consideration.

Students will receive a Financial Aid offer letter. The student will acknowledge acceptance of the offer package within 30 days by accepting/declining on-line in Campus Connection self-service.

The students will receive a brochure of job listing and a contract. The student is responsible for contacting a Supervisor and arrange for an interview appointment.

The Supervisor will define your job responsibility to you and sign a work study contract that the student or supervisor will return to the financial aid office.

Keep an accurate report of hours worked in the HRM system.

Do not work more than the number of hours assigned per week.

Your check will not be issued to you unless you provide the Business Office with correct information for a direct deposit of payroll and employment paperwork.

Address all Work-Study correspondence to:

Dakota College at Bottineau Financial Aid Office
105 Simrall Blvd
Bottineau, ND 58318

Or
Email: fa@dakotacollege.edu

The Work Study brochure can be requested from the Financial Aid office. This will ensure that the most up-to-date information is provided.

FEDERAL PELL GRANT

Purpose
The intent of this program is that every eligible student be entitled to Federal grant assistance as a matter of right. Pell Grants are intended to be the "floor" of a financial aid package and may be combined with other forms of aid in order to meet the full cost of education.

Eligibility
Students must submit a FAFSA for determination of Pell Grant eligibility. Students must be enrolled in an eligible program at an eligible college, university, vocational/technical school and have not previously received a Bachelor's degree from any institution. They must be a U. S. citizen or a legal national in the United States for other than a temporary purpose and intend to become a permanent resident or a permanent resident of the Trust Territories of the Pacific Islands.

Determination of Need
Need is determined by the U.S. Department of Education using a standard formula, established by Congress.

Amount of Grant
The amount of the Grant is determined by referring to the Expected Family Contribution (EFC) reported on the Institution Student Information Record (ISIR). The EFC is then referred to the Pell payment chart where it is matched with the enrollment at the institution to get the amount of the Grant.

Chosen for Verification
If students are federal or institutionally chosen for verification information is requested from a student. This may include copies of tax transcripts, W-2’s, an institutional verification form and/or other data as required. If corrections are necessary, the corrections must be filed and a new ISIR received before aid is offered and payments will be processed.

Disbursement Procedures
The Financial Aid Office enters the offers into the computer system and issues offer letters. Pell grants are credited to the students account unless the student has specified that they do not wish to participate in direct crediting. Payments are usually made at the beginning of each semester.

‘Year-round Pell Grant’ Offering Policy
Year round pell was implemented beginning the 2017-2018 year at Dakota College at Bottineau. The Consolidated Appropriations Act of 2017 allows a student to receive Pell Grant funds up to 150% of the student’s scheduled offer for any year with pell offered. In keeping with our practice regarding summer as a ‘trailer’ of the previous academic year, summer Pell grant eligibility will be determined by using the EFC from the previous academic year. Case by case exceptions were allowed if necessary. The summer grant follows the Pell payment chart and is determined based on the number of credits for which the student is enrolled during summer session and continued SAP eligibility. The “year-round” pell grant was initially offered in the 2009-2010 year it was discontinued and then later re-instated in the 2017-2018 year.
FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT
(SEOG)

Purpose
These grants are to assist in making available the benefits of post-secondary education to qualified students, who for lack of financial means of their own or of their families, would be unable to obtain such benefits without such a grant.

Eligibility
Must be a Pell grant recipient. Students must be at least a half-time student as determined by Federal regulations and the institution. They must be a U. S. citizen or a national in the United States for other than a temporary purpose and intend to become a permanent resident.

Determination of Need after Application
Each student must submit a Free Application for Federal Student Aid (FAFSA) each year. After the Student Financial Aid Office receives a report from this agency, the Director does an analysis of the report to determine the total amount of resources available to the student in relation to the budget for each academic year. Summer packaging and disbursal is handled by the Director. SEOG is limited as follows: (gift aid is defined as PELL, SSIG and SEOG).

Amount of the Grant
The amount of the grant is determined by the amount of need, amount of funds available, and the number of applicants. Grants cannot be less than $100 and cannot be more then $4,000 per academic year. Institutionally, our average amount offered is $400.00 through the academic year with an additional summer offer possible based on funds availability, the amount of the grant is pro-rated based on enrollment with students enrolled in 6-11 credits receiving an average of $200 through the academic year.

Disbursement Procedures
The Financial Aid office enters the offer into the computer system and issues offer letters. SEOG grants are credited to the students account, if the student meets eligibility requirements and needs analysis.

Academic Term
For financial aid purposes, Fall and Spring are considered standard terms and summer term is considered a non-standard term. Fall and Spring terms are both 16 weeks and contain two 8 week terms within each semester, first and second 8 weeks. Summer is an 8 weeks term and contains first and second 4 week sessions. It is our policy that students be registered for all classes that they are going to take within a standard term by census date (the last day to add or drop a class) in a standard 16 week term. One exception to this is new students who just start in the 2nd 8 week classes only.
ACADEMIC COMPETITIVENESS GRANT (ACG)

Established by the HERA ACT starting 2006-2007. Implemented and now discontinued at Dakota College at Bottineau per Federal Law.

The grants will encourage students to take more challenging courses in high school—making success in college more likely, according to research—and to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering and critical foreign languages. In addition to the Pell Grant amount, up to $750 will be offered to eligible first-year AC Grant students and up to $1,300 to second-year AC Grant students. Up to $4,000 will be offered to eligible National SMART Grant students for each year in addition to the Pell Grant funds. Students and others can go to www.federalstudentaid.ed.gov to learn more about these new student aid grant programs.

For AC Grants, students—

1. Must apply for financial aid by submitting the Free Application for Federal Student Aid (FAFSA) and have been determined to be eligible for a Federal Pell Grant. Students who have not yet submitted a FAFSA may do so online at www.fafsa.ed.gov;
2. Must be a U.S. Citizen;
3. Must be enrolled in a two- or four-year degree program; and
4. Must be enrolled fulltime.

In addition—

- Students must be in their first or second academic year of a two- or four-year degree program;
- First-year students must have completed high school on or after January 1, 2006;
- Second-year students must have completed high school on or after January 1, 2005;
- All ACG Grant students must have completed a rigorous high school program of study as designated by their state; and
- For a second-year AC Grant, students must have a grade point average (GPA) from their first year of at least 3.0.

Starting on July 1, first- and second-year students who have already completed their FAFSA and who may be eligible for an AC Grant will receive an email or regular mailing from the Department of Education's Federal Student Aid (FSA) office. Applicants will be provided with a link to a secure website where they can learn more about the AC Grant program and provide additional information to determine eligibility.

Applicants without access to the Internet will be able to call 1-800-4FEDAI D, toll-free, to provide the additional information. New FAFSA filers will be provided with the opportunity to submit the additional information at the time they complete their FAFSA online. After students log on to the website using their FSA-PIN (or call the toll-free number) they will be asked a few simple questions about their high school course of study, including some questions specific to their state.

A student is eligible for an ACG Grant if—

- The student completed one of his or her state's designated secondary school programs of study, as noted on the website; or
- The student has taken and passed the tests for at least two Advanced Placement (AP) or International Baccalaureate (IB) courses; or
- The student has completed a high school course of study with at least—
  o Four years of high school English;
  o Three years of high school math, including Algebra I and another higher level math course;
  o Three years of high school science, which must include two years of biology, chemistry or physics;
  o Three years of high school social studies; and
One year of high school foreign language.

The information provided by the student on the website (or over the phone) will be sent by FSA to the financial aid office at the student's college or university. While students will receive an on-screen confirmation of their submission, a grant is not confirmed until eligibility is verified by the institution of higher education. Note also that some colleges and universities may determine their student's eligibility without waiting for the information to be sent to them by FSA.

The ACG Grant was discontinued by Federal cuts in the 11-12 offer year.

SMART GRANT Program

Dakota College at Bottineau does not administer SMART Grant.

TEACH GRANT PROGRAM

Dakota College at Bottineau does not administer the TEACH Grant Program.

FEDERAL PERKINS LOAN

Established in 1957, the Perkins loan was established to provide students who had economic need, low-cost loans with flexible repayment terms and generous forgiveness options. The Federal Perkins loan program was not renewed in Congress, ending this program. Implemented and discontinued October 1, 2017 at Dakota College at Bottineau.

Purpose

The purpose of this program is to give assurance that no student of ability be denied an opportunity for higher education because of financial need.

Eligibility

Based on remaining unmet need after determining eligibility for Federal Programs and scholarships.

Determination of need After Application

On the Free Application for Federal Student Aid (FAFSA), student must indicate interest in a loan.

Amount of Loan

The amount of the loan is determined by the amount of need, amount of funds available and number of applicants. A student may borrow $1,000.00 per academic offer year at Dakota College at Bottineau. If Perkins funds are available, there may be limited disbursements of summer Perkins loans up to $1000.00 per student.

Disbursement Procedures

Once a student has accepted a Perkins loan the origination process will add a checklist and “to-do” list onto the students Campus Connection Account. Student must complete Perkins Entrance Loan counseling at http://www.mappingyourfuture.org and sign the promissory note for advancement of fund before first disbursement. Once both processes are complete the checklists will complete and release the funds. Entrance counseling explains a borrower’s rights and responsibilities. The note is open ended note for the students entire enrollment.

Exit Interview Procedures

Students that complete their program are reported to the Student Loan Service Center. SLSC works with the students to complete their exit counseling requirements. Students can also complete exit loan counseling at
Exit counseling reminds a borrower of their rights and responsibilities before they enter repayment.

Collection Procedures

DCB contracts through Student Loan Servicing Center at NDSU – Fargo. This is a state agency established to do Perkins Loan collections for all eleven state campuses.

Federal Student Loans

Student Eligibility Criteria

To be eligible to receive a Federal Student Loan, a student must meet the following general eligibility criteria:
- be enrolled or accepted for enrollment in a degree, certificate or other program leading to a recognized educational credential at an eligible institution as at least a half-time student;
  NOTE: The requirement that a student be in a program leading to a recognized educational credential became effective for periods of enrollment beginning on or after July 1, 1987.
  Previously the student only had to be enrolled or accepted for enrollment in a participating school at least half-time.
- if already enrolled, be maintaining satisfactory progress
- not owe a refund on a Title IV grant or be in default on a Title IV grant or be in default on a Title IV loan at any institution; Students are reported to the National Student Loan Data System and this information is included in data received on the electronic ISIR
- file a statement of educational purpose with the lender and, if required, a statement of Selective Service registration compliance with the school;
- must be a citizen, natural, or permanent resident of the U.S. or a permanent resident of the Trust Territory of the Pacific Islands, Guam, or the Northern Mariana Islands; or be in the U.S. for other than a temporary purpose and provide evidence from the Immigration and Naturalization Service of intent to become a permanent resident.

Application process

Applicant must submit a Free Application for Federal Student Aid (FAFSA) to the Financial Aid Office. The Director will determine eligibility and inform student by offer letter. The student must accept or decline the loan offer electronically through Campus Connection. The institution then transmits data to the department electronically who places it with a lender for servicing.

Amount of Loan

<table>
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<tr>
<th>Dependent</th>
<th>Maximum Subsidized</th>
<th>Additional Unsubsidized</th>
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<tr>
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<td>$2,000</td>
<td>$6,500</td>
</tr>
<tr>
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<td>Independent</td>
<td>Maximum Subsidized</td>
<td>Additional Unsubsidized</td>
</tr>
<tr>
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<td>-------------</td>
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<td>-------------------------</td>
</tr>
<tr>
<td>Freshman</td>
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<tr>
<td>Sophomore</td>
<td>$4,500</td>
<td>$6,000</td>
<td>$10,500</td>
</tr>
</tbody>
</table>

**Disbursement Procedures**

Once a student has accepted a Federal loan the origination process will add a checklist and “to-do” list onto the students Campus Connection Account. Students must complete Entrance Loan counseling and sign the Master Promissory Note (MPN) for advancement of fund before first disbursement at studentaid.gov. Once both processes are complete the checklists will complete and release the funds. Entrance counseling explains a borrower’s rights and responsibilities. The note is open ended note for the students entire enrollment. Student aid is credited to the business office for processing on Fee Payment date.

**Following Disbursal/Crediting**

Students are sent an email right to rescind notice notifying them that the loan has been applied to their account and giving the student an opportunity to reject the loan in writing. New Perkins loan disbusements were discountinued Federally on October 1st, 2017.

**NORTH DAKOTA STATE STUDENT INCENTIVE GRANT ASSISTANCE PROGRAM (SSIG)**

**Purpose**

The North Dakota Student Financial Assistance Program provides non-repayable grants to assist undergraduate students in need of financial assistance.

**Application/Eligibility Process**

Students must submit a Free Application for Federal Student Aid (FAFSA). Applicants must be enrolled in a qualified institution of a post-secondary education within North Dakota.

**Amount of the Grant**

Effective 2009-2010 raised to $1,200 per academic year.
Effective 2010-2011 raised to $1,500 per academic year.
Effective 2012-2013 raised the grant to $1,648 per year with a prorated amount for part-time students.
Effective 2014-2015 raised the grant to $1650 per year with prorated amounts for part-time students.
Effective 2015-2016, the grant was raised to $1950 per year with prorated amounts for part-time student and summer term offers.
Effective 2019-2020, the grant was raised to $2200 per year with prorated amounts for part-time student and summer term offers.

**Disbursement Procedures**

Funds are sent to the institution electronically to be applied on the individual student accounts for crediting after fee payment dates.
INSTITUTIONAL SCHOLARSHIPS and WAIVERS

Purpose

The purpose of institutional scholarships is to recognize academic performance, talent and skills of students planning to enroll or who are enrolled at Dakota College at Bottineau.

Rules/Policies

Scholarship funds are generated by contributions made to the Dakota College at Bottineau Foundation from alumni, individuals, families, businesses and organizations. Scholarship criteria include academic performance and financial need. Scholarship recipients are required to enroll as a full-time student, which is defined as 12 or more credit hours per semester. Scholarship funds cannot be used for online classes. Offers are made on a “rolling” basis, which means the scholarship committee will meet to make offers as applications are received. Therefore, students are encouraged to turn in their applications as soon as possible.

1. The Financial Aid Office is notified of who is receiving institutional scholarships and the financial aid office will send the students an offer letter showing the scholarship.
2. All scholarships are offered on the basis of the entire academic year. Should a student graduate fall semester, the spring semester portion is forfeited. Scholarships are generally offered for the entire year and if the student does not enroll for the second semester the funds go back into the available scholarship pool.

DCB Scholarships Include:

Direct Named Scholarships

Amount: $500 - $5000
Eligibility: Several named scholarships are available to students who demonstrate strong academic achievement. Additional criteria vary among scholarships.
Offering Procedures
Scholarships at DCB are offered by committee, which does not include a financial aid officer.
Disbursement Procedures
The scholarship coordinator sends notices to the students via mail and they must accept the offers. Once accepted by the student, the offer is entered into the system in order to become a part of the financial aid package. Payments are applied through the crediting process at fee payment time, which is about two weeks into each term.

Berge Foundation Scholarship

Amount: $1,000 - $2,500
Eligibility: Offered on a first come- first serve basis to students that are residents of Bottineau County. Must be a Bottineau County Resident and admitted as a full-time student with the majority of their classes being taken on the DCB campus.
Application Process: Students are notified of the availability of the scholarships and must choose to apply.
The application is available on the Dakota College at Bottineau website:
Disbursement Procedures
The scholarship coordinator sends notice to the students via mail and they must accept the offers. Once accepted by the student, the offer is entered into the system in order to become a part of the financial aid package. Payments are applied through the crediting process at fee payment time, which is about two weeks into each term.
Foundation Scholarships

**Amount:** up to $2,500  
**Eligibility:** New students are eligible if they meet the eligibility criteria as advertised on the DCB web page. Qualifications for the majority of scholarships require that students are in good academic standing, must be enrolled full-time and that the majority of classes for which enrolled are on the Bottineau campus.  
**Application Process:** Students are notified of the availability of the scholarships and must choose to apply. The application is available on the Dakota College at Bottineau website [https://www.dakotacollege.edu/admissions-financial-aid/scholarships](https://www.dakotacollege.edu/admissions-financial-aid/scholarships).

**Offering Procedures**  
Scholarships at DCB are offered by committee, which includes a financial aid officer.

**Disbursement Procedures**  
The scholarship coordinator sends notice to the students via mail and they must accept the offers. Once accepted by the student, the offer is entered into the system in order to become a part of the financial aid package. Payments are applied through the crediting process at fee payment time, which is about two weeks into each term.

Alumni Scholarships

**Amount:** up to $1000  
**Eligibility:** Retiring students are eligible if they meet the eligibility criteria as advertised on the DCB web page. Qualifications for the majority of scholarships require that students are in good academic standing, must be enrolled full-time and that the majority of classes for which enrolled are on the Bottineau campus.  
**Application Process:** Students are notified of the availability of the scholarships and must choose to apply. The application is available on the Dakota College at Bottineau website [https://www.dakotacollege.edu/admissions-financial-aid/scholarships](https://www.dakotacollege.edu/admissions-financial-aid/scholarships).

**Offering Procedures**  
Scholarships at DCB are offered by committee, which includes a financial aid officer.

**Disbursement Procedures**  
The scholarship coordinator sends notice to the students via mail and they must accept the offers. Once accepted by the student, the offer is entered into the system in order to become a part of the financial aid package. Payments are applied through the crediting process at fee payment time, which is about two weeks into each term.

Challenge Grant Scholarships (including High Academic Honors, Academic Honors, and Alumni Honors)

**Amount:** up to $2000  
**Eligibility:** New and Retiring students are eligible if they meet the eligibility criteria as advertised on the DCB web page. Qualifications for the majority of scholarships require that students are in good academic standing, must be enrolled full-time and that the majority of classes for which enrolled are on the Bottineau campus.  
**Application Process:** Students are notified of the availability of the scholarships and must choose to apply. The application is available on the Dakota College at Bottineau website [https://www.dakotacollege.edu/admissions-financial-aid/scholarships](https://www.dakotacollege.edu/admissions-financial-aid/scholarships).

**Offering Procedures**  
Scholarships at DCB are offered by committee, which includes a financial aid officer.

**Disbursement Procedures**  
The scholarship coordinator sends notice to the students via mail and they must accept the offers. Once accepted by the student, the offer is entered into the system in order to become a part of the financial aid package. Payments are applied through the crediting process at fee payment time, which is about two weeks into each term.

Hometown Career Scholarship

**Amount:** up to $2500
**Eligibility:** Newly admitted student who is a resident of one of the following counties during the past 2 years: Bottineau, Renville, McHenry, Pierce, Rolette. Must be enrolled full time and must successfully complete a minimum of 12 credits per semester in a career and technical education program. Attend on the Bottineau campus of Dakota College. Must maintain scholarship status and a term GPA of 2.0 or higher to receive the award during Spring 2021.

**Application Process:** Students are notified of the availability of the scholarships and must choose to apply. The application is available on the Dakota College at Bottineau website: [https://www.dakotacollege.edu/admissions-financial-aid/scholarships](https://www.dakotacollege.edu/admissions-financial-aid/scholarships).

**Offering Procedures**
Scholarships at DCB are offered by committee, which does not include a financial aid officer.

**Disbursement Procedures**
The scholarship coordinator sends notice to the students via mail and they must accept the offers. Once accepted by the student, the offer is entered into the system in order to become a part of the financial aid package. Payments are applied through the crediting process at fee payment time, which is about two weeks into each term.

**INSTITUTIONAL TUITION WAIVERS**
The State Board of Higher Education/North Dakota University System allows institutional flexibility regarding the offering of tuition waivers. Waiver value can vary by institution. The option is allowed for waivers to be “full or part-time”. These waivers are to be applied to tuition only, not to fees.

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<th>Minnesota Resident</th>
<th>Contiguous - SD,MT</th>
<th>(WUE) - AK, AZ, CA, CO, HI, ID, NM, NV, OR, UT, WA, WY</th>
<th>(MSEP) – IL, IN, KS, MI, MO, NE, OH, WI</th>
<th>Non-resident</th>
<th>International</th>
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<td></td>
</tr>
<tr>
<td>20%</td>
<td>845.80</td>
<td>947.24</td>
<td>1057.25</td>
<td>1057.25</td>
<td>1268.80</td>
<td>1480.15</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>422.90</td>
<td>473.62</td>
<td>528.63</td>
<td>528.63</td>
<td>634.40</td>
<td>740.08</td>
<td></td>
</tr>
</tbody>
</table>
Cultural Diversity Tuition Waivers

**Amount:** Up to 100% of the residents tuition (up to 100% waiver).

**Eligibility:** Students who are members of a culturally diverse group (Black/African American, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, Asian, or Hispanic/Latino) may apply for a Cultural Diversity Tuition waiver.

Room Waivers

**Amount:** $500

**Eligibility:** Offered on a first come-first serve basis to the first 5 students who to students who receive the Berge Scholarship and live in on-campus housing.

International Waivers

**Amount:** $500

**Eligibility:** Offered on a first come-first serve basis to international students showing strong academic achievement and current students in good academic standing. For an application, call the Office of Admission at 1-800-542-6866.

Canadian Waivers

**Amount:** $500

**Eligibility:** Offered on a first come-first serve basis to students that are residents of Canada. For an application, call the Office of Admission at 1-800-542-6866.

FEDERAL PLUS / Additional UNSUBSIDIZED LOAN PROGRAMS

**Purpose**
The basic purpose of the PLUS legislation is to provide loans for parents of dependent students.
No test of financial need is required for the PLUS program.

**Definition of “Parent” for PLUS Loan purposes**
For the purpose of determining PLUS Loan eligibility, a parent is a student’s natural mother or father, adoptive parent, legal guardian, or the spouse of a parent who has remarried, if that spouse’s income and assets would be taken into account when calculating the dependent student’s EFC.
A parent may receive a PLUS Loan only to pay for the educational costs of a dependent undergraduate student who meets the eligible student definition.
A parent must meet the same citizenship and residency requirements as a student. Also, a parent who owes a refund on a SFA grant or is in default on a SFA loan is ineligible for a PLUS Loan. Parent’s ineligibility for a PLUS Loan does not affect the student’s eligibility for SFA funds, see Chapter 2 of the Financial Aid Handbook for more information on these general criteria.

**Adverse credit history**
A parent with an adverse credit history is prohibited from obtaining a PLUS Loan. If a parent is denied for a PLUS loan, an additional unsubsidized loan may be awarded to the student if the parent completes the Plus Loan Denial Form.

**Eligibility**
Before certifying this loan, the financial aid administrator must:

- Certify that the loan disbursement schedule provided with the application meets the disbursement requirements for Stafford Loans
The school has determined the student’s dependency status, enrollment status, and satisfactory academic progress.

A student (or both the student and parent in the case of the PLUS Loan) certifies that he or she is not in default on any SFA loans and does not owe a refund on any SFA grant or scholarship.

The school reviews its academic and financial aid records, verifies the information that the borrower (and the student, in the case of a PLUS Loan) certified concerning previous loans or grants, and determines that the total loan or loans certified for the period of enrollment will not cause the borrower to exceed annual or aggregate loan limits. The school must also ensure that
- for subsidized Stafford Loans, the loan amount or amounts will not exceed the student’s financial need as determined by an approved need analysis system and
- for unsubsidized Stafford Loans or PLUS loans, the loan amount or amounts will not exceed the difference between the student’s COA.

A School may not certify a loan for more than the least of the following amounts:
- the amount the borrower requests
- the student’s COA
- the borrower’s maximum borrowing limits (explained later in this section)

The following chart shows the annual and aggregate limits for subsidized and unsubsidized loans.

<table>
<thead>
<tr>
<th>Year</th>
<th>Dependent Students (except students whose parents are unable to obtain PLUS Loans)</th>
<th>Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Undergraduate</td>
<td>$5,500—No more than $3,500 of this amount may be in subsidized loans.</td>
<td>$9,500—No more than $3,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Annual Loan Limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second-Year Undergraduate</td>
<td>$6,500—No more than $4,500 of this amount may be in subsidized loans.</td>
<td>$10,500—No more than $4,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Annual Loan Limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subsidized and Unsubsidized</td>
<td>$31,000—No more than $23,000 of this amount may be in subsidized loans.</td>
<td>$57,500 for undergraduates—No more than $23,000 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Aggregate Loan Limit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PLUS Loan Application

The Plus loan application is found at [studentaid.gov](http://studentaid.gov).

### Amount of the Loan

There is no minimum or maximum PLUS loan set by Federal statute or regulation. The loan maximum may not exceed the difference between the student's cost of attendance and already offered aid.

### Disbursement Procedures

For disbursement of PLUS and Additional Unsubsidized Loan, the institution follows the same procedures specified for other federal aid. Excess funds for loans made to parents of dependent students under the PLUS loan program may have excess disbursement checks either issued to themselves or to the student based on how they indicated on the Plus loan application. Students must complete entrance loan counseling and Master
Promissory Note (MPN) prior to disbursement and exit loan counseling prior to leaving school to inform them of their rights and responsibilities as a borrower. Parents must complete a MPN before PLUS loan funds are disbursed.

**Private Loans**
Students at DCB may apply for private education loans to fill any gap between their aid and cost of attendance budget. DCB does not use a preferred lender list, but we do have a historical lender list. Information on DCB’s private lender list can be found at [https://choice.fastproducts.org/FastChoice/home/299500/1](https://choice.fastproducts.org/FastChoice/home/299500/1). Students who walk away from classes or withdraw from school during the semester are not eligible for school certification for private loans for the semester in which they walked away from classes or withdrew from school.
SECTION III
Dakota College at Bottineau

ADMINISTRATIVE ORGANIZATION
THROUGH FINANCIAL AID OFFICE

<table>
<thead>
<tr>
<th>North Dakota University System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor</td>
</tr>
<tr>
<td>Campus Dean</td>
</tr>
<tr>
<td>Associate Dean of Academic and Student Affairs</td>
</tr>
<tr>
<td>Financial Aid Director</td>
</tr>
<tr>
<td>Financial Aid Assistant</td>
</tr>
<tr>
<td>Financial Aid Work Study</td>
</tr>
</tbody>
</table>

STUDENT FINANCIAL AID OFFICE

Purpose of the Office
The Financial Aid office was established to coordinate and administer all financial assistance offered at DCB.

Staff
Financial Aid Director – Full-Time position- see position descriptions below (pages 37-44)
Financial Aid Assistant – Full-Time position- see position descriptions below (pages 45-51)
POSITION DESCRIPTION INSTRUCTIONS
North Dakota University System

This Position Description should be completed cooperatively by the employee and supervisor unless the position is new or vacant, in which case it should be completed by the supervisor. Call your Human Resource representative with questions.

It is important that the information is accurate since the Position Description is used for the following purposes:

a) job description;
b) job family/band assignment;
c) source document for recruitment;
d) source document for responsibility reviews and employee development;
e) source document for personnel, compensation or disability accommodation issues.

When the following information is completed, submit to your Human Resources/Personnel Office, to initiate the job family/band assignment process.

___ Completed detailed position description which accurately reflects the duties/responsibilities of the position.
___ Cover memo/statement indicating:
   the applicable reason:
   ___ New responsibilities have been added to the existing unit's mission/purpose and assigned to this position;
   ___ Significant amount of new responsibilities have been reassigned/changed to this position with no substantial change in the unit's mission/purpose;
   ___ Position is in a job family/band which has been revised by the NDUS Human Resource Council;
___ Contact person for the process;
___ Department (up to President) Organizational Chart representing reporting relationship used for Responsibility Reviews including each employee’s:
   ___ Name
   ___ Job Title
   ___ Position Number
   ___ Job Family Name/
1. Name of Employee: April Abrahamson
   1a. Position #:  

2. Employee ID #:  

3. Sub Band Title: 3000
   3a. Job Family #: 3415

4. Functional Title: Director of Financial Aid

5. Please check all that apply:
   XX Full Time
   9 month position
   11 month position
   Other month ____________
   XX Part Time (FTE% )
   10 month position
   XX 12 month position

HR Use only

6. Institution: Dakota College at Bottineau

7. Division: Student Services

8. Department:  

9. Unit:  

10. Work Mailing Address:  

11. Work Phone #:  

12. Name & Title of Supervisor: Larry Brooks, Associate Dean of Student Affairs

13. University Mission: Provide students with a quality education in a caring environment. The institution values diversity and personal enrichment by promoting engaged learning for employment and university transfer. With the help of a supportive community, DCB emphasizes nature and technology to accomplish its mission through an array of curricula, programs and services.

14. What is the function of your department? The function of student services offices is to direct and coordinate: admissions, recruitment, registrar/registration/orientation, student health services, residential halls, residential life, personal and substance abuse counseling, financial aid, student conduct/judicial policies, graduation and institutional research.

15. What is the purpose of your position? (Why does the position exist, how does the position function within the work unit?)
   To provide financial aid services to DCB students. Financial aid is a responsibility of the office of Student Services.
Part A - 16. Duties/Responsibilities

Provide a general statement of each major duty or responsibility.
< List the task(s) involved in accomplishing each major duty/responsibility.
< Indicate the percent of time that is spent on each major duty or responsibility. Estimate percentages over the course of the year. (The incumbent could keep a record of the time spent performing each duty of a course of time.)
< Begin each statement with a verb that exemplifies the action taken in performing the assignment.
< Indicate Essential/Secondary. The following questions should be taken into consideration in the determination:
  - Is the duty/responsibility the reason the job exists?
  - Is this a highly specialized task or one that requires special education, training, licensure?
If the answer is yes, the duty is **Essential**.
  - What is the percentage of time spent on the function?
If the answer indicates a great % of time, the duty is probably **Essential**.
  - What are the consequences to others or to the institution of the failure to perform the function?
If the answer indicates a high level of accountability, the duty is **Essential**.

NOTE: See examples and additional instructions attached.

<table>
<thead>
<tr>
<th>Duty/Responsibility No:</th>
<th>1</th>
<th>Statement of duty/responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Time:</td>
<td>60</td>
<td>Program Administration and Compliance</td>
</tr>
</tbody>
</table>

For ADA compliance, see instructions.

Responsibility is: (Please check one)

- Essential
- Secondary

Tasks involved in fulfilling above duty/responsibility (include description of physical demands for individual task)

Read, interpret, and apply regulations and changes to federal regulations for the administration of the Title IV student financial assistance programs. Develop institutional policy and implement procedure to comply with regulations. Responsible for working with federal and state personnel in reviews and audits. Resolve conflicting information involved in student applications and troubleshoot individual and system problems. Maintain and update the DCB Financial Aid Office Policy and Procedures Manual. Maintain working relationships with the administrators of other funding sources (ND Job Service, Vocational Rehabilitation etc.) Ensure the following procedures are completed to comply with Title IV regulations:
- updating computer system to administer new award year
- receiving applications and requesting supplemental information
- determine availability and attrition of funds for disbursement to ensure proper use of federal funds
- determine financial aid budgets
- managing and monitoring financial aid budgets on a monthly basis in cooperation with the Business Office
- verification
- award packaging
- integration of scholarship, waivers and other external aid into an award package
- make professional judgments for special condition requests and ensure proper documentation supports decision
- loan application processing (plus and private)
- use of electronic and paper means of making required adjustments to loan balances
- preparing aid for distribution
- entrance and exit loan counseling
- satisfactory academic progress
- refund and repayment
- return of Title IV funds for official and unofficial withdrawals
- developing agreements and processing aid for students enrolled in shared programs within the NDU8 system
- awarding work study dollars and the monitoring and management of the work study budget in conjunction with the Business Office
- maintain Net Price Calculator for the website on a yearly basis
- maintain Consumer Information on the website and assist the departments with required distribution of consumer information to faculty, staff, and students.
- organize constituent day activities per Department of Education requirements.
- work with institutional research department on gainful employment reporting.

Responsible for providing input on scholarship administration and answering student questions.

Responsible for ensuring proper procedures are in place to administer aid to students with collaborative status.

Administer processes following the written guidelines found in a document for Collaborative Student Administration.
<table>
<thead>
<tr>
<th>Duty/Responsibility No:</th>
<th>2</th>
<th>Statement of duty/responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Time:</td>
<td>10</td>
<td>Financial Aid Counseling</td>
</tr>
<tr>
<td>For ADA compliance, see instructions. Responsibility is: (Please check one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential</td>
<td>Secondary</td>
<td></td>
</tr>
</tbody>
</table>

Tasks involved in fulfilling above duty/responsibility (include description of physical demands for individual task)
Responsible for providing financial aid information to students, parents, high school counselor’s, and college faculty and staff. Provide outreach information sessions to area high schools. Assist students and parents in obtaining information and completing applications for financial aid. Provide sound and accurate advice to questions regarding eligibility and application of student assistance. Responsible for providing information to students and parents regarding work study.
Advertise availability of help sessions to students. Determine what students and/or parents need to know regarding financial aid and how to receive.

<table>
<thead>
<tr>
<th>Duty/Responsibility No:</th>
<th>3</th>
<th>Statement of duty/responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Time:</td>
<td>20</td>
<td>Federal Reporting and Electronic Processing</td>
</tr>
<tr>
<td>For ADA compliance, see instructions. Responsibility is: (Please check one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XX</td>
<td>Essential</td>
<td>Secondary</td>
</tr>
</tbody>
</table>

Tasks involved in fulfilling above duty/responsibility (include description of physical demands for individual task)
Complete re-certification materials with the Department of Education every four years to maintain institutional eligibility for federal funds. Complete, in conjunction with the Business Office, the FISAF (annual report of expenditures and requests for fund) and responsible for the timely submission of the report. Complete IPEDS in an accurate and timely manner.
Complete Gainful Employment once a year. Meet Pell Grant reporting requirements by electronically reporting to COD (Common Origination and Disbursement) through Campus Connection. Report federal grant overpayments to DOE. Ensure satisfactory progress batch programs are submitted at proper intervals and review reports at term end. Provide requested information for audits.
Responsible for ensuring the proper use of Campus Connection to administer and comply with the distribution and tracking of Title VI funds, scholarships and other funding sources. Work with Campus Connection Financial Aid Functional User Group in requesting assistance or providing input on system abilities and weaknesses. Responsible for academic year set-up, summer term set-up and creation of Item Types.
Responsible for being knowledgeable about the Department of Education system, FA Access Online, in the application and correction of electronic financial aid records. Ensure that all records are imported and exported promptly in order to provide timely service to students. Responsible for being knowledgeable in the use of FAFSA, EdConnect, NSLDS, Campus Connection, Perceptive Content, COD and other electronic means of processing aid applications and obtaining information.
<table>
<thead>
<tr>
<th>Duty/Responsibility No:</th>
<th>4</th>
<th>Statement of duty/responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Time:</td>
<td>5</td>
<td>Satisfactory Academic Progress</td>
</tr>
</tbody>
</table>

For ADA compliance, see instructions. Responsibility is: (Please check one)

<table>
<thead>
<tr>
<th>XX</th>
<th>Essential</th>
<th>Secondary</th>
</tr>
</thead>
</table>

Tasks involved in fulfilling above duty/responsibility (include description of physical demands for individual task)

Ensure that the DCB Standards of Satisfactory Progress policy meets all federal requirements and guidelines and that the necessary updates are made to the policy to remain as strict or stricter than the academic progress policy. At the end of each term monitor the academic progress of all financial aid recipients and track the status of those on probation or suspension.

Responsible for informing those students who are placed on a probation or suspension status. Provide satisfactory progress counseling to students requesting assistance in issues that may affect their eligibility for aid. Make determination of approval or denial of submitted satisfactory progress appeals. Work with Associate Dean to ensure that academic plans are being created and monitored.

<table>
<thead>
<tr>
<th>Duty/Responsibility No:</th>
<th>5</th>
<th>Statement of duty/responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Time:</td>
<td>5</td>
<td>Other duties as assigned.</td>
</tr>
</tbody>
</table>

For ADA compliance, see instructions. Responsibility is: (Please check one)

<table>
<thead>
<tr>
<th>XX</th>
<th>Essential</th>
<th>Secondary</th>
</tr>
</thead>
</table>

Tasks involved in fulfilling above duty/responsibility (include description of physical demands for individual task)

Responsible for participating in financial aid associations such as Rocky Mountain Association of Student Financial Aid Administrators (RMAFSA), the North Dakota Association of Student Financial Aid Administrators (NDASFAA) and the Council of University System Aid Directors (CUSAD)

Responsible for committee assignments as requested.

Supervise the full-time Financial Aid assistant position.

Assist with orientation, registration and first year experience activities.

Gather Financial Aid information for required grant reporting.

Perceptive Content processing, through workflow and storage.
PART B
Working Environment

1. EDUCATION/KNOWLEDGE REQUIREMENT - Minimum education required to perform adequately in position could reasonably be attained only by completing the following (If you were to recruit today, what qualifications would you require?):

<table>
<thead>
<tr>
<th>REQUIRED EDUCATION/TRAINING (choose one)</th>
<th>DEGREE INFORMATION: Type of degree: (B.S., M.A., etc..)</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than high school diploma</td>
<td>B.S. required</td>
</tr>
<tr>
<td></td>
<td>M.S. preferred</td>
</tr>
<tr>
<td>High school diploma or GED.</td>
<td>Major field of study or degree emphasis: (accounting, economics, etc..)</td>
</tr>
<tr>
<td>1 year college</td>
<td>Business Administration, Accounting, Finance</td>
</tr>
<tr>
<td>3 years college</td>
<td></td>
</tr>
<tr>
<td>X 4 years college</td>
<td></td>
</tr>
<tr>
<td>1st year graduate level</td>
<td>Specialized subject knowledge: cost accounting, MACRO economics, etc..</td>
</tr>
<tr>
<td>2nd year graduate level</td>
<td>PeopleSoft/Oracle software, strong knowledge of accounting and budgeting principles</td>
</tr>
</tbody>
</table>

Required Work Experience in Addition to Formal Education/Training:

Required: One year in financial aid or comparable post secondary area

Required Supervisory Experience:

Required: None
Preferred: One year supervisory experience

2. LICENSE/CERTIFICATION

Identify licenses/certification required:

3. SPECIFIC SKILLS OR EQUIPMENT REQUIRED

Requires: use/operation of (could includes computer software/hardware, tractors, lab equipment, organizational/prioritization ability, interpersonal/oral/written communication skills, customer oriented/service, detail oriented, etc.):

Microsoft Office Suite in particular Excel, Oracle/PeopleSoft, other job related software. Must be student service oriented. Must have the ability to maintain confidentiality of records. Must possess strong oral, written and interpersonal communication skills. Must be self motivated, self directed and able to work with minimal supervision.
4. RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING PERSONS/POSITIONS

<table>
<thead>
<tr>
<th>Position #</th>
<th>Title of Person Supervised</th>
<th>FTE %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Financial Aid Assistant</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

5. INDIRECT SUPERVISION

<table>
<thead>
<tr>
<th>Total number of positions indirectly supervised:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of students or other non-banded staff employees indirectly supervised:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

6. HAZARDOUS WORKING CONDITIONS

<table>
<thead>
<tr>
<th>Unusual or hazardous working conditions related to performance of duties:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Precautionary measures taken to avoid those unusual or hazardous working conditions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency of occurrence of unusual or hazardous working conditions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### 7. PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

<table>
<thead>
<tr>
<th>Employee is required to:</th>
<th>Never</th>
<th>1-33% Occasionally</th>
<th>34-60% Frequently</th>
<th>66-100% Continuously</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Use hands dexterously (use fingers to handle, feel)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Reach with hands and arms</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climb or balance</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stoop/kneel/crouch or crawl</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk or hear</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Taste or smell</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lift &amp; carry:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>up to 10 pounds</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>up to 25 pounds</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>up to 50 pounds</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>up to 75 pounds</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>up to 100 pounds</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>more than 100 pounds</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

_____________________________  _________________  _______________
Employee’s Signature            Date

_____________________________  _________________  _______________
Supervisor's Signature          Date

Please Attach An Organizational Chart
POSITION DESCRIPTION INSTRUCTIONS
North Dakota University System

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   a) job description;
   b) job family/band assignment;
   c) source document for recruitment;
   d) source document for responsibility reviews and employee development;
   e) source document for workers compensation or disability accommodation issues.

When the following information is completed, submit to your Human Resources/Personnel Office, to initiate the job family/band assignment process.

___ Completed detailed position description which accurately reflects the duties/responsibilities of the position.
___ Cover memo/statement indicating:
   the applicable reason:
   ___ New responsibilities have been added to the existing unit’s mission/purpose and assigned to this position;
   ___ Significant amount of new responsibilities have been reassigned/changed to this position with no substantial change in the unit’s mission/purpose;
   ___ Position is in a job family/band which has been revised by the NDUS Human Resource Council;
___ Contact person for the process;
___ Department (up to President) Organizational Chart representing reporting relationship used for Responsibility Reviews, including each employee’s:
   ___ Name
   ___ Job Title
   ___ Position Number
   ___ Job Family Name/ID
**PART A - Identification, Duties/Responsibilities, and Task Inventory**

<table>
<thead>
<tr>
<th>1. Name of Employee: JaLee Lynnes</th>
<th>2. Employee ID #: 8001025</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Position #: 000101060</td>
<td></td>
</tr>
</tbody>
</table>

| 3. Sub Band Title:               | 4. Functional Title:      |
| 3a. Job Family #: 5205           | Financial Aid Assistant   |

<table>
<thead>
<tr>
<th>5. Please check all that apply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX Full Time</td>
</tr>
<tr>
<td>9 month position</td>
</tr>
<tr>
<td>11 month position</td>
</tr>
<tr>
<td>Other month ___________</td>
</tr>
<tr>
<td>Part Time (FTE% )</td>
</tr>
<tr>
<td>10 month position</td>
</tr>
<tr>
<td>XX 12 month position</td>
</tr>
</tbody>
</table>

**HR Use only**

<table>
<thead>
<tr>
<th>Exempt (If exempt, documentation required)</th>
<th>Non-Exempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Institution: Dakota College at Bottineau</th>
<th>7. Division: Student Services</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>8. Department: Financial Aid</th>
<th>9. Unit:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>10. Work Mailing Address: 105 Simrall Blvd</th>
<th>11. Work Phone #: 701-228-5469</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>12. Name &amp; Title of Supervisor: Larry Brooks, Associate Dean of Academic &amp; Student Affairs</th>
</tr>
</thead>
</table>

**13. University Mission:** Provide students with a quality education in a caring environment. The institution values diversity and personal enrichment by promoting engaged learning for employment and university transfer. With the help of a supportive community, DCB emphasizes nature and technology to accomplish its mission through an array of curricula, programs and services.

**14. What is the function of your department?**
The function of student services offices is to direct and coordinate: admissions, recruitment, registrar/registration/orientation, student health services, residential halls, residential life, personal and substance abuse counseling, financial aid, student conduct/judicial policies, graduation and institutional research.

**15. What is the purpose of your position?** (Why does the position exist, how does the position function within the work unit?) To provide financial aid services to DCB students. Financial aid is a responsibility of the office of Student Services.
Provide a general statement of each major duty or responsibility.
< List the task(s) involved in accomplishing each major duty/responsibility.
< Indicate the percent of time that is spent on each major duty or responsibility. Estimate percentages over the course of the year. (The incumbent could keep a record of the time spent performing each duty of a course of time.)
< Begin each statement with a verb that exemplifies the action taken in performing the assignment.
< Indicate Essential/Secondary. The following questions should be taken into consideration in the determination:
-Is the duty/responsibility the reason the job exists?
-Is this a highly specialized task or one that requires special education, training licensure?
If the answer is yes, the duty is Essential.
-What is the percentage of time spent on the function?
If the answer indicates a great % of time, the duty is probably Essential.
-What are the consequences to others or to the institution of the failure to perform the function?
If the answer indicates a high level of accountability, the duty is Essential.

NOTE: See examples and additional instructions attached.

<table>
<thead>
<tr>
<th>Duty/Responsibility No:</th>
<th>1</th>
<th>Statement of duty/responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Time:</td>
<td>45</td>
<td>Serves as financial aid information specialist for Financial Aid office</td>
</tr>
</tbody>
</table>

For ADA compliance, see instructions.
Responsibility is: (Please check one)

<table>
<thead>
<tr>
<th>XX</th>
<th>Essential</th>
<th>Secondary</th>
</tr>
</thead>
</table>

Tasks involved in fulfilling above duty/responsibility (include description of physical demands for individual task)
Counsel and advise students and parents regarding terms and conditions of financial aid, financial aid problems and reevaluation or adjustments of aid eligibility and/or awards.
Provide accurate and timely responses to phone calls and emails regarding financial aid issues.
Maintain accurate records of students with loans.
Maintain student files in the Financial Aid office.
Answer Phone Calls for Financial Aid and Student Services.
Manage updates and reports of work study students.
Update and maintain letters, information and forms for financial aid office.
Maintain and update files of external (outside) scholarships.
Assist students with FAFSA (Free Application for Federal Student Aid) applications and corrections.
Assist the business office in student drop determinations.

<table>
<thead>
<tr>
<th>Duty/Responsibility No:</th>
<th>2</th>
<th>Statement of duty/responsibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Time:</td>
<td>10</td>
<td>Manage Federal Loan Counseling and Master Promissory Notes</td>
</tr>
</tbody>
</table>

For ADA compliance, see instructions.
Responsibility is: (Please check one)

<table>
<thead>
<tr>
<th>Essential</th>
<th>XX</th>
<th>Secondary</th>
</tr>
</thead>
</table>

Tasks involved in fulfilling above duty/responsibility (include description of physical demands for individual task)
Assist students with entrance counseling for Federal Loans.
Assist students with the Master Promissory Note for Federal Loans.
Notify students regarding loan counseling information and requirements.
### Duty/Responsibility No: 3

**Percent of Time:** 25

**Statement of duty/responsibility:**
Process verification and award letters for students selected for verification.

**For ADA compliance, see instructions. Responsibility is:** (Please check one)

<table>
<thead>
<tr>
<th>XX</th>
<th>Essential</th>
<th>Secondary</th>
</tr>
</thead>
</table>

**Tasks involved in fulfilling above duty/responsibility (include description of physical demands for individual task)**
Request additional information/records from students/parents chosen for verification.
Evaluate and verify application for determination of eligibility and packaging of awards.
Process and mail financial aid award letters.
Update the DOE regarding full verifications performed.

### Duty/Responsibility No: 4

**Percent of Time:** 10

**Statement of duty/responsibility:**
Assist the Financial Aid Director and the Associate Dean of Academic & Student Affairs.

**For ADA compliance, see instructions. Responsibility is:** (Please check one)

<table>
<thead>
<tr>
<th>XX</th>
<th>Essential</th>
<th>Secondary</th>
</tr>
</thead>
</table>

**Tasks involved in fulfilling above duty/responsibility (include description of physical demands for individual task)**
Assist Director of Financial Aid as needed
Assist Associate Dean of Academic and Student Affairs as needed.
Coordinate with Admissions Clerk to utilize the part-time worker to complete needed work.

### Duty/Responsibility No: 5

**Percent of Time:** 10

**Statement of duty/responsibility:**
Image Now: Scan documents and link with the correct student and category.

**For ADA compliance, see instructions. Responsibility is:** (Please check one)

<table>
<thead>
<tr>
<th>XX</th>
<th>Essential</th>
<th>Secondary</th>
</tr>
</thead>
</table>

**Tasks involved in fulfilling above duty/responsibility (include description of physical demands for individual task)**
Verify and audit documents
Help with workflow set up
PART B
Working Environment

1. EDUCATION/KNOWLEDGE REQUIREMENT - Minimum education required to perform adequately in position could reasonably be attained only by completing the following (If you were to recruit today, what qualifications would you require?):

<table>
<thead>
<tr>
<th>REQUIRED EDUCATION/TRAINING (choose one)</th>
<th>DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than high school diploma</td>
<td>Preferred - Associates Degree</td>
</tr>
<tr>
<td>XX High school diploma or GED.</td>
<td>Major field of study or degree emphasis: (accounting, economics, etc...)</td>
</tr>
<tr>
<td>1 year college</td>
<td>2 years college</td>
</tr>
<tr>
<td>3 years college</td>
<td>4 years college</td>
</tr>
<tr>
<td>1st year graduate level</td>
<td>Specialized subject knowledge: cost accounting, MACRO economics, etc...</td>
</tr>
<tr>
<td>2nd year graduate level</td>
<td></td>
</tr>
</tbody>
</table>

Required Work Experience in Addition to Formal Education/Training:

Required Supervisory Experience:

2. LICENSE/CERTIFICATION

Identify licenses/certification required:

3. SPECIFIC SKILLS OR EQUIPMENT REQUIRED

Requires use/operation of (could include computer software/hardware, tractors, lab equipment, organizational/prioritization ability, interpersonal/oral/written communication skills, customer oriented/service, detail oriented, etc.):

Microsoft Office Suite in particular Excel, Oracle/PeopleSoft, other job related software. Must be student service oriented. Must have the ability to maintain confidentiality of records. Must possess strong oral, written and interpersonal communication skills.
4. RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING PERSONS/POSITIONS

<table>
<thead>
<tr>
<th>Position #</th>
<th>Title of Person Supervised</th>
<th>FTE %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. INDIRECT SUPERVISION

<table>
<thead>
<tr>
<th>Total number of positions indirectly supervised:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Total number of students or other non-banded staff employees indirectly supervised:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

6. HAZARDOUS WORKING CONDITIONS

<table>
<thead>
<tr>
<th>Unusual or hazardous working conditions related to performance of duties:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precautionary measures taken to avoid those unusual or hazardous working conditions:</td>
</tr>
<tr>
<td>Frequency of occurrence of unusual or hazardous working conditions:</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
7. PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

<table>
<thead>
<tr>
<th>Employee is required to:</th>
<th>Never</th>
<th>1-33% Occasionally</th>
<th>34-66% Frequently</th>
<th>66-100% Continuously</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Use hands dexterously (use fingers to handle, feel)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Reach with hands and arms</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Climb or balance</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stoop/kneel/crouch or crawl</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk or hear</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Taste or smell</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lift &amp; carry:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>up to 10 pounds</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>up to 25 pounds</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>up to 50 pounds</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>up to 75 pounds</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>up to 100 pounds</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>more than 100 pounds</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

_________________________________________  ___________________________
Employee's Signature                      Date

_________________________________________  ___________________________
Supervisor's Signature                    Date

Please Attach An Organizational Chart
SECTION IV
VERIFICATION

Dakota College at Bottineau abides by the Department of Education selection of files for verification purposes in addition to institutionally verifying files for issues that appear to be filing error.

Since the implementation of Connect ND, we no longer print a copy of the ISIR. It is now possible to download a list of those students selected for verification and request letters to be sent notifying them of needed verification information. It is possible to also print individual verification letters if they are chosen.

If the individual does not respond within a timely manner (usually within 30 days) of a notification being sent, follow up notices will follow to again request completion of verification.

When the information is received it is compared to the original information. If errors/discrepancies are found, corrections are entered on ConnectND. DCB uses the guidelines and forms as required by the Federal Application and Verification Guide published by the Department of Education each year to comply with the required verification guidelines.

Verification is completed by the Financial Aid Assistant. Following verification the initial mass packaging process should offer aid to all students who have completed the process. If a student is institutionally chosen for verification post offering due to information that was discovered, the student will be notified by mail of the verification and if there are changes made to their offers with this verification they will be mailed a revised offer notice.

Also see:

https://ifap.ed.gov/ifap(byAwardYear.jsp?type=fsahandbook FSA Handbooks- Current and Archived
PERKINS COLLECTION PROCEDURES

Graduation or Withdrawal

As a part of the North Dakota University System, DCB contracts with the Student Loan Servicing Center (SLSC) at NDSU. This agency is responsible for all billing, collection agency action and assignment procedures with the federal government for Perkins loans. As graduation grows near, the Student Loan Servicing Center is sent a list of those students that have applied for graduation, along with copies of any paper Perkins Promissory Notes for these students and dates that the electronic promissory notes were signed. Students are notified that an Exit Interview is required and instructions are given regarding the process on-line.

Defaulted Loans

SLSC provides DCB with a list of students that have defaulted on loan repayment on a monthly basis, so that the institution may place a “hold” on academic transcripts.

Defaults

DCB’s policy regarding defaults is to place student records on hold. The student must first contact the lender and make arrangements if delinquent. If in default no transcript information will be released until the loan is rehabilitated or paid in full.
PACKAGING PHILOSOPHY OF THE FINANCIAL AID OFFICE

I. **In preparing a package.**
   A. Pell Grant is determined first.
   B. Gift aid will be determined second.
      1. This includes scholarships, internal and external and third party payments.
   C. North Dakota State Grant is Third.
   D. SEOG Grant is determined Fourth.
   E. Self-help ranks fifth, therefore FAFSA must be checked to see if the student is interested in a Federal Work-Study position.
      1. If answer is yes, package FWS.
      2. The system packages remaining eligible students starting with the neediest students first and continuing until funds are depleted.
   F. Package remaining need with loans per federal loan limits (see graph below).

<table>
<thead>
<tr>
<th>Year</th>
<th>Dependent Students (except students whose parents are unable to obtain PLUS Loans)</th>
<th>Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Undergraduate Annual Loan Limit</td>
<td>$5,500—No more than $3,500 of this amount may be in subsidized loans.</td>
<td>$9,500—No more than $3,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Second-Year Undergraduate Annual Loan Limit</td>
<td>$6,500—No more than $4,500 of this amount may be in subsidized loans.</td>
<td>$10,500—No more than $4,500 of this amount may be in subsidized loans.</td>
</tr>
</tbody>
</table>

1. Students are offered loans up to the maximum Cost of Attendance (COA) or to maximum federal loan limits, whichever is reached first.
2. Students may accept all of the loan, a portion of the loan or decline the loan.

II. **Resident Assistance Employment**
   A. This aid is not based on need. However, the contract covers the cost of the room and board for the student. Since this is a component of the budget, the room and board cost waived is counted as aid.

III. **Professional Judgments**
   A. Unusual Circumstance Appeal - A student experiencing major changes for the upcoming academic year may apply to the director of Financial Aid first to see if they qualify for an Unusual Circumstance Appeal. This appeals may either result in changes to a student’s budget, or an evaluation of their FAFSA application for EFC adjustments. To do this:
      1. A Unusual Circumstance Appeal form must be filed: [https://www.dakotacollege.edu/student-life/student-forms](https://www.dakotacollege.edu/student-life/student-forms)
      2. The family must document, as thoroughly as possible, circumstances surrounding the situation as noted on the form with the list of required documentation. The following matters will be considered for a variety of adjustments. Please view the circumstances appeal budget for the most up to date listing.
      3. The student must complete verification as a part of professional judgment requests unless they are just budget appeals.

   B. Determining Dependency - Financial aid administrators have the authority, through Section 480(d)(7) of the Higher Education Act, to change a student’s status from dependent to
independent in cases involving unusual circumstances. Generally students are considered a dependent of their parents unless at least one of the following circumstances apply:

1. For the 2020-121 school year, the student was born before January 1, 1997; or
2. the student is married; or
3. the student has a child or children who receive more than half their support from the student; or
4. the student has dependents (other than a child or spouse) who receive more than half their support from the student, and who also live with the student; or
5. the student is enrolled as a graduate or professional student (pursuing a master’s degree or doctoral degree); or
6. the student is a qualified veteran of the U.S. military, or currently serving on active duty in the U.S. armed forces for purposes other than training; or
7. the student is an orphan (both parents deceased) or ward of the court or in foster care at any time after turning age 13, or was a ward of the court until age 18; or
8. the student is/was in legal guardianship; or
9. the student is/was an emancipated minor; or
10. the student was an unaccompanied youth who was homeless or at risk of being homeless or
11. the student has special and unusual extenuating circumstances that can be documented for his or her college financial aid administrators, who may then request a “dependency override” on the FAFSA application.

At DCB we issue very few dependency overrides besides the top 10 reasons listed above. Many of the dependency points above are “verified” for accuracy through institutional verification. Other dependency override considerations are only considered with documentation and on a very limited basis.

SUMMER PACKAGING POLICY

I. In preparing a summer package
   A. Students will be asked to fill out a summer financial aid application indicating their interest in receiving financial aid in the summer term.
   B. Pell Grants will be determined based on the “actual” hours enrolled.

<table>
<thead>
<tr>
<th>Enrolled Credits</th>
<th>Enrolled Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Full-Time</td>
</tr>
<tr>
<td>9-11</td>
<td>Three Quarter Time (3/4)</td>
</tr>
<tr>
<td>6-8</td>
<td>Half-Time (1/2)</td>
</tr>
<tr>
<td>1-5</td>
<td>Less than Half Time</td>
</tr>
</tbody>
</table>

1. Students who have used 100% of their Pell eligibility during the academic year can receive Pell grant during the summer if they are enrolled in a minimum of 6 credits.
2. Student do not need to fill out the summer financial aid application to qualify for Pell for summer. Students must complete the FAFSA and be eligible for aid during the summer term in order to qualify for Pell.
C. SEOG grant will be offered based on Pell eligibility, enrollment in a minimum of six units, and funds availability.
D. Students enrolled in 6 credits are eligible to receive federal direct loans as long as there is “need” and the student has not borrowed their yearly limit. Students must have a signed summer financial aid application in before loans will be offered.

<table>
<thead>
<tr>
<th>Year</th>
<th>Dependent Students (except students whose parents are unable to obtain PLUS Loans)</th>
<th>Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>$5,500—No more than $3,500 of this amount may be in subsidized loans.</td>
<td>$9,500—No more than $3,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Loan Limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second-Year</td>
<td>$6,500—No more than $4,500 of this amount may be in subsidized loans.</td>
<td>$10,500—No more than $4,500 of this amount may be in subsidized loans.</td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Loan Limit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DEBT MANAGEMENT/LOAN COUNSELING POLICY

I. All student loan borrowers (Stafford) must go through the process of Entrance Counseling online before they may receive the first disbursement on their first loan. All student and parent loan borrowers (Stafford and Parent PLUS) must go through the process of filling out the Master Promissory Note (MPN) online before they may receive the first disbursement on their first loan. This counseling informs them of their rights and responsibilities as a borrower, the MPN is a requirement agreeing to the terms of the loan. Federal entrance loan counseling and the MPN (Stafford and Parent PLUS) are completed at studentaid.gov.

II. Students who drop below half-time enrollment, graduate or leave school are required to complete exit counseling. This counseling provides students with important information regarding repaying their federal student loans. Federal exit loan counseling (Stafford) is completed at studentaid.gov.
FINANCIAL AID FOR DISTANCE LEARNING CLASSES THROUGH COLLABORATIVE/CONSORTIUM AGREEMENT

I. Class or Clock hours will be based on semester hours to comply with DCB’s system.
   A. Fall semester enrollment of classes will be considered and counted as hours for fall semester only.
   B. Spring semester enrollment of classes will be considered and counted as hours for spring semester only.
   C. Summer semester enrollment of classes will be considered and counted as hours for summer semester only. Summer semester is a non-standard term with class start times varying among the institutions. Summer semester classes can run from May to August.
   D. J-terms, mini sessions, etc., are non-standard within the North Dakota University system. If implemented by a college or university in the system the determination on when the credit hours will be counted will need to be made.

II. Within the North Dakota University System, students must register collaboratively to qualify for aid consideration.

II. Financial Aid will be paid based on the hours enrolled for the semester within which the classes are listed, or in the case of a non-standard term within the semester that has been agreed upon by the university system.

III. Tuition/fees, paid by the student, will be actual charges from the institution(s) that is offering the course(s).
Financial Aid Withdrawal and Return of Funds Policy

The Department of Education requires DCB to maintain and publish a written policy regarding federal financial aid recipients who withdraw or otherwise fail to complete the term for which their financial aid was disbursed.

Refund for Dropped Courses (while continuing to stay enrolled in other courses for the same semester)
During the first 8.999% of the calendar days of a semester, students will receive a 100% refund of tuition and fees for dropped courses. Students may drop individual courses directly on Campus Connection. (Campus Connection will not allow students to drop their last course or only course, reference the Withdrawal Procedure section of this policy). During a standard fall or spring semester, students will have approximately 10 calendar days including the first day of the semester to drop classes and receive a 100% refund (8.999% of the total number of calendar days from the first day of classes to the last day of final exams for the semester). After the first 8.999% of the semester, students will receive a 0% refund of tuition and fees for dropped courses when they continue to be enrolled in other courses for the same semester.

Refund for Total Withdrawal from all Courses in a Semester
Students who officially withdraw from all classes before the semester start date or within the first 8.999% of the calendar days of a session will receive a 100% refund of tuition and fees. During a standard fall or spring semester, students will have approximately 10 calendar days (8.999% of the total number of days in the full standard semester) including the first day of the semester to withdraw from all courses and receive a 100% refund. Students who withdraw after that point will receive a partial refund of tuition and fees for all classes they are enrolled in at the time that they choose to withdraw based on the following percentages in accordance with the North Dakota University System Refund policy 830.2: https://ndus.edu/state-board-of-higher-education/tribe-policies/800-heading-policies:

<table>
<thead>
<tr>
<th>Tuition &amp; Fee Refund %</th>
<th>% of enrollment period completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>0%-8.999</td>
</tr>
<tr>
<td>75</td>
<td>9.000%-34.999%</td>
</tr>
<tr>
<td>50</td>
<td>35.000%-59.999%</td>
</tr>
<tr>
<td>0</td>
<td>60%-100.000%</td>
</tr>
</tbody>
</table>

Students who must withdraw due to reasons beyond their control (Examples: family emergency, sudden illness, etc.), may request an exception to the refund schedule by petitioning the Registrar’s office. Documentation to verify the exceptional circumstances will be required.

Refunds of Room and Board Charge:
Students who reside in the Residence Halls who withdraw from all courses in a semester shall receive a prorated refund up to the sixty percent point of the semester for room charges and on a pro rate basis to the end of the term. Students who use the residence hall or college food service one day into an instructional week will be charged for that entire instructional week. Refunds are made only after a student has properly check out of the residence halls.

Official Withdrawal Procedure
Students who wish to withdraw from all courses after the semester start date must officially withdraw to zero credits.
To withdraw, complete the Withdrawal Form: https://dasforms.ndus.edu/iFiller/iFiller.jsp?fmt=0e3c2a31-3a36-4b8b-9015-517f5673b4a and submit it. Students who intend to withdraw cannot withdraw from all courses (drop to zero credits) in Campus Connection. Campus Connection will not allow you to drop your last or only class.

Withdrawal Date and Calculation of Earned and Unearned Title IV Aid
General Requirements, as per Federal Student Aid Handbook, Volume 5: Federal financial aid funds (Title IV Funds) are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. If a student ceases attendance (drops or withdraws) from all Title IV eligible courses in a payment period or period of enrollment, the student must be considered a withdrawal for Title IV purposes. The principle is the same for programs offered in modules. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that were originally scheduled to receive. Furthermore, when a student withdraws, the student is no longer considered to be enrolled, and DCB must report the withdrawal to a
national reporting system. Consequently, the student is no longer eligible for an in-school deferment (re: student loans).

The Department of Education specifies how institutions determine the amount of Title IV program assistance that a student earns if the student withdraws from school. The calculation of earned Title IV funds includes the following grant and loan funds: if they were disbursed or could have been disbursed to a student for the period of time for which the calculation is being performed. The Title IV programs that are covered by the regulation are: Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Direct Loans (subsidized/unsubsidized/PLUS), and Perkins Loans. [NOTE: Federal Work Study funds are not included in the calculation.]

When a student withdraws during a payment period or period of enrollment, the amount of Title IV program assistance that the student earned up to that point is determined by a specific formula. The amount of assistance that a student earned is determined on a pro rata basis. For example, if the student completed 30% of the payment period or period of enrollment, the student earned 30% of the aid that was received. If the student received more federal aid than earned, the excess funds must be returned by DCB and/or the student.

If the student completed more than 60% of the payment period or period of enrollment, all of the assistance that a student was scheduled to receive for that period would be earned. There may be some Title IV funds that a student was scheduled to receive that cannot be disbursed after a withdrawal because of other eligibility requirements.

If a student withdraws and has a credit balance, the 14-day payment requirement is placed on hold to determine the final amount of any Title IV credit balance. DCB must perform the Return of Title IV funds calculation, and in order to allow DCB time to appropriately apply any credit balance after it has recalculated, a new 14-day deadline begins on the date DCB performs the Return calculation (not the date DCB performs any calculations required by the institutional refund policy). [NOTE: To determine the correct Title IV credit balance, DCB must take into account both the results of the Return calculation and any applicable refund policy.]

If a student withdraws and has received excess Title IV program funds that must be returned, DCB must return a portion of the excess equal to the lesser of: the institutional charges multiplied by the unearned percentage of the funds, or the entire amount of excess funds. If DCB is not required to return all of the excess funds, the student must return the remaining amount. Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment that the student must repay is half of the grant funds the student received or was scheduled to receive. Students who owe overpayments as a result of withdrawals initially will retain their eligibility for Title IV funds for a maximum of 45 days from the earlier of: the date the school sends the student notice of the overpayment, or the date DCB was required to notify the student of the overpayment. Within 30 days of determining that a student who withdraws must repay all or part of the Title IV grant, DCB must notify the student that the overpayment must be repaid or make satisfactory arrangements to repay it. If the student takes no action during the 45-day period, the student’s overpayment must be reported immediately to the Department of Education. Any loan funds that the student (or the parent for a PLUS Loan) must return will be repaid in accordance with the terms of the promissory note. That is, the borrower will make scheduled payments to the holder of the loan over a period of time. When a student withdraws, the requirements for Title IV program funds are separate from the refund policy. Therefore, a student may still owe funds to DCB to cover unpaid institutional charges. DCB may also charge a student for any Title IV program funds that DCB was required to return.

Distribution of Unearned Title IV Aid
In compliance with federal regulations, a school must return Title IV funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, in the following order, up to the net amount disbursed from each source:
- Unsubsidized Direct Loans (other than PLUS loans)
- Subsidized Direct Loans
- Federal Perkins Loan
- Direct Parent PLUS Loans
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
Federal Work-Study funds paid to recipients will not be included in the computation of earned Title IV aid, nor will these funds be refunded to the federal account from which they were paid.

Unearned Title IV grants and loan funds due from DCB will be repaid to the federal accounts for the specified semester. Unearned portions of Title IV grant aid due from the student will be the responsibility of the student unless the student makes arrangements with DCB to pay the grant overpayment. All repayments made by DCB pursuant to this policy will be charged to the student account.

Unofficial Withdrawals
In the absence of an official withdrawal and the student ceases attendance, the following procedures will apply.

1. A list of students who received all F’s, I’s or U’s for a term (period of enrollment) will be extracted from the Registrar’s Office records.
2. Class instructors will be asked to document the last known date of an academically related activity for the student, i.e., an exam, daily assignment, attendance in class, etc.
3. If the latest date any instructor can document is after the 60% point in the enrollment period, the student is considered to have earned 100% of their financial aid funds and no further action will be required. If the latest date is before the 60% point in the term, the latest documented date will be used as the last date of attendance by the student. If documentation indicates no attendance in any class, the student will be deemed ineligible for financial aid per federal regulations and required to repay all aid received for that semester.
4. Based on the last date of attendance, a Return of Title IV funds calculation will be processed to determine the type(s) and amount(s) of financial aid to be returned.
5. All financial aid funds to be returned will be the responsibility of the student.
6. An unofficial withdrawal letter will be mailed to the student notifying them of their obligation at the time the institution returns the financial aid funds.
7. The Business Office will place a hold on the student’s record at DCB. Institutional collection procedures will be followed in accordance with DCB’s policies.
8. Students will also be placed on Financial Aid Disqualification following the term in which they receive all F’s, I’s or U’s.

DAKOTA COLLEGE AT BOTTINEAU

STANDARDS OF SATISFACTORY ACADEMIC
PROGRESS FOR FINANCIAL AID ELIGIBILITY
2020-2021

Dakota College at Bottineau (DCB), in compliance with federal regulations, has established policies and procedures to ensure that all students, full-time and part-time, are making Satisfactory Academic Progress (SAP) towards a degree or certificate. These standards must be met throughout all enrollment periods regardless of whether or not a student receives federal financial aid. These enrollment periods include Fall, Spring and Summer term. In order to be eligible for federal financial aid students must meet these standards or they are ineligible for federal financial aid until standards are met. SAP is measured in the following areas.

I. MEASURES OF SATISFACTORY PROGRESS are A: Qualitative academic standards (GPA), and B: Quantitative rate of progress (Pace)

A. Qualitative Academic Standards: Grade Point Average (GPA)

At the end of each semester, all student GPAs are evaluated at DCB. In order to meet the GPA average requirements, a student will need to have a cumulative grade point average of the following:

Minimum Cumulative GPA Required*:
1st Semester: 1.60
2nd Semester: 1.75
3rd Semester: 2.0
4th Semester: 2.0

B. Quantitative Rate of Progress (pace)

1. Maximum Time Frame

   Students enrolled at DCB are eligible to receive federal student aid within 150% of the published program length required to complete their declared program. For example, if a program required 60 credits to complete, a student would be allowed 90 attempted credits (60 x 150% = 90). Students who have attempted 125% of their program credits will receive a financial aid informational notice via email. Students who have attempted 150% of their program credits will receive a notice of disqualification via email. The approximate maximum credit guidelines are as follows and may vary depending on the program:

   - One Year Program: 45 credits
   - Two Year Program: 90 credits

2. Completion of Attempted Credits

   In order to maintain Satisfactory Academic Progress for federal financial aid purposes, undergraduate students must complete a minimum of two-thirds (or 66.67%) of the credits attempted each semester and cumulatively. This percentage is calculated by dividing the total number of successfully completed credits by the total number of credits registered for on financial aid census date. The financial aid census date is the first day after the last day to drop/add classes at a 100% refund, this is the date the financial aid office uses to lock in the enrollment status. This corresponds with the 89.99% of the semester where a student is able to withdraw at 100%. The cumulative credits calculations include all credits attempted even if they do not pertain to the current degree.
Examples

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cumulative Credits Attempted</th>
<th>Credits not Competed (Grade received W, I, U, or F)</th>
<th>Completion Rate</th>
<th>SAP Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>12</td>
<td>6</td>
<td>50% = 6/12</td>
<td>Warning</td>
</tr>
<tr>
<td>Semester 2</td>
<td>24</td>
<td>6</td>
<td>75% = 18/24</td>
<td>Meets</td>
</tr>
<tr>
<td>Example B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>4</td>
<td>66.67% = 8/12</td>
<td>Meets</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>9</td>
<td>62.5% = 13/24</td>
<td>Disqualified</td>
</tr>
</tbody>
</table>

**Attempted Credits** at DCB will apply toward the cumulative number of credits specified above. Successfully completed credits earn grades of A, B, C, D or S. Grades of Fail (F), Unsatisfactory (U), Incomplete (I), and Withdrawn (W) count as credits attempted but not completed.

**Repeated coursework** does count into attempted credit calculations and the most recent grade counts into GPA. Any course that was previously passed that is being retaken for a higher grade may only qualify for Financial Aid one additional time. Failed courses may be repeated and paid with financial aid until passed as long as the student is still otherwise eligible for the funding.

**Remedial coursework** is eligible for federal aid but does not apply towards degree completion or GPA calculations. These courses do increase the number of credits you have attempted and will be measured in satisfactory academic progress.

**Treatment of Non-Standard Credits**

<table>
<thead>
<tr>
<th>Type of Credit</th>
<th>Included in GPA Calculation</th>
<th>Included in 66.67% Calculation (Pace)</th>
<th>Included in Max time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Transfer</td>
<td>No</td>
<td>Yes (excluding developmental courses and “W” grades)</td>
<td>Yes (excluding developmental courses and “W” grades)</td>
</tr>
<tr>
<td>Withdrawn/Dropped</td>
<td>No</td>
<td>Yes (if enrolled at census)</td>
<td>Yes (if enrolled at census)</td>
</tr>
<tr>
<td>Consortium/Collaborative</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Repeated Courses</td>
<td>Yes (most recent grade)</td>
<td>Yes (each attempt)</td>
<td>Yes (each attempt)</td>
</tr>
<tr>
<td>Developmental Courses (ASC)</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Transfer credits/Major Changes/Second Degrees

Students who have changed their major, are pursuing a second degree or have transfer credit are more likely to reach the maximum timeframe limit. If a student changes majors or has transfer credits the credits earned will be included in the calculation of attempted credits, earned credits, and maximum time frame. Students seeking a second undergraduate degree are subject to the maximum timeframe component. In general, this is 45 credits in a one-year program or 90 credits in a two-year program. Through the appeal process the financial aid office can approve a student to take additional credits in order to finish their program. The appeal process can be found under section IV.

II. WITHDRAWALS

A. Official Withdrawal – Students who officially withdraw from all classes during any given semester are placed on financial aid disqualification for their next term of enrollment. Students may appeal their disqualification, if their appeal is approved students will be placed on financial aid probation for that term of enrollment.

B. Unofficial Withdrawal – Students who receive all failing grades (which includes F’s, W’s and I’s) are considered to have unofficially withdrawn from the college and are immediately placed on financial aid disqualification without a warning first. Federal regulations require that a return of funds calculation be completed on all students who receive federal aid unless the financial aid office can document a last date of attendance past the 60% date in that semester. This calculation may result in a student owing the college or the Department of Education a balance that must be paid prior to the next term of enrollment.

C. Administrative Withdrawal or Academic Suspension – A student who has been administratively withdrawn or academically suspended from school is also disqualified from receiving financial aid.

III. NOTIFICATION AND SAP STATUS

1. Notification Process and Status: Students will receive a notification on their SAP status at the end of each semester after grades are posted. Notification will be sent via email and by a service indicator on Campus Connection. Students who are not on any negative status will not receive any notifications.

2. Financial Aid Warning: Students can receive one subsequent semester of federal aid while on this status. Students receive the following status if they are not meeting one or more of the SAP requirements. Students in their next semester must meet SAP requirements of 2.0 GPA requirement and 66.67% completion rate or they will then be placed on Financial Aid Disqualification.

3. Financial Aid Disqualification: Students may not receive any federal financial aid while on this status, some state and institutional aid eligibility may be suspended with this status. Federal aid refers to federal grants, loans and work study programs. Students are placed on Financial Aid Disqualification if they have failed to meet SAP requirements or have failed to meet the requirements set forth in their Plan of Study. Students may re-establish eligibility for federal aid by completing the steps below (see section IV). Note: Financial Aid Disqualification is not the same as academic suspension.

4. Financial Aid Probation: Students who have failed to meet SAP but have successfully appealed to have their financial aid reinstated may be placed on probation. A student who is placed on this status may receive aid for one more semester, but must be able to meet SAP standards by the end of that semester. They may be required to meet certain terms and conditions while on probation, such as taking a reduced course load or taking specific courses. A student assigned a Financial Aid Probation status will be required to submit a Plan of Study signed by the SAP advisor.

5. Academic Plan of Study (POS): Students who are on an Academic Plan of Study are students who have failed to meet SAP, but have successfully appealed their disqualification. If they are mathematically unable to meet SAP by the end of the next term, they must have an arranged POS created by the SAP advisor. The SAP advisor is an academic advisor with a special contract to complete plan of studies for students who are not meeting SAP. The SAP advisor, if needed, will consult a student’s academic advisor for advice in academic planning. The POS may cover more than one term of attendance.

At the end of each term, students must either:

1. meet regular SAP guidelines or
2. be fulfilling the requirements in their POS.
The SAP advisor will review the plans at the end of each term of attendance. Students who do not meet their POS will be disqualified without appeal until they re-establish eligibility for aid. Students meeting their POS will be granted a POS renewal.

IV. CRITERIA FOR RE-ESTABLISHING ELIGIBILITY FOR FINANCIAL AID

Students who fail to meet the standards of satisfactory academic progress and are on financial aid disqualification may make a formal request to re-establish eligibility for financial aid funds through multiple methods (Note: Students placed on academic suspension must follow standard university procedures for re-admittance). If incomplete (I) grades are a factor in failure to maintain satisfactory progress, subsequent prompt completion of these credits may be used to re-establish eligibility for aid.

1) Students may re-establish eligibility by completing coursework until they meet the mathematical requirements of the qualitative and quantitative measures of SAP. Students who choose this method will not be eligible for federal financial aid, eligibility for state and institutional aid may also be affected.
   (a) If a student does not have a qualifying circumstance on which to base their appeal they must successfully complete a semester (no minimum registration required) without the benefit of federal aid. Following the successful semester, they may appeal based on demonstrated ability to be successful.

2) Students who have failed to make satisfactory progress may appeal to re-establish financial aid eligibility based on the following: medical issues, death or serious injury of a family member, other extenuating circumstances, or cumulative credit limits. Students are responsible for their own appeal applications and the financial aid appeal form is available on the web at http://www.dakotacollege.edu/student-life/student-forms. This form should be completed and returned with all evidence and supporting documents as soon as possible after the notice that you were disqualified is received. Students should be notified in writing of the appeal decision by the Financial Aid Office. Appeals will be dealt with on a case-by-case basis. If an appeal is approved, the student’s eligibility for financial aid will be reinstated for one payment period. After this period, the student’s progress will be reviewed and their status changed appropriately.
   (a) Students who have eligibility reinstated under the above provisions will be provided assistance based upon availability of funds at the time of reinstatement of eligibility.

Policy updated 07/2020

SECTION V
FINANCIAL AID COMMITTEE STRUCTURE/_POLICY

PURPOSE

This Committee was established in order to serve as a sounding board and make recommendations/decisions for the Financial Aid Office regarding policies, scholarship criteria, budgeting, packaging and to consider financial aid appeals from students placed on financial aid suspension to determine whether they should be granted probation status.

COMMITTEE MEMBERS

The Financial Aid Committee will consist of the Director of Financial Aid, the Financial Aid Assistant and the Associate Dean of Academic and Student Affairs.
SECTION VI
ACTIVITIES CALENDAR

January
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for spring semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Close out unaccepted aid for fall semester
- Add Third Party Scholarships and Third Party Placeholders to student offers
- Offer/disburse aid for spring semester
- Add 30 day checklists for new students
- Send Student and Parent Right to Rescind forms for federal loans
- Update consumer information page, as needed
- Notify students of Financial Aid probation/suspension
- Process Official Withdrawals
- Conduct Financial Aid night for High School students
- Work on Winter IPEDS

February
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for spring semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Offer/disburse aid for spring semester
- Remove 30 day checklists for new students
- Send Student and Parent Right to Rescind forms for federal loans
- Update consumer information page, as needed
- Process Official Withdrawals
- Conduct Financial Aid night for High School students
- Submit Winter IPEDS

March
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for spring semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Offer/disburse aid for spring semester
- Send Student and Parent Right to Rescind forms for federal loans
- Update consumer information page, as needed
- Update forms
- Process Official Withdrawals
- Distribute information on summer financial aid form

April
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for spring semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Offer/disburse aid for spring semester
- Send Student and Parent Right to Rescind forms for federal loans
- Update consumer information page, as needed
- Update forms
- Process Official Withdrawals

May
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for summer semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Offer/disburse aid for spring semester
- Send Student and Parent Right to Rescind forms for federal loans
- Update consumer information page, as needed
- Notify students of Financial Aid probation/suspension
  - Stop aid for probation/suspension students who have applied for summer aid
- Process Official Withdrawals
- Process Unofficial Withdrawals- Return of Title IV processing
- Send last date of attendance to NSLDS for unofficial withdrawals
- Notify graduates of exit loan counseling requirement
- Prepare final budgets for upcoming school year
- Update cost of attendance sheets and update on paper and on the website.

June
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for summer semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Close out unaccepted aid for spring semester
- Add Third Party Scholarships and Third Party Placeholders to student offers
- Offer/disburse aid for summer semester
- Add 30 day checklists for new students
- Send Student and Parent Right to Rescind forms for federal loans
- Update consumer information page, as needed
- Process Official Withdrawals
- Present at new student orientations

July
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for summer/fall semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Offer/disburse aid for summer semester
- Remove 30 day checklists for new students
- Send Student and Parent Right to Rescind forms for federal loans
- Update consumer information page, as needed
- Process Official Withdrawals
- Process Unofficial withdrawals
- Send last date of attendance to NSLDS for unofficial withdrawals
- Notify graduates of exit loan counseling requirement
- Notify students of Financial Aid probation/suspension
  - Stop aid for probation/suspension students who have applied for summer aid
- Present at new student orientations
August
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for fall semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Offer/disburse aid for fall/summer semester
- Close out unaccepted aid for summer semester
- Add 30 day checklists for new students
- Send Student and Parent Right to Rescind forms for federal loans
- Update consumer information page, as needed
- Notify students of Financial Aid probation/suspension
- Process Official Withdrawals
- Add Third Party Scholarships and Third Party Placeholders to student offers
- Enter institutional scholarships and waivers including Berge scholarship, cultural diversity waiver, RA waiver and athletic scholarships and waivers.
- Present at first year experience
- Complete Financial aid Allowance spreadsheet for Business Office

September
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for fall semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Offer/disburse aid for fall semester
- Remove 30 day checklist for new students
- Send Student and Parent Right to Rescind forms for federal loans
- Update consumer information page, as needed
- Process Official Withdrawals
- Hold Constitution day activities
- Work on FISAP, file before October 1
- Work on PPA/EAPP, if needed, due October 1 (this needs to be submitted every 4 to 5 years)
- Cleary Report (Safety and Security report and fire safety report) due by October 1
- Cancel pre-sequestration loans on September 30, new loans need to be offered after October 1.
- Closeout of Pell with COD
- Closeout of Direct Loans with COD

October
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for fall semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Offer/disburse aid for fall semester
- Send Student and Parent Right to Rescind forms for federal loans
- Update consumer information page, as needed
- Process Official Withdrawals
- Conduct Financial Aid night for High School students
- Equity in Athletics report due October 15th
- Issue new loans with rates after sequestration
- Adjust offers for students who are dropped from 8W2 courses, if needed

November
- Meet with Financial Aid Committee to consider satisfactory academic progress appeals for fall semester.
- Continue verification processing
- Review unusual circumstances forms as received.
- Offer/disburse aid for fall semester
• Send Student and Parent Right to Rescind forms for federal loans
• Update consumer information page, as needed
• Process Official Withdrawals
• Conduct Financial Aid night for High School students
• Start manual aid processing for spring semester, after registration opens

December
• Meet with Financial Aid Committee to consider satisfactory academic progress appeals for spring semester.
• Continue verification processing
• Review unusual circumstances forms as received.
• Offer/disburse aid for fall semester
• Send Student and Parent Right to Rescind forms for federal loans
• Update forms
• Update consumer information page, as needed
• Process Official Withdrawals
• Process Unofficial withdrawals
• Send last date of attendance to NSLDS for unofficial withdrawals
• Conduct Financial Aid night for High School students
• Work on Winter IPEDS
• Notify graduates of exit loan counseling requirement
• Notify students of Financial Aid probation/suspension
  o Stop aid for probation/suspension students who have applied for summer aid
• Upload new scholarship form to website

Consumer Information


Recordkeeping and Privacy

Program Approval Policy and Procedure

Program Approval Policy
Dakota College at Bottineau recognized the importance of receiving official approval for all programs and the delivery of programs to additional locations. In that regard, DCB will adhere to the following procedures when seeking approval for a new program and/or the delivery of programs to additional locations.

Comprehensive Program Approval Procedure

North Dakota University System Approval
In accordance with NDUS Procedure 403.1, Dakota College at Bottineau will adhere to the following procedures when requesting a new program and/or distance delivery of a program.

1. The vice chancellor for academic affairs shall keep current a listing of all campus programs approved by the State Board of Higher Education. Chancellor approval is required to change a program title if the change does not involve program content or objectives. Campuses shall file a request for a program title change with the vice chancellor of academic affairs, who shall review the request with the academic affairs council. Academic program requests shall be submitted electronically. These procedures govern approval of new programs or changes to existing programs involving program content or objectives:

2. Preliminary Request: Announcement to system office
   a. Campuses shall announce their intent to develop a formal new academic request prior to making a significant investment in developing a new program regardless of method of delivery.
   b. The announcement shall address the:
      1. Type of funding necessary to implement the proposal
      2. Relationship of the proposal to the strategic plan
      3. A brief description of the program
      4. A short paragraph on relationship to other programs in the state
   c. The announcement shall be submitted as a one-line document on email on the standard template to the System Office (ndus.office@ndus.edu).
   d. The System Office will log the academic request in the "Programs Under Consideration" log.
   e. The program will be reviewed by system office academic staff.
   f. Upon review from system office, the request will enter into Stage I.

3. STAGE I: Announcement
   a. Academic requests shall be distributed to CTEC (two-year programs only) and Academic Affairs Council members as part of the meeting agendas. Although requests may be distributed simultaneously, all two year campus Stage I requests must be discussed by CTEC before they are discussed by AAC.
   b. CTEC (two-year programs only) and AAC will discuss announcements including issues of duplication and make a formal recommendation which addresses these issues.
c. The announcement will be placed on the agenda of the Chancellor's Cabinet for a formal recommendation to the Chancellor.

d. The Chancellor shall approve or disapprove the announcement and notify the SBHE of that action. Upon receipt of such notice, a Board member may request Board discussion of the proposal in advance of the submission of a Stage II request, in which case such proposal shall be placed on the next regular Board meeting agenda. Absent a request for discussion by a Board member within 30 days of notice of the Chancellor's action, Stage I requests will not be placed on Board agendas.

e. The announcement shall remain on the "Programs Under Consideration" log for two years if it receives the approval of the Chancellor or Board. If no action has taken place at the end of two years, the request shall be removed from the log.

4. STAGE II: Formal Request

a. Submit an electronic version of the new program request to the AAC listserv in a proposal format which includes:

1. **The Academic Affairs Request Cover Page.**

2. A one-page executive summary which addresses the need for the program, program objectives, cost and funding resources for implementation and maintenance of program, accreditation information if applicable, relationship of the program internally and externally to the campus, articulation opportunities, viability and plans for assessment of the program

3. An in-depth review of the areas covered in the executive summary (see #2 below). All program requests must clearly identify the relationship of the proposed new program with the 2000 Higher Education Roundtable recommendations found in the final Roundtable report.

4. Relationship of the Program

5. Relationship to the Roundtable Recommendations

6. **Program Requirements:** List the program course requirements. Include in the lists of existing and new courses: course discipline/prefix, course number, course title, and the number of semester hours offered for the course.

7. **Viability:** Provide an estimated number of students who will enroll and complete each year in the new program; or the number of students/clients who will be served each year in distance education and/or center requests.

8. **Program Assessment/Evaluation:** Describe the plan for evaluating the success of the proposed program. Who will do the evaluation? What will be the basis of the evaluation? When will it occur? How will the results be acted upon?

9. **Program Delivery:** Describe the plan for delivering this program. Will the program delivery be traditional or distance education? If the program is to be offered through a distance education medium? What is the medium (e.g. IVN, Internet, video tape exchange)? Approval to deliver a program off-campus does not guarantee times, dates, and receiving sites for any distance education medium; e.g. if IVN is the medium of choice, see attached IVN Approval Policy to select times, dates, and sites. See NDUS Procedure 404.1.1.

10. **Request Notification:** Unless there is a vote by the Academic Affairs Council to suspend the rules, all formal requests must be postmarked or sent by electronic means to Council members by the proposing campus at least 10 working days prior to an
Academic Affairs Council meeting in order to be placed on the agenda for consideration.

11. New Prefix Requests:

a. If the new program requires courses with prefixes not already approved for campus use, the initiating campus must formally request that the new prefix be approved as part of the Stage II Request process. The **Stage Two Request Form** may also be used to request a new prefix for courses that are not part of a program, or campuses may email their request directly to the Director of Articulation and Transfer.

b. Colleges must request new prefix designators for upper and lower division courses separately. Universities must request new prefix designators for undergraduate and graduate courses separately.

c. If a prefix has already been approved for degree credit, there is no need for additional prefix approval for non-degree credit courses; but if a campus has requested prefix approval to offer non-degree courses only and later decides to offer degree courses under the same prefix, a second prefix request must be made for the degree courses.

b. Distance education approval for delivery of approved programs (programs offered off-campus, including online programs). Refer to abbreviated Stage II section #5.

c. Program delivery option continuations and expansions can be one of four types:

1. Requests to offer a new (non-existing) program off campus shall follow Stage II.
2. Requests to renew off-campus delivery without ongoing approval shall use Program Delivery Option Update Notice.
3. Request to change delivery methods or sites of programs with ongoing approval shall provide a Program Delivery Option Update Notice (attached) to the Council.
4. For coordination, inventory, federal reporting and coding purposes the Chancellor's approval is required before existing approved programs can be advertised as complete programs available off campus or through e-learning mechanisms including "online" or other non-site specific (i.e. webcast, TV Broadcast) mechanism. This includes individual campus programs and programs available through the NDUSO. These requests will use the Procedure **404.1 Format Outline for Program Approval Delivery Format**.

5. **Abbreviated Stage II**: Campuses shall announce or request academic changes using an abbreviated format in identified areas. Requests and announcements will be placed on the Stage II log.

a. An abbreviated request requires approval, shall be placed on the Stage II log and include a cover letter to the Chancellor and an abbreviated executive summary that contains the following items:

1. academic cover sheet
2. rationale
3. cost
4. alternative program delivery
5. viability
6. duplication
7. effective date

Abbreviated requests should be submitted for:
8. program termination
9. program delivery change(s)

b. An abbreviated announcement that does not require approval, shall be placed on the Stage II log and shall include a letter to the Chancellor.

Abbreviated announcement requires a letter that provides rationale and effective date.
Announcements should be submitted for:
1. Course inventories and titles (prefix)
2. Program title change
3. Department/college name change
6. Distribution of Stage II Academic Requests: The System Office shall place academic requests on the Chancellor's Cabinet agenda and, if required, on the SBHE agenda. If no new state funds are being requested, a mission change is not involved, and the request has the Chancellor's recommendation and unanimous support of the AAC, the item will be placed on the Board's consent calendar.

Higher Learning Commission- North Central Association Approval (new program and/or additional locations)
1. In accordance with policy Institutional Change (Number: INST.F.20.040), the Campus Dean or his/her designee will complete the appropriate application for:
   • The approval of a new program:
     https://www.hlcommission.org/Accreditation/institutional-change-academic-programs.html?highlight=WyJuZXciLCJwcm9ncmFtliwicHJvZ3JhbSdzIiwibmV3IHByb2dyYW0iXQ==
   • The notification for the delivery of a program for additional locations:
     https://www.hlcommission.org/Policies/review-of-institutional-change.html

US Department of Education Approval
According to the US Department of Education (Department), a school is responsible for ensuring that a program is eligible before offering Federal Student Aid (FSA) funds to students in that program. A school’s eligibility extends to all eligible programs and locations that were identified on the school’s E-App. All schools are required to report (using the E-App) to the Department when adding an additional accredited and licensed location where they will be offering 50% or more of an eligible program if the school wants to disburse FSA program funds to students enrolled at that location.

1. After receiving official notification of approval of a new program or distance delivery of a program to an additional location from the NDUS, the Associate Dean for Student and Academic Affairs will notify the Director of Financial Aid to use the E-App to submit and update the school’s eligibility information at the following website: www.eligcert.ed.gov.
List of Dakota College at Bottineau Links

Consumer Information Links:
http://www.dakotacollege.edu/about/consumer-information/

Student Forms:
https://www.dakotacollege.edu/student-life/student-forms

Financial Aid Policy:
https://www.dakotacollege.edu/admissions-financial-aid/policies

Financial Aid Links:

Applying for Financial Aid:

Types of Financial Aid:
http://www.dakotacollege.edu/admissions-financial-aid/types-financial-aid
SECTION VII
Coronavirus Aid, Relief, and Economic Security Act (CARES) & COVID-19 Policies

The CARES Act Higher Education Emergency Relief Fund-IHE/Student Aid provides funding to institutions to provide emergency financial aid grants to students whose lives have been disrupted, many of whom are facing financial challenges and struggling to make ends meet. Students cannot apply for assistance directly from the U.S. Department of Education but should contact their institutions for further information and guidance. Institutions have the responsibility of determining how grants will be distributed to students, how the amount of each student grant is calculated, and the development of any instructions or directions that are provided to students about the grant.

Dakota College at Bottineau signed and returned, on April 20th, 2020, to the Department of Education the Certification and Agreement and the assurance that the institution will use, no less than 50 percent of the funds received under Section 18004(a)(1) of the CARES Act to provide Emergency Financial Aid Grants to students for expenses related to the disruption of campus operations due to COVID-19. Eligible expenses include food, housing, course materials, technology, health care and child care.

Higher Education Emergency Relief Fund (HEERF) Awarding Policy

Student who were living in housing when the national emergency was declared were awarded a $500 Emergency Grant to help cover expenses which include travel, food and housing. We awarded this amount with the assumption that these students would have these expenses since they could not come back to campus or continue to receive food and housing for the remainder of the semester. These funds were awarded as a block grant that did not require an application.

For the remaining funds:
Students must make an application for consideration of the grant.

- Have a valid 2019-2020 Free Application for Federal Student Aid (FAFSA) on file with DCB.
- Must be a U.S. citizen or eligible non-citizen.
- Males must be registered with Selective Service, if required.
- Must not be in default, owe a refund or repayment to a federal financial aid program.
- Must be meeting DCB Financial Aid's satisfactory academic progress (SAP) policy.
- Must be enrolled in a degree seeking program.
- Have not been convicted for the sale or possession of an illegal drug offence that occurred while you were receiving federal student aid.
- Cannot have been enrolled 100% in online classes during the spring 2020 semester before March 13, 2020.
- Must have been enrolled during the spring 2020 semester.
- Must be registered for classes during the summer 2020 or fall 2020 semesters.

The committee has decided that the maximum a student can receive in grant funding will be determined by EFC. If a student requests a lesser amount than the maximum that is the amount they will receive. If not less than the maximum the following amounts will be awarded:

<table>
<thead>
<tr>
<th>EFC</th>
<th>Dollar Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-999</td>
<td>$1200</td>
</tr>
<tr>
<td>1000-1999</td>
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<tr>
<td>3000-3999</td>
<td>$600</td>
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<tr>
<td>4000-4999</td>
<td>$400</td>
</tr>
<tr>
<td>5000-99999</td>
<td>$300</td>
</tr>
</tbody>
</table>

After disbursing money from May 2020 to October 2020 there are some funds remaining, all funds must be spent within a year of disbursement from the Department of Education but the intent of the grant is to spend the funds as soon as possible. To accomplish this to the greatest extent possible DCB reviewed the applications submitted and determined that in most cases the amount requested could be honored, the decision on the initial maximum amounts were made so the grant could be disbursed to as many students as possible. EFC was not a factor in this disbursement, only amount requested. Any differences of greater than $1200 in the requested amount and the disbursed amount was awarded an additional $1200 with 1 student being awarded an additional $1164.
Email Notice to Students Regarding Availability of Grant
– All grant funds have been spent as of 10-29-2020.

Have you experienced a hardship related to the disruption of DCB on-campus operations due to COVID-19 that resulted in reduced income or extra expenses? Maybe we can help you. We are now accepting applications for emergency relief funding.

The Federal CARES Act, Section 18004 [PDF], Higher Education Emergency Relief Fund (HEERF), allows schools to consider students for federal emergency financial aid grants for: expenses related to the disruption of campus operations due to coronavirus (including eligible expenses under a student's cost of attendance, such as food, housing, course materials, technology, health care and child care).

The application for this grant can be found here: https://www.dakotacollege.edu/student-life/student-forms/cares-act. Submitting an application does not guarantee approval of the requested funds.

We recognize that these funds may not be enough to address all the hardships faced by Dakota College at Bottineau students but hope the funds will reduce the burdens faced by you. We understand how challenging and stressful this time is, and we appreciate your patience as we navigate these difficult times together.

HEERF Reporting
The total amount of funds that the institution will receive or has received from the Department pursuant to the institution’s Certification and Agreement [for] Emergency Financial Aid Grants to Students: $117,215

The total amount of Emergency Financial Aid Grants distributed to students under Section 18004(a)(1) of the CARES Act:
$37,000 (as of 05/27/2020)
$68,180 (as of 07/10/2020)
$79,980 (as of 08/25/2020)
$86,830 (as of 09/30/2020)
$117,215 (as of 10/29/2020)

The estimated total number of students at the institution eligible to participate in programs under Section 484 in Title IV of the Higher Education Act of 1965 and thus eligible to receive Emergency Financial Aid Grants to students under Section 18004(a)(1) of the CARES Act: 247

The total number of students who have received an Emergency Financial Aid Grant to students under Section 18004(a)(1) of the CARES Act:
74 (as of 05/27/2020)
105 (as of 07/10/2020)
118 (as of 08/25/2020)
128 (as of 09/30/2020)
128 (as of 10/29/2020)

The method(s) used by the institution to determine which students receive Emergency Financial Aid Grants and how much they would receive under Section 18004(a)(1) of the CARES Act:

$37,000 has been disbursed to on-campus students living in residence halls who were directly impacted by the pandemic and could not return to campus and were forced to find other housing and meal arrangements, thereby occurring additional expenses. Each student received $500 in emergency grant funding.

The remaining funds will be disbursed to students who submit an application for Student Emergency Relief. The maximum a student can receive in grant funding will be determined by EFC. If a student requests a lesser amount than the maximum that is the amount they will receive. If not less than the maximum the following amounts will be awarded:

<table>
<thead>
<tr>
<th>EFC</th>
<th>Dollar Amount</th>
</tr>
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<tbody>
<tr>
<td>0-999</td>
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<td>5000-999999</td>
<td>$300</td>
</tr>
</tbody>
</table>
After disbursing money from May 2020 to October 2020 there are some funds remaining, all funds must be spent within a year of disbursement from the Department of Education but the intent of the grant is to spend the funds as soon as possible. To accomplish this to the greatest extent possible DCB reviewed the applications submitted and determined that in most cases the amount requested could be honored, the decision on the initial maximum amounts were made so the grant could be disbursed to as many students as possible. EFC was not a factor in this disbursement, only amount requested. Any differences of greater than $1200 in the requested amount and the disbursed amount was awarded an additional $1200 with 1 student being awarded an additional $1164.

Any instructions, directions, or guidance provided by the institution to students concerning the Emergency Financial Aid Grants:

Students Receiving Email/Letter – Block Grant

Subject: Higher Education Emergency Relief Fund Grant
The Federal CARES Act, Section 18004 [PDF], Higher Education Emergency Relief Fund (HEERF), allows schools to consider students for federal emergency financial aid grants for: expenses related to the disruption of campus operations due to coronavirus (including eligible expenses under a student's cost of attendance, such as food, housing, course materials, technology, health care and child care).

DCB has determined that since you were living in housing when the national disaster occurred and you were not able to return to housing for the remainder of the semester you would have a legitimate expense that is covered under the Higher Education Emergency Relief Fund.

Emergency grant funds should be used for expenses you incurred due to the disruption of campus operations due to COVID-19, such as:
· Housing (rent)
· Food/groceries
· Utilities
· Course materials
· Technology
· Childcare
· Health/medical expenses
· Transportation
· Other

The value of this grant may vary based upon your unique circumstances. We recognize that these funds may not be enough to address all the hardships faced by Dakota College at Bottineau students. Still, we hope that these resources reduce the burdens faced by several of you, including paying for your education. We understand how challenging and stressful this time is, and we appreciate your patience as we navigate these difficult times together.

If you owe an outstanding balance to DCB, these funds will not be applied to any balance to DCB and will be paid directly to you. Once funds are received, if you elect to apply the funds to your student account, you are encouraged to make payment arrangements with the DCB business office, you may contact them at 701-228-5430.

Students who have already received a HEERF Grant from Dakota College at Bottineau may be able to receive additional emergency funds for qualifying, documented financial needs. In the next week we will be sending out information regarding the application process to apply for the remaining HEERF Grant money received by DCB.

Sincerely,
Dakota College at Bottineau

Students Receiving Email/Letter – Application

Subject: Higher Education Emergency Relief Fund Grant

The Federal CARES Act, Section 18004 [PDF], Higher Education Emergency Relief Fund (HEERF), allows schools to consider students for federal emergency financial aid grants for: expenses related to the disruption of campus operations due to coronavirus (including eligible expenses under a student's cost of attendance, such as food, housing, course materials, technology, health care and child care).
Emergency grant funds should be used for expenses you incurred due to the disruption of campus operations due to COVID-19, such as:

- Housing (rent)
- Food/groceries
- Utilities
- Course materials
- Technology
- Childcare
- Health/medical expenses
- Transportation

The value of this grant may vary based upon your unique circumstances. We recognize that these funds may not be enough to address all the hardships faced by Dakota College at Bottineau students. Still, we hope that these resources reduce the burdens faced by several of you, including paying for your education. We understand how challenging and stressful this time is, and we appreciate your patience as we navigate these difficult times together. We are able to award you a grant in the amount of ($$$).

If you owe an outstanding balance to DCB, these funds will not be applied to any balance to DCB and will be paid directly to you. Once funds are received, if you elect to apply the funds to your student account, you are encouraged to make payment arrangements with the DCB business office, you may contact them at 701-228-5430.

Sincerely,
Dakota College at Bottineau

Students Receiving Email/Letter—Additional Funds

Subject: Higher Education Emergency Relief Fund Grant Amount Requested

We have reviewed the amount of grant requested by each student and have determined that in most cases we are able to honor the amount requested. This letter is to inform you that we were able to give you additional grant funding. We awarded you an additional grant in the amount of ($$$), this will make the total amount of the HEERF Grant funding you received ($$$).

The Federal CARES Act, Section 18004 [PDF], Higher Education Emergency Relief Fund (HEERF), allows schools to consider students for federal emergency financial aid grants for: expenses related to the disruption of campus operations due to coronavirus (including eligible expenses under a student’s cost of attendance, such as food, housing, course materials, technology, health care and child care).

Emergency grant funds should be used for expenses you incurred due to the disruption of campus operations due to COVID-19, such as:

- Housing (rent)
- Food/groceries
- Utilities
- Course materials
- Technology
- Childcare
- Health/medical expenses
- Transportation

The value of this grant may vary based upon your unique circumstances. We recognize that these funds may not be enough to address all the hardships faced by Dakota College at Bottineau students. Still, we hope that these resources reduce the burdens faced by several of you, including paying for your education. We understand how challenging and stressful this time is, and we appreciate your patience as we navigate these difficult times together.

If you owe an outstanding balance to DCB, these funds will not be applied to any balance to DCB and will be paid directly to you. Once funds are received, if you elect to apply the funds to your student account, you are encouraged to make payment arrangements with the DCB business office, you may contact them at 701-228-5430.

Sincerely,
Dakota College at Bottineau
COVID-19 emergency relief funding

Have you experienced a hardship related to the disruption of DCB on-campus operations due to COVID-19 that resulted in reduced income or extra expenses? Maybe we can help you. We are accepting applications for emergency relief funding.

Student eligibility for Federal Emergency Relief Grants

The Federal Coronavirus Aid, Relief and Economic Security (CARES) Act has made funding available to colleges and universities to assist eligible students who have been impacted by COVID-19.

Students must:

- Have a valid 2019-2020 Free Application for Federal Student Aid (FAFSA) on file with DCB. If you have not filed a FAFSA and would like to, please do so immediately. Please let the financial aid office know if you are planning on filing a FAFSA for this reason.
- Must be a U.S. citizen or eligible non-citizen.
- Males must be registered with Selective Service, if required.
- Must not be in default, owe a refund or repayment to a federal financial aid program.
- Must be meeting DCB Financial Aid’s satisfactory academic progress (SAP) policy.
- Must be enrolled in a degree seeking program.
- Have not been convicted for the sale or possession of an illegal drug offence that occurred while you were receiving federal student aid.
- Cannot have been enrolled 100% in online classes during the spring 2020 semester before March 13, 2020.
- Must have been enrolled during the spring 2020 semester.
- Must be registered for classes during the summer 2020 or fall 2020 semesters.

Consumer information

The Federal CARES Act, Section 18004 [PDF], Higher Education Emergency Relief Fund, allows schools to consider students for federal emergency financial aid grants for: expenses related to the disruption of campus operations due to coronavirus (including eligible expenses under a student's cost of attendance, such as food, housing course materials, technology, health care and child care).

- Federal funding for the Emergency Relief Grant is limited and will be awarded to eligible students meeting the consideration criteria.
- The Federal Emergency Relief Grant program may likely not meet your full financial need.
- This is a one-time grant and is not renewable.

Grant value and receipt of funds

The value of this grant may vary based upon your unique circumstances. A grant offered will be paid to you through a mailed check. Submitting and application does not guarantee approval of the requested funds. Once the review is complete, students will receive an email to their email account regarding their grant eligibility.

- If you owe an outstanding balance to DCB, these funds will not be applied to any balance to DCB and will be paid directly to you.

Once funds are received, if you elect to apply the funds to your student account, you are encouraged to make payment arrangements with the DCB business office.

☐ I have read and understand the above information.
Student Emergency Relief Fund Application

First Name: ________________________
Last Name: ________________________
EMPL ID: _________________________
Phone Number: ____________________
Email: ___________________________

Emergency Fund Request

Have you completed a FAFSA for 2019-2020?: Yes / No
Did you receive financial aid during Spring 2020?: Yes / No
Are you enrolled in classes during: ☐ Summer 2020 ☐ Fall 2020
# of credits: ______________________

Amount Requested: __________________

Eligible Expenses* (Mark all that apply):
☐ Food
☐ Housing
☐ Course materials
☐ Technology
☐ Health care
☐ Child care
☐ Other (Please describe the expense) ____________________________________________

*Additional documentation may be requested in certain instances.

Signature: ____________________________
Return of Title IV Waiver Policy


Return of Title IV Funds (R2T4)

In General
Section 3508 of the CARES Act directs the Secretary to waive the statutory requirement for institutions to return Title IV funds as the result of student withdrawal related to a qualifying emergency. For any student who begins attendance in a payment period or period of enrollment that begins on or includes March 13, 2020 or begins between March 13, 2020 and December 31, 2020 or the last date that the national emergency is in effect, and subsequently withdraws from the period as a result of COVID-19 related circumstances, an institution is not required to return Title IV funds. Return of Title IV funds relief will not automatically apply to a withdraw during a payment period of period of enrollment unless there is a disruption to instruction during the period. This includes students who withdrew during the applicable period for whom the institution has already performed an R2T4 calculation and returned funds. According to ED, if you already returned Title IV funds and have documentation that the withdrawal was not due to COVID-19 (regardless of the date of withdrawal), it is reasonable if you choose not to re-disburse those Title IV funds. Likewise, if you have not yet returned funds and have documentation that the withdrawal is not COVID-19 related (again, regardless of the date of withdrawal), you are not required to apply the R2T4 waiver; you can process the R2T4 as you would under pre-COVID regulation and guidance. Where returns have already been made, the institution should disburse all Title IV funds to those students including aid that could have been disbursed (post-withdrawal disbursement rules should not be followed in this case), making required adjustments in COD, crediting students’ ledger accounts, and requesting any necessary funds from G5. In the case of withdrawn students for whom no returns have been made, the institution should:

1. Perform an R2T4 calculation in order to determine the amount of Title IV funds that would otherwise have to be returned;

2. Make no adjustments to COD as a result of the withdrawal;

3. Make no adjustments (as the result of the withdrawal) to the amount of Title IV aid credited to the student’s ledger account.

Qualification for R2T4 Relief
Any institution that moved students from ground-based instruction to distance learning, closed campus housing or other campus facilities, or experienced other interruptions in instruction may consider all withdrawals from students enrolled in ground-based instruction during the covered period to have been the result of circumstances related to the COVID-19 national emergency. For institutions that did not undergo changes in educational delivery or campus operations as a result of the COVID-19 emergency, the institution will be required to obtain a written attestation (including by email or text messages) from the student explaining why the withdrawal was the result of the COVID-19 emergency. Institutions must also obtain written attestations from students who withdrew from distance education programs explaining why the withdrawal was the result of the COVID-19 emergency.

Allowable circumstances include, but are not limited to, illness of the student or family member, need to become a caregiver or first responder, loss of childcare, economic hardship, inability to access wi-fi due to closed facilities, or an increase in work hours as a result of the COVID-19 emergency. Information (which in the judgment of the institution is reliable) provided by the family member of a withdrawn student whom the institution is unable to contact is acceptable for documentation purposes.

DCB implemented the Return of Title IV waiver for Spring 2020 with the assumption that all on campus (Bottineau, Minot, or Valley City) students who had an unofficial withdraw did so because of COVID and the change in the way the classes were offered. If the student had an unofficial withdraw from an online class this assumption was not applied as their class offering did not change. If a student stated that COVID was the reason for the withdraw regardless of whether their classes were offered on-campus or online the Return of Title IV waiver was applied.

In June 2020 the timeline was extended for applying the Return of Title IV waiver. With the new timeline the Return of Title IV waiver could be applied to students who withdrew in summer or fall for reasons related to COVID. All withdraws from summer or fall that stated COVID was the reason for the withdraw had the Return of Title IV waiver applied. Since there was no change in instruction in summer or fall courses the assumption that all unofficial withdraws were because of COVID was not made.
Reporting Requirements
The CARES Act requires an institution to report to the Department information specific to each student for whom it was not required to return Title IV funds under the waiver exception (and for each student for which Title IV funds were previously returned and are now being redrawn). The Department has determined that reporting requirements under the CARES Act include:

- Identifying information for each student for whom R2T4 was waived under the CARES Act;
- The payment period “begin” and “end” dates for the period that the student did not complete as a result of the COVID-19 emergency;
- The amount of Title IV grant or loan assistance (other than Federal Work Study funds) that each such student received for the payment period in which he or she withdrew; and
- The total amount of Title IV grant or loan assistance that each institution has not returned to the Secretary as a result of the CARES Act provisions.

Institutions should retain this information for each student who withdraws and qualifies for an R2T4 waiver under the CARES Act, and should plan to provide, for each student, identifying information, payment period begin and end dates, and information regarding the Title IV grant and loan disbursements (except for Federal Work Study) that the student received for the payment period.

In order to fulfill the third reporting requirement, an institution must determine the total amount of grant and loan assistance that otherwise would have been returned, identified in Step 5 of the R2T4 calculation, had the calculation been performed. Therefore, it will continue to be necessary for institutions to perform an R2T4 calculation for each student covered by the CARES Act R2T4 waiver.

Upon receipt of information from an institution indicating that a covered student has withdrawn, the Department will cancel the entire amount of any disbursement of a Direct Loan borrowed by the student or his or her parent for the payment period or period of enrollment. Additionally, under Sections 3506 and 3507 of the CARES Act, the Department will exclude from a student’s Subsidized Loan usage and Pell Grant lifetime eligibility used (LEU) any payment period that the student does not complete due to a qualifying emergency. Additionally, the Department will cancel disbursements of TEACH Grants received by a covered student for the payment period or period of enrollment from which the student withdrew and restore grant eligibility for that amount.

The Department has issued this guidance regarding the implementation of the R2T4 waiver and the changes to COD to support the reporting requirements:

**Reporting Requirements for Withdrawn Students who Qualify for Return of Title IV Waiver under the CARES Act**
As noted in a May 15, 2020 Electronic Announcement posted on the Information for Financial Aid Professionals (IFAP) website, the CARES Act waives Return of Title IV Funds (R2T4) requirements for students whose withdrawals were related to the novel coronavirus disease (COVID-19) and provides that, for those students:

1. Direct Loan funds received for the period will be cancelled,

2. The period will not count toward the student’s Subsidized Loan usage for purposes of the 150% Direct Subsidized Loan Limit, and

3. Pell Grant funds received for the period will be excluded from the student’s Lifetime Eligibility Used (LEU).

The CARES Act requires schools to report to the Department of Education (the Department) information specific to each student for whom it was not required to return Title IV funds under the waiver exception (and for each student for which Title IV funds were previously returned and are now being redrawn). The law also requires schools to report to the Department the total amount of Title IV grant or loan assistance that was not returned as a result of the CARES Act provisions.
We will implement COD System functionality to support reporting requirements for the CARES Act in two phases. This first phase will be implemented on Aug. 2, 2020. The second phase is planned for late September.

**Coronavirus Indicator**
Beginning Aug. 2, 2020, the COD website will be updated to include a new Coronavirus Indicator (in the form of a checkbox). A school will use the checkbox to indicate that an aid recipient’s *actual* disbursement qualifies for Direct Loan cancellation (and the exclusion from the Direct Loan annual limits and Subsidized Loan usage calculations), and the exclusion from Pell Grant LEU calculations and TEACH Grant award limits. A school should select the Coronavirus Indicator when

- An aid recipient began attendance in a payment period or period of enrollment,
- the aid recipient withdrew during that period due to the COVID-19 pandemic,
- the actual disbursement was made for that period (the Disbursement Release Indicator (DRI) is set to “True”), and
- the disbursement’s payment period start date is a date from July 1, 2019 to Dec. 31, 2020. As noted in a Sept. 23, 2020 Electronic Announcement, we expanded the payment period start date window from Jan. 1, 2020 to July 1, 2019.

*Note:* The Payment Period Start Date is a required field for all disbursements that are marked with the Coronavirus Indicator (set to “true”).

**Once the Coronavirus Indicator is set and accepted by the COD System, a school will not be able to submit any further maintenance on that disbursement record.**

In addition, once the Coronavirus Indicator is set, it cannot be “unchecked.” Schools will be able to mark the checkbox on the Update Disbursement Information page. The Coronavirus Indicator will be displayed (as view-only) on the following pages: Award Disbursement Information, Disbursement Information, Disbursement History Information, Batch View Record Information, and Batch View Disbursement Information.

The Coronavirus Indicator will only be available on the COD website. It will not be a new tag on the Common Record and will not be returned to schools in the Common Record or web responses. The Coronavirus Indicator will be used for eligible disbursements for Direct Loan for the 2018–19 Award Year and forward, and TEACH Grant, or Pell Grant and Iraq and Afghanistan Service Grant awards for the 2019–20 Award Year and forward.

If a disbursement is flagged with the Coronavirus Indicator, the COD System will create a new system-generated, non-financial type disbursement sequence number, beginning with number 66. For cases in which a disbursement has a previous system-generated sequence number, the COD System will use the next available sequence number (up to 89).

A disbursement flagged with the Coronavirus Indicator will also trigger the following actions—

- For Pell Grant disbursements, we will adjust the LEU for the percentage represented by the flagged disbursement(s). Once the adjustment is made, it will be viewable on the LEU History page and will be identified by the “Disaster Relief” Adjustment Type.

- For Iraq and Afghanistan Service Grant disbursements, we will adjust the LEU through a manual process as there is no automated restoration of LEU for these grants. In addition, the detailed LEU adjustment will not be viewable on the LEU History page.

- For Direct Loan disbursements, we will remove the flagged disbursement from the annual loan limit and Subsidized Usage calculations (this may include systematically changing the Financial Award period start and end dates), and we will notify the appropriate federal loan servicer that the disbursement(s) has been discharged.
For TEACH Grant disbursements, we will remove the flagged disbursement from the TEACH Grant award limits, and we will notify the TEACH Grant servicer that the disbursement has been cancelled.

If a disbursement is not flagged with the Coronavirus Indicator, the COD System will process the disbursement under existing business rules. The Coronavirus Indicator is not a required data element and can be blank if it is not applicable.

**COD System Changes Planned for Phase Two – Fall 2020**

In fall 2020, we plan to implement additional COD System functionality to support reporting requirements for the CARES Act, including updates to the SULA calculator and a new school report. We will also begin to pass information about disbursements marked with the Coronavirus Indicator to the National Student Loan Data System (NSLDS®).

In addition, to provide schools with a mechanism for reporting the amount of Title IV grant or loan assistance not returned due to the CARES Act provisions, we plan to make changes to the Return of Title IV (R2T4) calculator to allow schools to perform an RT24 calculation specifically for aid recipients who withdrew due to COVID-19-related circumstances. Schools will be required to use the calculator for all aid recipients who withdrew due to COVID-19; however, these calculations will only be used for reporting purposes. We anticipate making the following updates—

- The COD R2T4 calculator will be updated to incorporate a new Coronavirus Indicator checkbox. The checkbox will be available for the 2019–20 Award Year and forward.
- The R2T4 Review Calculation page will be updated to include a Coronavirus Indicator field.
- The R2T4 Reports page will be updated to allow users to search for calculations with disbursements marked with the new Coronavirus Indicator.

We plan to add some training material specifically about the changes to the R2T4 calculator and will provide additional guidance.