RICHMINDALE COLLEGE

ACADEMIC CATALOG

Revision 05.2

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1. Introduction

1.1. History

Richmindale College ("Richmindale") was established in August 2019 with the objective of providing students with a high-quality, flexible, and convenient way to earn their degrees in business, information technology, and education. The name Richmindale was derived from the idea of creating "rich minds" through "agile learning and education".

Richmindale members believe that every person has the right to quality education. Richmindale was founded to provide world-class education to equip students with the right competencies and succeed in today's highly competitive world.

1.2. Mission Statement

The mission of Richmindale College is to empower learners around the globe by providing accessible, affordable, and high-quality online education.

1.3. Vision Statement

Richmindale College aims to produce graduates with the right attitude, skills, and knowledge to thrive in today's highly competitive market. Richmindale employs various learning methods that will allow students to harness intellectual, analytical, and critical abilities. Richmindale's methods incorporate relevant and technology-driven instructions in the form of online computer-based learning. Richmindale is also committed to enhancing research undertakings in the fields of business, information technology and education. Moreover, Richmindale College envisions producing graduates who are not just intellectually competent, but also noble in character, and champions of community development.

1.4. Institutional Goals and Outcomes

Richmindale College establishes measurable institutional goals and outcomes to support its mission and continuous improvement. Richmindale has established six institution-wide learning outcomes that define the broad knowledge, skills, abilities, and dispositions expected of graduates. These outcomes support Richmindale's mission and provide a common framework for program learning outcomes, course learning outcomes, curriculum design, assessment, and continuous improvement.

ILO 1 — Develop intellectual, creative thinking, communication, analytical, and critical abilities through discipline-specific and foundational knowledge.

ILO 2 — Use technologies to explore contemporary and enduring questions related to a discipline of study.

ILO 3 — Synthesize career readiness skills through general and discipline-specific inquiry.

ILO 4 — Develop noble character and intellectual competence to thrive in today's highly competitive market.

ILO 5 — Undertake research in the fields of business, information technology, and education to enhance diversity and knowledge.

ILO 6 — Acquire civic, community, cultural, and social competencies required for global citizenry.

Learning Outcome Alignment and Assessment

Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs) are intentionally aligned. Each academic program maintains a controlled curriculum map identifying where outcomes are introduced, reinforced, and demonstrated or assessed. Course syllabi identify measurable CLOs and the assessments used to determine student achievement. Aggregated assessment results are reviewed by faculty and academic leadership and are used to improve curriculum, instruction, learning resources, student support, and assessment practices.

Student Achievement and Institutional Performance

Richmindale College systematically evaluates student achievement and institutional performance to determine the extent to which students achieve Richmindale's educational objectives and to support continuous improvement in academic programs, student services, and institutional operations.

Richmindale establishes, calculates, reviews, and publishes appropriate student achievement and institutional performance measures using defined methodologies, documented data sources, and reporting periods. Measures may include, as appropriate to Richmindale's mission, programs, student population, and applicable regulatory or accreditation requirements, indicators such as retention, persistence, course completion, program completion or graduation, academic achievement, student learning-outcome attainment, student satisfaction, graduate outcomes, and other relevant measures.

Publicly reported information will be based on reliable institutional data and will identify the applicable reporting period, population, methodology, definitions, and material limitations necessary for reasonable interpretation. Richmindale will not publish unsupported, estimated, projected, or misleading achievement claims as though they were actual student outcomes.

Where a cohort is too small, too recent, or otherwise insufficient to produce a reliable measure, Richmindale may disclose that reliable data are not yet available rather than report a potentially misleading percentage. Richmindale may aggregate multiple reporting periods or use another academically and statistically appropriate method when necessary to improve reliability, provided the methodology is clearly disclosed.

Student achievement information is periodically reviewed by Academic Affairs, Institutional Effectiveness, appropriate faculty and governance bodies, and Richmindale leadership. Results are used to identify strengths, areas requiring improvement, improvement actions, responsible parties, expected completion dates, and subsequent evaluation of whether implemented actions produced the intended results.

Current public student achievement and institutional performance information is maintained on Richmindale's official website in the location designated by Richmindale. Historical reports and supporting documentation are retained in accordance with institutional records-retention requirements.

1.5. Core Values

To learn is to acquire knowledge, skills, and values. The philosophy and core values of Richmindale revolve around this powerful word, “LEARN”, where L stands for Livelihood, E stands for Excellence, A stands for Agility, R stands for Respect, and N stands for Nobility.

Livelihood

Living is the foundation for all we do. Richmindale believes that everyone has the right to live a better life. In a highly competitive environment, receiving an excellent education is crucial to success and key to having opportunities for

better living.

Excellence

We strive for excellence in what we do. Excellence is important as it makes Richmindale students stand apart from the rest. Richmindale seeks to produce excellent results, and this ethos is part of Richmindale's DNA. Richmindale has the culture of patience and attention to detail where it matters.

Agility

We are flexible, open-minded, and innovative. Agility allows Richmindale to continually improve and innovate quickly and effectively. This is critical in a fast-changing environment where everyone must adapt quickly to compete.

Respect

We believe everyone is valuable. Respect keeps Richmindale going in the right direction. Richmindale values its people, and it recognizes that we exist because of the people we serve. Richmindale is committed to continually developing its workforce for long-term sustainability.

Nobility

We are committed to our high moral principles. Nobility is key to making Richmindale's relationship with its stakeholders more robust. Richmindale seeks to build trust through noble works.

1.6. Statement of Dedication

Richmindale College is committed to providing high-quality education that is available and accessible to everyone. Richmindale's mission is centered on career-readiness as a critical factor to help students thrive after graduation. To support the mission, Richmindale's curricula are designed to expose students to real-world projects through simulations and applications as part of the learning process. The school's faculty hold advanced degrees and practical experience in their areas of instruction and are dedicated to the success of the students. The school's staff provide the highest level of support and strive to make the students' experience at Richmindale College both successful and enjoyable.

2. Licenses and Approvals

2.1. State License

Richmindale College is a for-profit private institution, which is provisionally licensed by the Arizona State Board for Private Postsecondary Education ("State Board"). Students may direct questions about the institution to:

The Arizona State Board for Private Postsecondary Education
1740 West Adams, Suite 3008, Phoenix, Arizona 85007
Phone: 602-542-5709
Fax: 602-542-1253
https://ppse.az.gov

2.2. Accreditation Status

As of the effective date of this catalog, Richmindale College is not accredited.

3. Office Hours and Contact Information

3.1. Faculty and Staff Office Hours

Richmindale College is open Monday through Friday, from 9:00 a.m. to 6:00 p.m. Arizona Time, except on holidays defined in the Vacation Periods and Holidays section. Faculty and staff members are available to assist students during the designated hours. These hours are established to accommodate student inquiries and provide academic support.

3.2. Contact Information

To get a timely response, contact Richmindale College through its website at *www.richmindale.com/contact*. Alternatively, you may send an email to info@richmindale.com or call +1 (602) 881-4176.

4. Online Degree Programs

Richmindale College offers the following online degree programs:

4.1 Bachelor of Business Administration (BBA)

4.2 Bachelor of Business Information Technology (BBIT)

4.3 Bachelor of Science in Computer Science (BSCS)

4.4 Master of Business Administration (MBA)

4.5 Master of Education in Educational Management (MEM)

4.1. Bachelor of Business Administration (BBA)

Program Description

The Bachelor of Business Administration (BBA) online degree program of Richmindale College provides students with strong foundations in business. The program covers a comprehensive range of business disciplines such as operations management, human resource management, marketing, sales, accounting and finance, leadership and management, project management, and entrepreneurship. The program also adds strong emphasis on information systems as one of the essential tools in business.

The BBA program is designed to be simple and straightforward. It consists of 39 required courses equivalent to 120 credit units, 29 of which are core courses with 89 credit units (74%) and the remaining 10 are general (G) education courses with 31 credit units (26%). Students must take all 39 courses to complete the program. Optional elective courses are not introduced in the program; however, students may take additional courses from other Richmindale offerings if they want to explore other disciplines.

The BBA program normally takes 8 semesters for 120 credit units to complete.

Program Learning Outcomes

By the end of the program, graduates should be able to do the following:

1. Describe the key components of a business plan.
2. Explain how business strategies translate into operational actions.
3. Apply basic business process standards and best practices in business operations.
4. Prepare basic organizational policies and procedures.
5. Demonstrate effective professional communication methods.
6. Use appropriate technologies to gather, organize, and present business data.
7. Analyze business problems using logic and critical thinking.
8. Interpret factual information to support business decisions.
9. Identify and apply leadership and management approaches in different situations.
10. Demonstrate professional and ethical responsibilities in business contexts.

BBA Courses

Course Code	Course Title	Prerequisite	Credit
	Semester 1		
BUS-101	Introduction to Business		3.0
ICT-101	Introduction to Computers		3.0
ENG-101	(G) English Composition 1		3.0
MAT-101	(G) Mathematics in the Modern World		3.0
PSY-101	(G) General Psychology		3.0
	Semester 2		
BUS-102	Business Law	BUS-101	3.0
TAX-101	Taxation		3.0
ICT-102	Office Software Applications with Macros	ICT-101	4.0
ENG-102	(G) English Composition 2	ENG-101	3.0
MAT-102	(G) Probability and Statistics		3.0
	Semester 3		
ACC-101	Financial Accounting	BUS-101	3.0
BUS-202	Consumer Behavior	BUS-101	3.0
BUS-203	Organizational Behavior	BUS-102	3.0
ICT-203	Data Analysis and Reporting	ICT-102	3.0
COM-201	(G) Purposive Communication	ENG-102	3.0

Course Code	Course Title	Prerequisite	Credit
	Semester 4		
ACC-201	Financial Reports and Analysis	ACC-101	3.0
BUS-204	Marketing	BUS-101	3.0
FIN-101	Introduction to Finance		3.0
ECO-102	Principles of Microeconomics		3.0
COM-202	(G) Communication Strategies	COM-201	3.0
	Semester 5		
BUS-301	Operations Management	BUS-101	3.0
BUS-302	Sales Management	BUS-101	3.0
ECO-103	Principles of Macroeconomics		3.0
PRJ-101	Introduction to Project Management		3.0
PHI-301	(G) Critical Thinking and Logic		3.0
	Semester 6		
ACC-301	Managerial Accounting	ACC-101	3.0
BUS-303	Human Resource Management	BUS-101	3.0
BUS-304	Product Development	BUS-204	3.0
BUS-305	Supply Chain Management	BUS-101	3.0
PSY-301	(G) Interpersonal Development	PSY-101	3.0
	Semester 7		
BUS-401	Performance Management	BUS-303	3.0
BUS-402	Optimization and Decision-Making	BUS-301	3.0
BUS-403	Global Business Strategies	BUS-301	3.0
BUS-404	Contract Management	BUS-102	3.0
BUS-405	Banking and Financial Systems	FIN-101	3.0
	Semester 8		
ICT-405	Management Information Systems	ICT-203, BUS-101	3.0
ENT-201	Entrepreneurship	BUS-101	3.0
SCI-101	(G) Introduction to Natural Sciences (with Lab)		4.0
BBA-490	Capstone - Business Feasibility Study	Final requirement	4.0
	Total Credits for Program Completion		**120**

4.2. Bachelor of Business Information Technology (BBIT)

Program Description

The Bachelor of Business Information Technology (BBIT) online degree program of Richmindale College provides

students with strong foundations in business and the application of technology in the commercial setting. This program blends computer information technology with business disciplines. The program covers a comprehensive range of professional business courses such as accounting, leadership, management, managerial communication, finance, human resource management, operations management, marketing, sales, entrepreneurship, and project management. The program covers information technology and related courses as applied in business, such as data analysis, data processing and management, computer programming, and management information systems.

The BBIT program is designed to be simple and straightforward. It consists of 38 required courses equivalent to 120 credit units, 28 of which are core courses with 89 credit units (74%) and the remaining 10 are general (G) education courses with 31 credit units (26%). Students must take all 38 courses to complete the program. Optional elective courses are not introduced in the program; however, students may take additional courses from other Richmindale offerings if they want to explore other disciplines.

The BBIT program normally takes 8 semesters for 120 credit units to complete.

Program Learning Outcomes

By the end of the program, graduates should be able to do the following:

1. Explain and analyze information flow within business processes.
2. Explain how business strategies translate into operational actions.
3. Apply business process standards and best practices in business operations.
4. Develop basic software solutions that support business processes.
5. Demonstrate effective professional communication methods.
6. Use appropriate technologies to gather, organize, and present business data.
7. Analyze problems using logic and critical thinking.
8. Interpret factual information to support decision-making.
9. Identify and apply leadership and management approaches in technology environments.
10. Demonstrate professional and ethical responsibilities in information technology practice.

BBIT Courses

Course Code	Course Title	Prerequisite	Credit
	Semester 1		
BUS-101	Introduction to Business		3.0
ICT-101	Introduction to Computers		3.0
ENG-101	(G) English Composition 1		3.0
MAT-101	(G) Mathematics in the Modern World		3.0
PSY-101	(G) General Psychology		3.0
	Semester 2		
TAX-101	Taxation		3.0

Course Code	Course Title	Prerequisite	Credit
ICT-104	Computers, Ethics and Society	ICT-101	3.0
ICT-102	Office Software Applications with Macros	ICT-101	4.0
ENG-102	(G) English Composition 2	ENG-101	3.0
MAT-102	(G) Probability and Statistics		3.0
	Semester 3		
ACC-101	Financial Accounting	BUS-101	3.0
ICT-201	Introduction to Computer Programming	ICT-101	3.0
ICT-202	Database Systems and SQL	ICT-101	3.0
ICT-203	Data Analysis and Reporting	ICT-102	3.0
COM-201	(G) Purposive Communication	ENG-102	3.0
	Semester 4		
ACC-201	Financial Reports and Analysis	ACC-101	3.0
BUS-204	Marketing	BUS-101	3.0
ICT-204	Data Communication and Networking	ICT-101	3.0
ICT-206	Object-Oriented Programming	ICT-201, ICT-202	3.0
COM-202	(G) Communication Strategies	COM-201	3.0
	Semester 5		
BUS-301	Operations Management	BUS-101	3.0
PRJ-101	Introduction to Project Management		3.0
ICT-301	Computer Application Development	ICT-206	3.0
ICT-304	Web User Interaction Design	ICT-101	3.0
PHI-301	(G) Critical Thinking and Logic		3.0
	Semester 6		
BUS-303	Human Resource Management	BUS-101	3.0
BUS-305	Supply Chain Management	BUS-101	3.0
ICT-307	Network and Web Programming	ICT-204, ICT-301	4.0
ICT-308	Web Front-End Programming	ICT-304	3.0
PSY-301	(G) Interpersonal Development	PSY-101	3.0
	Semester 7		
BUS-401	Performance Management	BUS-303	3.0
BUS-402	Optimization and Decision-Making	BUS-305	3.0
ICT-401	Web Application Development	ICT-307, ICT-308	4.0
ICT-402	Mobile Application Development	ICT-307, ICT-308	4.0
	Semester 8		
ICT-405	Management Information Systems	ICT-203, BUS-101	3.0

Course Code	Course Title	Prerequisite	Credit
ICT-406	Software Engineering	ICT-201	3.0
SCI-101	(G) Introduction to Natural Sciences (with Lab)		4.0
BIT-490	Capstone - Business Software Project	Final requirement	4.0
	Total Credits for Program Completion		**120**

4.3. Bachelor of Science in Computer Science (BSCS)

Program Description

The Bachelor of Science in Computer Science (BSCS) online degree program of Richmindale College provides students with rigorous foundations in both the theoretical and practical aspects of computing. The core computer science courses provide students with an intensive background in writing complex software systems on different platforms and configuration. The program covers fundamental computing theories and principles focusing on computer systems and architecture, logic formulation, algorithm design, programming languages, application development, software engineering, technology management, and information systems.

The BSCS program is designed to be simple and straightforward. It consists of 38 required courses equivalent to 120 credit units, 28 of which are core courses with 89 credit units (74%) and the remaining 10 are general (G) education courses with 31 credit units (26%). Students must take all 38 courses to complete the program. Optional elective courses are not introduced in the program; however, students may take additional courses from other Richmindale offerings if they want to explore other disciplines.

The BSCS program normally takes 8 semesters for 120 credit units to complete.

Program Learning Outcomes

By the end of the program, graduates should be able to do the following:

1. Develop computer programs using established programming principles.
2. Explain the role and impact of computer systems in business operations.
3. Implement and maintain computer systems using standard development practices.
4. Apply computer science principles in software development.
5. Use technologies to collect, analyze, and present data.
6. Implement relational database systems to store and manage data.
7. Explain and apply data structures and algorithms.
8. Explain the principles and applications of intelligent systems.
9. Analyze computing problems using logic and critical thinking.
10. Demonstrate professional and ethical responsibilities in information technology practice.

BSCS Courses

Course Code	Course Title	Prerequisite	Credit
	Semester 1		
BUS-101	Introduction to Business		3.0
ICT-101	Introduction to Computers		3.0
ENG-101	(G) English Composition 1		3.0
MAT-101	(G) Mathematics in the Modern World		3.0
PSY-101	(G) General Psychology		3.0
	Semester 2		
ICT-102	Office Software Applications with Macros	ICT-101	4.0
ICT-103	Computer Organization and Architecture	ICT-101	3.0
ICT-104	Computers, Ethics and Society	ICT-101	3.0
ENG-102	(G) English Composition 2	ENG-101	3.0
MAT-102	(G) Probability and Statistics		3.0
	Semester 3		
MAT-201	Discrete Mathematics	MAT-101	3.0
ICT-201	Introduction to Computer Programming	ICT-101	3.0
ICT-202	Database Systems and SQL	ICT-101	3.0
ICT-203	Data Analysis and Reporting	ICT-102	3.0
COM-201	(G) Purposive Communication	ENG-102	3.0
	Semester 4		
ICT-204	Data Communication and Networking	ICT-101	3.0
ICT-205	Data Structures and Algorithms	MAT-201	3.0
ICT-206	Object-Oriented Programming	ICT-201, ICT-202	3.0
ICT-207	Graphic Design	ICT-101	3.0
COM-202	(G) Communication Strategies	COM-201	3.0
	Semester 5		
ICT-301	Computer Application Development	ICT-206	3.0
ICT-302	Automata and Formal Languages	MAT-201	3.0
ICT-303	Operating Systems	ICT-103	3.0
ICT-304	Web User Interaction Design	ICT-101	3.0
PHI-301	(G) Critical Thinking and Logic		3.0
	Semester 6		
ICT-305	Data Management and Information Processing	ICT-202, ICT-205	3.0
ICT-306	Compiler Construction	ICT-205, ICT-302	3.0
ICT-307	Network and Web Programming	ICT-204, ICT-301	4.0
ICT-308	Web Front-End Programming	ICT-304	3.0

Course Code	Course Title	Prerequisite	Credit
PSY-301	(G) Interpersonal Development	PSY-101	3.0
	Semester 7		
ICT-401	Web Application Development	ICT-307, ICT-308	4.0
ICT-402	Mobile Application Development	ICT-307, ICT-308	4.0
ICT-403	Intelligent Systems	ICT-205, ICT-301	3.0
ICT-404	Computer and Network Security	ICT-303, ICT-307	3.0
	Semester 8		
ICT-405	Management Information Systems	ICT-203, BUS-101	3.0
ICT-406	Software Engineering	ICT-201	3.0
SCI-101	(G) Introduction to Natural Sciences (with Lab)		4.0
BCS-490	Capstone - Software Project	Final requirement	4.0
	Total Credits for Program Completion		**120**

4.4. Master of Business Administration (MBA)

Program Description

The Master of Business Administration (MBA) online degree program of Richmindale College is an advanced and comprehensive leadership and management development program targeting early career professionals to transform them into competent business leaders who can perform greater responsibilities and broader leadership roles. This program is designed for those aspiring leaders and career professionals who do not want to put their careers on hold and would like to propel their career to new heights. Students will be equipped with concepts, principles, and competencies in business administration that will support their development as effective managers.

The MBA program normally takes 4 semesters for 36 credit units to complete.

Graduate-level study in this program requires advanced analysis, synthesis, evaluation of research and evidence, application of disciplinary knowledge to complex or ambiguous professional problems, independent inquiry, scholarly or professional communication, and defensible decision-making beyond the expectations of undergraduate study.

Program Learning Outcomes

By the end of the program, graduates should be able to do the following:

1. Design and conduct a comprehensive research project addressing a contemporary business issue.
2. Evaluate the impact of global economic issues on business strategy and operations.
3. Develop and justify strategic plans that translate into actionable implementation frameworks.
4. Evaluate and improve business process standards and operational practices.
5. Analyze and optimize business processes using advanced tools, techniques, and methodologies.
6. Integrate advanced technologies to analyze data and support strategic decision-making.
7. Evaluate evidence and synthesize insights to support complex business decisions.

8. Apply and adapt agile methodologies to address challenges in modern technology and global markets.
9. Lead and manage projects using established project management frameworks.
10. Evaluate and apply advanced leadership and management practices in organizational settings.

MBA Courses

Course Code	Course Title	Prerequisite	Credit
	Semester 1		
ACC-601	Accounting for Decision Making		3.0
BUS-601	Contemporary Business Research and Trends		3.0
BUS-602	Human Capital Management		3.0
	Semester 2		
FIN-601	Financial Management	ACC-601	3.0
BUS-603	Marketing Management		3.0
BUS-604	Production and Operations Management		4.0
	Semester 3		
BUS-605	Quality Management System		3.0
BUS-606	Strategic Planning		3.0
PRJ-601	Strategic Project Management		3.0
	Semester 4		
BUS-607	Leadership and Organizational Development	BUS-602, FIN-601	3.0
MBA-700	Capstone - Business Framework Project	Final requirement	5.0
	Total Credits for Program Completion		**36.0**

4.5. Master of Education in Educational Management (MEM)

Program Description

The Master of Education in Educational Management (MEM) online degree program of Richmindale College is an advanced and comprehensive leadership and management development program targeting early teaching professionals to transform them into competent educational leaders who can perform greater responsibilities and broader leadership and management roles. This program is designed for those aspiring leaders and teaching professionals who do not want to put their careers on hold and would like to propel their career to new heights. Students will be equipped with concepts, principles, and competencies in educational leadership and management, including school administration.

The MEM program normally takes 4 semesters for 36 credit units to complete.

The MEM program does not lead to licensure in Arizona.

Graduate-level study in this program requires advanced analysis, synthesis, evaluation of research and evidence, application of disciplinary knowledge to complex or ambiguous professional problems, independent inquiry,

scholarly or professional communication, and defensible decision-making beyond the expectations of undergraduate study.

Program Learning Outcomes

By the end of the program, graduates should be able to do the following:

1. Design and conduct a research project addressing a contemporary educational leadership issue.
2. Evaluate the impact of global issues on educational systems and leadership practices.
3. Develop and justify strategic plans for effective educational implementation.
4. Evaluate and improve operational processes and best practices in school systems.
5. Analyze and optimize school operational processes using appropriate leadership tools and methods.
6. Integrate technology and data systems to support evidence-based educational decision-making.
7. Evaluate evidence and synthesize insights to support educational leadership decisions.
8. Apply and adapt agile approaches to address evolving educational challenges.
9. Design, implement, and evaluate curriculum frameworks.
10. Evaluate and apply advanced leadership and management strategies in educational organizations.

MEM Courses

Course Code	Course Title	Prerequisite	Credit
	Semester 1		
EDU-601	Research Designs and Methods		3.0
EDU-602	Philosophical Foundations of Education		3.0
EDU-603	Educational Statistics and Analysis		3.0
	Semester 2		
EDU-604	Technology in Education		3.0
EDU-605	Educational Legislation and Fiscal Management		3.0
EDU-606	Management and Organization of Educational Institutions	EDU-601	3.0
	Semester 3		
EDU-607	Educational Planning and Development	EDU-604, EDU-605	3.0
EDU-608	Personnel Management in Education	EDU-605	3.0
EDU-609	Decision Analysis in Education	EDU-603	3.0
	Semester 4		
EDU-610	Curriculum and Instructional Management	EDU-601	4.0
EDU-700	Capstone – Research in Educational Management	Final requirement	5.0
	Total Credits for Program Completion		**36.0**

4.6. General Education Philosophy and Learning Outcomes

The undergraduate general education curriculum provides broad collegiate learning beyond the student's major field and supports the Institutional Learning Outcomes. General education courses are designed to strengthen intellectual and practical abilities that students use across academic, professional, civic, and personal contexts. Richmindale requires general education coursework in communication, quantitative reasoning, information literacy, critical thinking, natural and physical sciences, social and behavioral sciences, and humanities.

General Education Learning Outcomes

1. Produce clear, organized, evidence-supported written work appropriate to purpose, discipline, and audience.
2. Present ideas, information, and evidence effectively in oral or recorded formats appropriate to audience and context.
3. Interpret and apply quantitative information, mathematical reasoning, and appropriate methods to analyze problems and support conclusions.
4. Locate, evaluate, integrate, cite, and use information responsibly and ethically from credible sources.
5. Analyze assumptions, arguments, evidence, and alternative perspectives to develop reasoned judgments and solutions.
6. Apply scientific concepts and methods, including observation, data interpretation, experimentation or laboratory/simulation activities as appropriate, to explain natural or physical phenomena.
7. Apply concepts and methods from the social or behavioral sciences to analyze human behavior, institutions, societies, and social issues.
8. Analyze human ideas, values, cultures, creative works, and historical or philosophical perspectives through humanities-based inquiry.

Richmindale maintains a general education curriculum map that identifies the required courses, CLOs, and direct assessments used to measure these outcomes. General education results are evaluated as part of Richmindale's outcomes assessment and curriculum review processes.

5. Admissions

5.1. Admission Policy

Richmindale College aims to admit applicants who demonstrate the capacity to successfully complete and benefit from their selected educational program. Prior academic performance is an important admission factor, but it is evaluated together with the applicant's satisfaction of published admission requirements, readiness for online study, and other relevant evidence. Richmindale recognizes that applicants may have experienced extenuating or non-traditional circumstances; however, all applicants must satisfy the applicable minimum admission standards or an expressly published and documented admission pathway.

Richmindale gives applicants equal opportunity to pursue college education. Richmindale College believes that commitment, exposure, and maturity can help students improve their performance. Thus, giving applicants the opportunity to join Richmindale to get a degree may help them get better opportunities or further their studies.

Richmindale is committed to ethical enrollment practices through fair and transparent admission and enrollment policies and procedures to ensure that enrolled students possess the capacity to successfully complete and benefit

from the institution's educational offering. Richmindale admits students regardless of race, color, national origin, disability, gender, or age. The institution reasonably accommodates applicants and students with disabilities to the extent required by applicable laws.

Admission, Readmission, Reenrollment, and Program-Entry Definitions

New Admission means the admission of an applicant who has never previously enrolled as a Richmindale College student. A new admission applicant who is accepted and completes the required enrollment steps becomes a new student of Richmindale and receives an institutional student record and student identification number.

Readmission means the formal institutional review and approval process by which a former Richmindale College student whose prior program enrollment ended seeks permission to return. Readmission is not the same as a first-time admission. A readmission applicant retains the existing student identification number and permanent institutional academic record. Richmindale may require updated information or documentation when prior information is outdated, incomplete, no longer valid, or relevant to the requested program.

Readmission After Academic Dismissal means the enhanced readmission process required when the student's prior enrollment ended because of Academic Dismissal. It includes review of prior academic performance, the circumstances contributing to dismissal, evidence of changed circumstances or readiness, and the student's reasonable ability to make satisfactory academic progress if permitted to return.

Readmission With Program Change means readmission of a former Richmindale College student into a degree program different from the program in which the student was previously enrolled. A student approved for readmission with a program change is a new entrant to the new program but is not a new student of Richmindale. The student retains the same institutional identity and complete historical academic record, and Richmindale creates a new program-enrollment record for the new program.

Reenrollment means the administrative act of activating a student's approved enrollment after all applicable admission or readmission conditions have been satisfied, required agreements have been executed, required payments or arrangements have been completed, and the student is authorized to register or participate in courses. Readmission is the approval decision; reenrollment is the subsequent activation of enrollment. Neither readmission nor reenrollment erases prior academic history.

Program Enrollment means a student's enrollment relationship with a particular degree program. One student may have more than one historical program enrollment record over time, but Richmindale maintains one continuing institutional student identity and permanent academic history.

Admission Requirements

The admission requirements of Richmindale College vary by degree level. Additional requirements also apply to international applicants. Please review the specific requirements for each degree and for international applicants.

General Admission Requirements

- Applicants must demonstrate a minimum cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale (or its equivalent) on the qualifying prior-education credential or academic record used to establish eligibility for the degree level sought. Academic performance is evaluated together with all other published admission requirements. Richmindale may monitor and provide additional academic support to students whose prior academic record indicates an elevated risk of academic difficulty.
- Applicants are required to provide a government-issued photo identification with their signature when they apply for admission.

- Applicants are required to provide proof that they have passed the Richmindale College assessment to demonstrate that they have the required equipment for online learning, they have the ability to learn in an online environment, they are prepared to further their studies, and they are confident to succeed with Richmindale College based on its curriculum. See the *Equipment and Technology Requirements or Competencies* section for more details about the required equipment.

Program-Level Requirements

Applicants for the bachelor's degree programs of Richmindale College must submit a completed application and evidence of high school completion documents or equivalent, such as official transcripts of high school graduation or a recognized equivalency, such as a General Education Development (GED) certificate, or completion of a high school education in a homeschool setting approved under state law.

Applicants seeking admission to Richmindale must be no less than 16 years of age. For enrolling students under the compulsory school age, Richmindale College shall obtain permission from responsible parties to assure that the pursuit of the educational offerings is not detrimental to any compulsory schooling.

Applicants for the master's degree programs must submit a completed application and evidence of a completed bachelor's degree earned from an appropriately accredited U.S. institution or an equivalent bachelor's-level credential from an appropriately recognized foreign institution, as determined under Richmindale's published international credential-evaluation requirements.

International Students Admission Requirements

Applicants who are not citizens or permanent residents of the United States (international applicants) are welcome to apply for admission. Please note that due to the online learning nature of the programs, the school cannot issue I-20 documentation to allow international students to enter the United States on student visas.

International applicants must provide the general, program-level, and other admission requirements specified in the *Admission Requirements* section based on their selected program. In addition to these requirements, international applicants who completed coursework at schools or institutions outside the United States that are not accredited by an agency recognized by the United States Secretary of Education (USDE) and/or the Council for Higher Education Accreditation (CHEA), including schools or institutions where the curriculum and transcripts are issued entirely in English, must also provide the following requirements, if applicable:

- **Transcripts Evaluated by Third-Party Credential Evaluation Service**

  Applicants must have their academic records evaluated by an independent, third-party credential evaluation service, e.g., current member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE). Applicants must request a **course-by-course evaluation** that explicitly states the US high school or degree equivalency, converts the credits to US semester hours, and calculates a cumulative GPA on a 4.0 scale. The evaluation agency must send the official report directly to the Richmindale College Office of the Registrar via the secure delivery methods outlined in the *Official Transcripts and Equivalent Documents Requirements* section of this catalog.

- **English Language Proficiency**

  Applicants whose native language is not English and who have not earned a degree from an appropriately accredited or recognized school or institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

  - A high school (for bachelor's degree applicants) or degree (for master's degree applicants) transcript, or its equivalent, earned from an accredited or recognized school or institution where

the medium of instruction is English. The transcript evaluation report or the official transcript must explicitly contain a statement confirming that English was the primary language of instruction, otherwise, the applicants are required to provide an official letter directly from their previous school's registrar or administrative staff stating that the curriculum was delivered entirely in English and have the letter sent in accordance with the *Official Transcripts, Official Documents and Delivery Requirements* section;

— A transcript indicating completion of at least 30 semester credit hours with a cumulative GPA of 2.0 (average grade of "C") or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. A cumulative GPA of 3.0 (average grade of B) or higher is required for the master's degree;

— or any of the following:

English Language Proficiency Assessment	Bachelor's Degree	Master's Degree
Paper-delivered Test of English as a Foreign Language (TOEFL PBT)	Minimum total score: **57**	Minimum total score: **60**
Internet Based Test of English as a Foreign Language (TOEFL iBT)	Minimum total score: **61**	Minimum total score: **71**
International English Language Testing System (IELTS)	Minimum total score: **6.0**	Minimum total score: **6.5**
Pearson Test of English Academic Score Report	Minimum total score: **44**	Minimum total score: **50**
Duolingo English Test	Minimum total score: **95**	Minimum total score: **100**
4-skill Michigan English Test (MET)	Minimum total score: **53**	Minimum total score: **55**
Michigan Examination for the Certificate of Competency in English (ECCE)	Minimum total score: **650/LP**	Minimum total score: **650/LP**
Michigan Examination for the Certificate of Proficiency in English (ECPE)	Minimum total score: **650/LP**	Minimum total score: **650/LP**

Official Transcripts, Official Documents and Delivery Requirements

Richmindale College maintains a strict chain-of-custody requirement for all official transcripts.

Official transcripts and other official documents must be delivered directly from the issuing school or institution to the Richmindale College Office of the Registrar through one of the following verified channels:

- **Secure Electronic Networks**

  Delivery via an authorized third-party clearinghouse service, e.g., Parchment, National Student Clearinghouse, Credentials Solutions, etc.

- **Direct Institutional Email**

  Electronic transcripts emailed directly from the issuing school or institution to Richmindale's secure admissions email address: transcripts@richmindale.com

  The email must originate from the official email domain belonging to the sending school's registrar or

administrative staff. Transcripts emailed using public domains, such as @gmail.com and @yahoo.com, are classified as unofficial and rejected. Richmindale's receiving admissions staff member archives the original email, complete with its digital header data (metadata), alongside the electronic transcript in the student's permanent digital file.

- **Secure Physical Mail**

  Official paper transcripts must be mailed directly from the sending school or institution to our physical campus at:

  Richmindale College
  Attn: Office of the Registrar
  185 N. Apache Trail, Suite 1
  Apache Junction, AZ 85120
  United States of America

  The transcripts must arrive in an official school or institutional envelope. The sending registrar's' official stamp, seal, or signature must be visible and entirely unbroken across the envelope flap. If the envelope shows any signs of opening, tearing, or resealing, the transcripts are classified as unofficial and rejected.

Unofficial Transcripts for Conditional Enrollment Requirements

Conditional enrollment is a temporary enrollment status that may be approved when an otherwise admissible applicant has provided sufficient preliminary evidence of eligibility, including an unofficial transcript or equivalent record, but Richmindale has not yet received the required official transcript or equivalent official credential directly through an approved channel. Conditional enrollment is not a waiver of an admission requirement and does not constitute final verification of the applicant's prior credential or transfer credit.

Conditional enrollment must be specifically approved and documented. A conditionally enrolled student may enroll for no more than one enrollment period and no more than 12 semester credits, subject to the Course Load Policy. The required official transcript or equivalent official credential must be received by Richmindale no later than the end of that enrollment period. Richmindale may impose a shorter deadline when necessary to verify eligibility before a subsequent course, prerequisite, credit transfer award, graduation requirement, or other academic action.

Before approving conditional enrollment, Richmindale must determine from the information reasonably available that the applicant appears to satisfy the applicable admission requirements and has the capacity to benefit from the program. Conditional enrollment will not be used when Richmindale lacks sufficient evidence to make that preliminary determination.

Transfer credit based only on unofficial documentation is provisional. No transfer credit becomes final until Richmindale receives and verifies the required official transcript or other acceptable official documentation and completes the credit transfer evaluation under the Credit Transfer Policy.

If the required official documentation is not received by the deadline, Richmindale may place a registration hold and administratively withdraw the student after notice and an opportunity to respond under the Administrative Withdrawal Policy. Coursework actually attempted at Richmindale, final grades earned, and other required academic record information remain part of the student's permanent institutional record. Richmindale will not erase completed coursework merely because conditional status was not resolved. Whether completed credits satisfy degree requirements depends on the student's admission eligibility and applicable academic policies.

If subsequently received official documentation materially differs from the unofficial documentation, Richmindale will reevaluate admission eligibility and any provisional credit transfer determination. Material misrepresentation, altered records, or fraud may result in rescission of admission, administrative or disciplinary action, and other remedies under Richmindale's policy.

Student Identity Verification Requirements

Richmindale College verifies the identity of admission applicants through an online face-to-face meeting to make sure that the admitted students who participate in and complete the coursework and assessments are the same students who are awarded credit. Admission applications cannot be completed without identity verification.

During the admission application process, Richmindale provides available online meeting schedules to applicants where they can select the date and time to meet with a Richmindale Admissions Representative for identity verification.

During the identity verification online meeting, applicants are required to show their valid identification document, with photo and signature, that they have submitted during the admission application. Acceptable identification includes passport, driver's license, or government-issued identification with photo and signature. In the identification document, the photo must be identifiable to be the same person as the applicant. The online meeting may be recorded and added as part of the student record. See the *Student Identity Verification Policy* section in *Academic Policies* for more details about student identity verification.

Additional Documentation

Richmindale College reserves the right to request additional information from any applicant to make admission decisions. If Richmindale has reason to believe that a diploma or transcript of records is not valid, the institution may request an attested copy of documents, or it may check the school or institution to validate the authenticity of the documents.

Admission Application Response Time

Approval of admission applications takes a maximum of 10 business days from the date when all admission requirements are received by Richmindale College.

The response time is reset if missing requirements are found that may cause delays in the admission approval process.

Enrollment Agreement and Registration Fee Payment

An enrollment agreement is not binding until it has been signed by the student and a Richmindale College official representative. The student must sign all pages of the agreement electronically using a software application, such as Adobe Acrobat, or manually using wet ink and scan.

Richmindale College charges a $100 registration fee upon activation of a new program enrollment. The registration fee is not charged again solely because a former student is readmitted to the same program. An approved enrollment into a different program constitutes a new program enrollment and will require the published registration fee. A separate $75 credit transfer evaluation fee applies when a student requests credit transfer evaluation. See the *Tuition and Fees* section and the applicable Enrollment Agreement for the charges that apply.

Students must return their duly signed enrollment agreements to Richmindale College within 14 calendar days of the approval notification email date and pay the registration fee by the due date specified in the payment form. Richmindale provides the student portal and learning management system login details to the students after receiving both requirements. However, Richmindale may cancel students' admission if they fail to meet both requirements. See the *Cancellation, Withdrawal and Refund Policy* section for more details.

Richmindale College admissions representatives are strictly prohibited from accepting just a scanned signature

page. The entire enrollment agreement must be received as a single, multi-page document to ensure the student had access to the full contract text at the moment of execution.

Admission applicants and students must use their registered email address that they provided in the admission application and reflected in the enrollment agreement to communicate with Richmindale College to be used as evidence for official communications.

Digital Signatures using Adobe Acrobat Reader

If students use Adobe Acrobat Reader to sign documents, they must sign using a Certificate-Based Digital ID. This method locks the document, utilizes a cryptographic key unique to the student, and visually displays a tracking block indicating that the document cannot be altered without invalidating the signature.

Students may use "Fill & Sign" to place a flat graphic of their signature over a standard PDF. After signing, students must use the "Save a certified copy" or equivalent option so that the software creates a read-only certified copy with an audit trail.

Scanned Wet-Ink Signatures

Students may opt to print, sign, and scan the enrollment agreement.

When Richmindale College admissions representatives receive wet-ink scanned enrollment agreements, they manually compare the wet-ink signature on the scanned copy against the student's government-issued ID to confirm identity.

5.2. Admission Application Procedure

Online Admission Application

Prospective student applicants may apply for admission online through the Richmindale College website on *Admissions > Apply for Admission*, or copy and paste the link www.richmindale.com/rsis/admissions in a web browser. Applicants may use the same website link to modify an admission application.

In the online application, applicants must provide the required information and documents, including the program to which the applicants are seeking admission, completion of the assessment for online learning readiness, and the required admission documents based on their selected program and situation (e.g., unofficial transcripts if official transcripts are not yet available). To apply for credit transfer and/or discount, select the appropriate options in the admission application.

Request for Conditional Enrollment

Applicants who have not yet caused the required official transcript or equivalent official credential to be received may request conditional enrollment through the designated admissions process. The applicant must submit the available unofficial transcript or equivalent documentation, identify the institution from which the official record has been requested, acknowledge the conditional enrollment deadline and consequences, and authorize Richmindale to verify the documentation when appropriate. Approval is discretionary and requires a documented preliminary eligibility review; submission of a request does not guarantee conditional enrollment. Applicants may submit the documents online through the Richmindale College website on *Admissions > Request for Conditional Enrollment*, or copy and paste the link www.richmindale.com/rsis/admissions/conditionalEnrollmentRequest in a web browser.

Admission Application Review and Evaluation

When admission applications are received, Richmindale College sends an acknowledgement email to notify each applicant that the admission application has been received. It is important that applicants understand, agree, and accept the policies, terms, and conditions of Richmindale in the catalog.

Richmindale may not process an admission application if any of the following requirements are not received:

- Working email address;
- Official transcripts (see *Admission Policy* for more details about official transcript requirements) or Unofficial transcripts for conditional enrollment;
- A government-issued photo identification with signature; and
- Proof that the applicant has passed the Richmindale College Assessment for Online Learning Readiness to demonstrate that they have the required equipment for online learning, they have the ability to learn in an online environment, they are prepared to further their studies, and they are confident to succeed with Richmindale College based on its curriculum;

Admission Representatives review admission applications that are received by Richmindale and communicate with applicants about their application status via their registered email address.

When Richmindale receives all requirements, Admissions Representatives forward the completed applications to the Richmindale College Admissions Committee for evaluation. Richmindale sends a notification email to the applicants to notify them that all requirements have been received and their applications have been processed. The notification email contains the following information:

- The admission approval processing time; and
- A website link to show meeting schedules where applicants can select the date and time to meet with a Richmindale Admissions Representative online, face-to-face, to verify their identity.

Applicants must complete the verification requirement within 21 calendar days from the notification email date, or their admission application will be cancelled. If applicants delay the online verification meeting with a Richmindale Admissions Representative, the application approval process will be delayed.

Richmindale College sends the admission application status information to applicants within the specified response time via their registered email. The status can be one of the following: approved, denied, needs more information, or needs more time to evaluate. If an admission application is denied, Richmindale documents the reasons and provides the basis for the denial of admission. If the Admissions Representative needs more information or needs more time to evaluate the application, the response email includes the response time, in business days, that Richmindale will complete the approval process. If the Admissions Representative needs more information, the response time resets and starts from the date when Richmindale receives all required information.

Notification of Approved Admission Documents

When admission applications are approved, an admission notification email is sent to the approved applicants (students) to officially inform them of their admission documents approval for their selected program. The notification email contains the following information:

- The unique ID of the student (Student ID).
- A link to the Registration Fee payment form with a due date which is normally 14 calendar days from the admission notification email.

- The student's enrollment agreement with Richmindale College that the student must sign on every page digitally using a software application, such as Adobe Acrobat, or manually using wet ink and scan. The student must email the signed enrollment agreement back to Richmindale College at agreements@richmindale.com from the student's registered email that is recorded in the enrollment agreement within 14 calendar days from the admission notification email, or the student's admission may be cancelled.
- The student's Academic Adviser with contact information. The Academic Adviser is the student's primary point of contact for any questions or issues arising during their studies.
- Information to guide students on the next steps.

Students must send their duly signed enrollment agreements back to Richmindale College via agreements@richmindale.com from their registered email address **by replying to Richmindale's *Notification of Approved Admission Documents* email** and pay their registration fee payments within 14 calendar days from the notification email date to get their student portal and learning management system login credentials. Richmindale College may cancel their admission and require them to re-apply if they fail to do so.

Program Enrollment Activation

Richmindale College activates a student's program enrollment after receiving the duly signed Enrollment Agreement and confirmed payment of the applicable registration fee. Enrollment activation authorizes access to course registration and academic systems but does not waive unresolved admission conditions. For a conditionally enrolled student, final admission documentation remains subject to the Conditional Enrollment Policy until required official credentials are received, authenticated, and approved.

If the required enrollment-activation items are not received within the specified due dates, Richmindale College may cancel the approved admission before program enrollment is activated and may require the applicant to re-apply.

Within 10 business days after receiving the required enrollment-activation items, Richmindale College sends an enrollment-activation notice to the student's registered email address. The notice includes access instructions for the student portal and learning management system, course-enrollment information, and a copy of the fully executed Enrollment Agreement.

If students fail to submit the above-mentioned requirements within the specified due dates, Richmindale College may cancel students' admission and require the students to re-apply.

5.3. Equipment and Technology Requirements or Competencies Policy

The online degree programs of Richmindale College use online computer-based learning as the method of course delivery in which the Internet is primarily used as the medium of communication. Richmindale College uses Internet-based technologies such as learning management system (LMS), video conference, voice-over-IP (VOIP) calls, electronics mails, videos, electronic books, and similar technologies to deliver course instructions and instructional materials to students.

Students must have access to a computer with an Internet connection when they are required to access course instructions and materials, as well as provide feedback. In addition to the computer and Internet connection, the students also need a video camera, microphone, and video conferencing software to interact with Richmindale College faculty and administration staff. The computer must be able to run video-conferencing software, browser, PDF reader, and other software applications that are required by some courses such as office productivity tools (e.g., Microsoft Office Suite), graphics (e.g., Inkscape, GIMP).

At a minimum, students should have access to the following:

1. Computer: Laptop or desktop with screen/monitor, keyboard, mouse
   - CPU: Intel i3 10th gen, AMD Ryzen3 7320U, or equivalent
   - RAM: 8 GB
   - Disk: 256 GB, SSD or HDD
   - Network Card for Internet connection
2. Operating System: Microsoft Windows 10 or higher, or MacOS 11 or higher
3. Broadband Internet capability
4. Sound card and speakers
5. Video camera
6. Microphone
7. Current Internet web browser: Google Chrome, Microsoft Edge, Mozilla Firefox
8. Videoconferencing software: Google Meet, Zoom, Microsoft Team
9. Media player (for video and audio): Microsoft Media Player, VLC Media Player
10. PDF reader or viewer: Adobe Acrobat

Students must know how to perform basic computer operations, use computer software applications (e.g., browser, email, PDF reader, video conferencing software, learning management system, office productivity tools), and access the Internet (i.e., browse and navigate websites, search the web for specific information, fill out online forms, download and upload data, and other web-based activities).

5.4. Student Onboarding Policy

Course Enrollment

After getting approved for admission into a degree program, students may enroll in courses from the available classes for a specific semester on Richmindale's website at *RSIS > Student Portal > Enrollment*, or copy and paste the link www.richmindale.com/rsis/enrollment in a web browser. A Richmindale College representative keeps in touch with students when course enrollment starts for a semester and provides guidance on how students enroll in courses.

Students identify their fees and payment terms for each semester when they enroll in their selected courses. The fees for the semester are based on the course credits that the students have enrolled in, and the tuition and fees per credit based on their enrollment agreement.

To enroll in courses, students are required to log in to the student portal using their account username (Student ID) and password. Students may contact their Academic Adviser for guidance on the course enrollment process.

See the *Course Enrollment Policies* section for more details about course enrollment policies. See the *Tuition and Fees* section for more details about the tuition and fees.

Orientation Materials

Richmindale College provides first-time students with orientation materials to assist them with getting started on

their first online classes. The orientation materials include the Richmindale College policies and procedures, the online information system platforms, the standards for academic conduct in the online environment, and some tips and practices for being successful in the online learning method. The same materials are available on Richmindale's website at *Services > Orientation*, or copy and paste the link www.richmindale.com/students/orientation.htm.

Getting Started with Classes

A Richmindale College representative informs students when they can start to access their class activities and materials through the Richmindale College online learning management system (LMS) after they are enrolled in classes. Richmindale College also orients students on its academic systems, including academic learning resources, assessments, performance criteria, grading, and information systems. See the *Orientation Materials* section for more details about the materials the students can use to guide them on how to use the Richmindale systems.

Students may contact their Academic Adviser if they have questions.

6. Credit Transfer Policy

6.1. Transfer of Credits from Richmindale College to Other Institutions

Students of Richmindale College transferring to other institutions must follow the *Cancellation, Withdrawal and Refund Policy*. See the important notice concerning transferability of credits and credentials earned at Richmindale College below.

Notice Concerning Transferability of Credits and Credentials Earned at Richmindale College

The transferability of credits earned at Richmindale College is entirely at the discretion of the school to which the student may seek to transfer. Richmindale College cannot guarantee the acceptance of the credits awarded or the degree earned at the school by other institutions or employers.

6.2. Transfer of Credits to Richmindale College

Richmindale College evaluates transfer credit fairly, equitably, systematically, and consistently. Transfer decisions are based on the quality and comparability of the learning presented, its applicability to the student's current Richmindale program, alignment of competencies and learning outcomes, the student's preparedness, age or recency of the learning where academically relevant, the grade earned, credit value, degree level, and other academically appropriate evidence. A request will not be denied solely because of the accreditation status or accrediting agency of the sending institution. Richmindale may consider accreditation, recognition, institutional authorization, course documentation, faculty qualifications, and other indicators of educational quality as part of the total evaluation.

When applicants request a credit transfer evaluation, Richmindale charges a separate credit transfer evaluation fee of $75 for each application. The one-time registration fee and the credit transfer evaluation fee cost $175, payable when applicants/students sign the enrollment agreement.

Applicants are encouraged to request transfer-credit evaluation as early as possible so that the likely program requirements, remaining credits, expected time to completion, and estimated educational cost can be understood before enrollment. Richmindale may perform a preliminary evaluation before execution of the enrollment agreement when sufficient documentation is available. Transfer credit is final only after required official

documentation has been received and verified. Any fee for transfer-credit evaluation is disclosed in the Tuition and Fees section and applicable enrollment documents.

Bachelor's Degree Credit Transfer

For an undergraduate degree, at least 25% of the credits required for the degree must be earned through Richmindale College. Accordingly, transfer credit and any other non-Richmindale credit recognized toward the degree may not reduce the Richmindale residency requirement below 25% of the program, and any stricter applicable accreditation requirement will control.

Master's Degree Credit Transfer

For a graduate degree, more than 50% of the credits required for the degree must be earned through Richmindale College. Therefore, transfer credit may not equal or exceed 50% of the program. For a 36-credit master's degree, no more than 17 semester credits may be accepted in transfer. If another applicable accreditation or regulatory requirement is stricter, the stricter limit controls.

Credit Transfer Evaluation Criteria and Requirements

Requests for credit transfer are evaluated based on their individual merit. Transfer of credits is not based solely on whether the post-secondary education institution or program from which the credit is to be transferred is accredited; and if accredited, the accrediting agency.

The following minimum criteria are used for transfer of credits:

- Coursework must be comparable in scope and content;
- Coursework must be applicable to the program into which transfer is requested;
- Learning outcomes and competencies must be aligned with the program into which transfer is requested;
- The age of the coursework is considered when recency is academically relevant to the subject matter. Richmindale does not automatically reject all coursework solely because it is older than a fixed number of years; however, it may require current evidence of competency for rapidly changing disciplines, prerequisite chains, technology-intensive subjects, or other courses for which currency is essential.
- The grade earned must demonstrate satisfactory achievement for the course and program requirement. Ordinarily, undergraduate transfer coursework must have a grade equivalent to C or better and graduate transfer coursework a grade equivalent to B or better, unless Richmindale documents an academically justified exception consistent with the receiving program's requirements. Pass/Satisfactory grades may be considered when the sending institution documents that the grade represents achievement at or above the applicable minimum standard.

Richmindale evaluates credit value and converts quarter, trimester, international, or other credit systems to semester credits using a documented methodology.

Transfer credit may satisfy a specific Richmindale course, an approved program requirement, or another documented curricular requirement only when the evaluation establishes appropriate equivalency or applicability.

Official documentation from the sending institution or an approved credential-evaluation source must be retained in the student record to support final transfer-credit awards.

If required, students are responsible for providing all information necessary for the validation of the credit claimed. For example, students may be required to furnish the academic catalog and/or the course outline from the school awarding the credit.

Online Credit Transfer Application Procedure

To apply for credit transfer, select the *Apply for Credit Transfer* option on the admission application. Applicants may apply for admission on Richmindale's website at *RSIS > Student > Apply for Admission*, or copy and paste the link www.richmindale.com/rsis/admissions in a web browser. Applicants who intend to apply for credit transfer, but missed to select the *Apply for Credit Transfer* option on their admission application, may modify their admission application using the same website page and link. Changes to the admission application may require another round of review and evaluation of the application, and may cause delays in the admission approval process.

Applicants may apply for credit transfer separately on Richmindale's website at *RSIS > Student > Apply Credit Transfer*, or copy and paste the link www.richmindale.com/rsis/creditTransfer in a web browser.

Credit Transfer Evaluation

Richmindale College provides an applicant or student a written transfer-credit evaluation identifying the courses or credits accepted, how the accepted credit applies to the current program, the remaining program requirements, and any documentation still required. Richmindale normally issues the evaluation within 14 calendar days after all documentation reasonably necessary for the evaluation has been received. If additional information is required, Richmindale notifies the applicant or student, and the evaluation period resumes when the requested information is received.

Credit Transfer and Satisfactory Academic Progress

For a newly admitted student, transfer credits officially accepted and applied toward the student's current Richmindale degree program are included in the quantitative component of Satisfactory Academic Progress as both attempted and successfully completed credits and count toward the maximum timeframe. Grades earned at another institution are not included in the Richmindale institutional or SAP GPA.

Credit transfers not accepted or not applicable to the student's current program are excluded from the SAP calculation. If the student later changes programs, previously accepted credit transfers are reevaluated for applicability to the new program; only credit transfers applicable to the new program are included in that program's SAP pace and maximum-timeframe calculations.

Applicants may apply for reconsideration or appeal within 14 calendar days from the credit transfer notification date by completing an appeal form on Richmindale's website at *RSIS > Student > Credit Transfer > Appeal*, or copy and paste the link www.richmindale.com/rsis/creditTransfer/appeal in a web browser. Applicants applying for an appeal must provide reasons for reconsideration and may provide additional information to support the appeal. Richmindale provides a response to an appeal within 10 business days of the appeal submission date.

6.3. Experiential Credits

Richmindale College does not award academic credit through prior learning assessment, experiential learning, challenge examinations, test-out examinations, portfolio assessment, or other equivalent-learning mechanisms. A documented course substitution or waiver, when academically appropriate and separately approved, does not award academic credit and does not reduce the total semester credits required for the degree unless credit has been earned or accepted under another published credit policy.

7. Tuition and Fees

7.1. Financial Disclosure and Tuition Transparency Policy

Richmindale College is committed to clear and accurate financial disclosure consistent with applicable federal and state consumer-protection requirements and accreditation expectations. Tuition, mandatory fees, and financial obligations are itemized in this catalog and applicable enrollment documents. Before enrollment becomes binding, students receive a clear disclosure of applicable program costs, payment schedules, refund policies, and any finance charges if such charges apply.

Richmindale maintains material consumer disclosures consistently across the Academic Catalog, Enrollment Agreements, institutional website, admissions materials, and student-facing systems. When a discrepancy is identified, Richmindale corrects the affected disclosure promptly, preserves the more protective student right when required by law or contract, documents the correction, and does not use inconsistent marketing or enrollment language to disadvantage a student.

7.2. Tuition

Degree Program	Cost Per Credit	Total Credits	Total Tuition
Bachelor of Business Administration	$ 100	120	$ 12,000
Bachelor of Business Information Technology	$ 100	120	$ 12,000
Bachelor of Science in Computer Science	$ 100	120	$ 12,000
Master of Business Administration	$ 140	36	$ 5,040
Master of Education in Educational Management	$ 140	36	$ 5,040

7.3. Registration and Credit Transfer Fees

Fee Description	Amount	Unit
Registration fee	$ 100	Each program.
Credit transfer evaluation fee	$ 75	Each program.

7.4. Other Fees

Fee Description	Amount	Unit
Technology fee	$ 10	Each credit.
Library services fee	$ 20	One year.
Software licenses and subscriptions[1]	$ 100	One year license subscription.
Transcript/diploma copy request fee	$ 10	Each set. One original copy is free[2].
Expedited transcript/certificate service fee[3]	$ 10	Each request.
Late payment/insufficient funds fee	$ 20	Each transaction.

[1] Provided by third-party suppliers. Students purchase them separately. The fee is an estimate from a third-party vendor and may change without prior notice.

[2] The first transcript and diploma copies are provided to each student for free and must be requested by students.

[3] The standard processing time is 3 to 10 business days, while expedited requests are processed within 1 to 2 business days; however, shipping and authentication times are not included in the processing period.

7.5. Estimated Costs to Complete a Program

The total estimated cost to complete a program is calculated as the sum of the one-time registration fee, the tuition per credit multiplied by the total number of credits, and the miscellaneous fee per credit multiplied by the total number of credits. See the *Other Fees* section for more details about additional fees that may apply.

Bachelor of Business Administration

Registration fee	One-time fee per application per program	100
Tuition	120 total credits at $100 per credit	12,000
Technology fee	120 total credits at $10 per credit	1,200
Library services fee	4 years at $20 per year	80
Total Program Cost		**$ 13,380**

Bachelor of Business Information Technology

Registration fee	One-time fee per application per program	100
Tuition	120 total credits at $100 per credit	12,000
Technology fee	120 total credits at $10 per credit	1,200
Library services fee	4 years at $20 per year	80
Total Program Cost		**$ 13,380**

Bachelor of Science in Computer Science

Registration fee	One-time fee per application per program	100
Tuition	120 total credits at $100 per credit	12,000
Technology fee	120 total credits at $10 per credit	1,200
Library services fee	4 years at $20 per year	80
Total Program Cost		**$ 13,380**

Master of Business Administration

Registration fee	One-time fee per application per program	100
Tuition	36 semester credits at $140 per credit	5,040
Technology fee	36 total credits at $10 per credit	360
Library services fee	2 years at $20 per year	40
Total Program Cost		**$ 5,540**

Master of Education in Educational Management

Registration fee	One-time fee per application per program	100
Tuition	36 semester credits at $140 per credit	5,040
Technology fee	36 total credits at $10 per credit	360

Library services fee	2 years at $20 per year	40
Total Program Cost		**$ 5,540**

Tuition and fees may be revised only through an approved catalog revision, catalog supplement/addendum, or other controlled student disclosure. Changes are prospective unless applicable law requires otherwise. Charges applicable to an executed Enrollment Agreement and its covered enrollment or tuition period will not be increased retroactively. Richmindale provides reasonable notice of material changes, preserves previously earned academic credit and completed coursework, and maintains permanent archives of prior catalog editions and supplements.

8. Financial Assistance and Payment Plans

8.1. Payment Methods

Richmindale College accepts cash, bank transfers or online credit card payments. To pay online or by bank transfer, visit the Richmindale's website and go to *Services > Payment*, or copy and paste the link www.richmindale.com/payment in a web browser.

8.2. Terms of Payment

Richmindale College offers an internal payment plan splitting tuition into three (3) monthly installments without interest, finance charges, or penalties. Note: Missed payments may incur a late fee of $20 per transaction and account holds. The number of days used in the terms of payment is based on the Gregorian calendar.

Student applicants pay a one-time registration fee (and credit transfer evaluation fee if the student applies for credit transfer) after their admission application is approved. The one-time registration fee and credit transfer evaluation fee are not part of the terms of payment. The terms of payment apply to the course fees per semester. See the *Tuition and Fees* section for more details about the fees; and *Payment Methods* section for more details about the payment options.

The total course fee per semester is calculated as the sum of the total number of credits enrolled for the semester multiplied by the fee per credit that is defined in the student's enrollment agreement. The total course fee per semester is divided into 3 payments. The first payment is due by the end of the month when classes start. The second payment is due one month after the first payment. The third payment is due one month after the second payment.

For example, on July 1, Jordan Smith applied for admission and got accepted on the same day and paid the one-time registration fee of $100. On August 1, he enrolled in five 3-credit classes, a total of 15 credits for the Fall semester. The classes for the Fall semester are scheduled to start on September 8. The total amount of tuition, and technology and library services fees for the 15 credit units enrolled for the semester is $1,670. The total cost including the registration fee is $1,770 as shown below.

Description	Qty	Units	Total Units	Unit Fee	Line Total
Registration fee, one-time	1	1	1	$ 100	$ 100
Tuition	5	3	15	100	1,500
Technology fee	5	3	15	10	150
Library services fee	1	1	1	20	20

Total Fee for the Semester					**$ 1,770**

The payment schedule for the above semester fee example is as follows:

Payment Term per Semester	Amount	Due Date per Semester
Registration Fee, one-time	$ 100	Jul 1: Admission application.
Payment 1 of 3	$ 557	Sep 30: End of the month when classes start.
Payment 2 of 3	$ 557	Oct 31: One month after Payment 1.
Payment 3 of 3	$ 556	Nov 30: One month after Payment 2.
Total Fee for the Semester	**$ 1,770**	

8.3. Accounts Receivables and Collection

Richmindale College sends statements to students via email at least 15 calendar days prior to payment due dates to remind students of their payments. Richmindale tracks receivables from students based on the age of 30, 60 and over 90 days. Richmindale sends follow-up emails to students who have outstanding balances at every end of the month.

Richmindale College may place lawful financial holds and restrict services to the extent permitted by applicable law. Official transcript withholding or release restrictions will be applied only to the extent permitted by applicable federal and state law.

8.4. Financial Assistance

Richmindale College does not offer financial assistance. The school is not eligible for participation in the Federal Student Aid (FSA) programs and cannot process a request or assist with a deferment of a Title IV school loan.

8.5. Loans

Richmindale College does not provide any type of loan to students.

8.6. Scholarships

Richmindale College does not award any scholarships.

9. Discounts

Richmindale College extends its support to its community by providing discounts to degree program students and applicants who want to pursue higher education. This makes education more affordable, especially for the Richmindale family and community members.

Richmindale College offers the following standard discounts. Richmindale offers only discounts, tuition reductions, or fee waivers that have been formally approved and disclosed in the current catalog or an effective catalog supplement or addendum and in the applicable enrollment agreement or financial disclosure provided to the student.

9.1. Discount for Richmindale Graduates

- Richmindale College provides sixty percent (60%) tuition and technology fee discount to high school and degree graduates of any Richmindale schools worldwide.
- The discount applies to credits in the bachelor's and master's degree programs.
- The discount does not apply to fees not covered by the tuition and technology fee, such as registration fee, library services fee and software licenses.
- Discount applicants must provide transcripts from a Richmindale school.
- This discount cannot be combined with other discounts, unless specified.

9.2. Discount for Filipinos Residing in the Philippines

- Richmindale College provides forty percent (40%) tuition and technology fee discount to Filipino students residing in the Philippines.
- The discount applies to credits in the bachelor's and master's degree programs.
- The discount does not apply to fees not covered by the tuition and technology fee, such as registration fee, library services fee and software licenses.
- Discount applicants must provide reasonably reliable evidence of residency in the Philippines, such as an address or other documentation accepted by Richmindale. Network-location information, such as IP-address geolocation, may be used only as supplementary verification and is not treated as conclusive evidence because technical routing, mobile networks, and privacy tools may affect location results. Any network metadata used for this purpose is processed in accordance with Richmindale's privacy policy and applicable law.
- This discount cannot be combined with other discounts, unless specified.

9.3. Online Discount Application

To apply for a discount, visit Richmindale's website and go to *RSIS > Student > Apply for Discount*, or copy and paste the website link www.richmindale.com/rsis/student/discount in a web browser.

9.4. Discount Application Evaluation

Discount applicants are notified of their application status through their registered email within 14 calendar days from the admission application process start date to inform them if they are entitled to any discounts, or if they need to submit more information and/or documents. Discount application status notification may be sent with the admission status notification.

Applicants who are not approved of any discounts may apply for reconsideration or appeal within 14 calendar days from the discount notification date by completing an appeal form on Richmindale's website at *RSIS > Student > Discount > Appeal*, or copy and paste the link www.richmindale.com/rsis/student/discount/appeal in a web browser. Applicants who are applying for reconsideration must provide reasons for reconsideration and may provide additional information to support the appeal. Richmindale provides a response to an appeal within 10 business days of the appeal submission date.

Any approved discounts must be clearly documented in the student enrollment agreement. It is important that

applicants must review the discounts in the enrollment agreement at the earliest possible time before signing, and raise any confusion or mistakes as they are provided with a specified number of days to return the enrollment agreement back to Richmindale, or their admission application is canceled. Discount applicants may file their concerns or complaints on Richmindale's website at *RSIS > Student > Discount > Complaint*, or copy and paste the link www.richmindale.com/rsis/student/discount/complaint.

10. Cancellation, Withdrawal and Refund Policy

If for any reason a student is denied admission or chooses to withdraw from a program or a course, Richmindale College has established this cancellation, withdrawal, and refund policy for the student's protection.

Students may terminate enrollment at any time by sending a written notification letter to Richmindale College indicating the expected last date of attendance as the cancellation or withdrawal date. Students may send the notification letter via email to cancel@richmindale.com from their registered email, or via postal mail to the following address:

Mail To: Richmindale College
Attn: Office of the Registrar
185 N. Apache Trail Road, Suite 1, Apache Junction, AZ 85120, United States of America

Notification letters sent through postal mail must be duly signed, dated, placed inside a sealed envelope, and mailed to the address stated above. The cancellation or withdrawal date used for academic, refund, and account purposes is determined under the applicable published policy and governing law. For a post-start time-based refund, Richmindale uses the student's last date of documented academic attendance or academically related activity unless applicable law requires a different date; the date stated in a late notice does not override a legally required withdrawal-date determination.

Any money due to a student must be refunded within 30 calendar days of a cancellation request, regardless of whether materials have been returned.

10.1. Non-Acceptance

An applicant who is denied admission by the school is entitled to a refund of all monies paid.

10.2. Five-Day Cancellation

A student has five (5) calendar days (excluding holidays) after signing an enrollment agreement to cancel enrollment and receive a full refund of all monies paid to Richmindale College. Richmindale provides the refund amount to the student no later than 30 calendar days after receiving the written notice of cancellation.

10.3. Cancellation More Than Five Days, But Prior to the Commencement of Classes

A student requesting cancellation more than five calendar days after signing an enrollment agreement, but prior to beginning a course or program, is entitled to a refund of all monies paid minus: the application fee; and the one-time registration fee of no more than 20 percent of the tuition and not to exceed $200. Richmindale provides the refund amount no later than 30 calendar days from the cancellation or withdrawal date.

10.4. Cancellation and Refund After the Commencement of Classes

Richmindale applies a time-based term refund policy to its 15-week semesters. For purposes of a post-start refund, the applicable time period is the semester or other published tuition period covered by the enrollment agreement. The withdrawal or termination date used for the refund calculation is the student's last date of documented academic attendance or academically related activity, unless applicable law requires a different date. Richmindale provides at least the minimum refund required by Arizona law and any more protective applicable accreditation or federal requirement.

Courses Never Started

Richmindale refunds 100% of tuition charged for any course that the student never starts. Any fee charged in connection with enrollment is refunded or retained only as permitted by applicable law and the published enrollment agreement.

A student requesting cancellation after the commencement of classes is entitled to a refund based on the ***Table of Charges and Refunds***. Richmindale retains the fees described in the ***Non-Refundable Fees After Commencement of Classes***.

Richmindale provides the refund no later than 30 calendar days from the cancellation or withdrawal date.

Cancellation For Not Returning from Authorized Leave

Students who are on authorized Leave of Absence and failed to return on the scheduled date without notice or without valid reason are withdrawn from their program, and the cancellation or withdrawal date is the date the students were scheduled to return from the leave and failed to do so.

Students who are withdrawn for not returning from authorized leave may be entitled to a refund based on the ***Table of Charges and Refunds***. Richmindale retains the fees described in the ***Non-Refundable Fees After Commencement of Classes***.

Richmindale provides the refund amount no later than 30 calendar days from the cancellation or withdrawal date.

Cancellation Due to Excessive Absences

Students who have not demonstrated documented academic engagement in a class for 30 consecutive calendar days are subject to Administrative Withdrawal from that class after required notice. Students who have not demonstrated documented academic engagement in all enrolled classes for 30 consecutive calendar days are subject to Administrative Withdrawal from their program after required notice. The administrative action date is the date Richmindale processes the withdrawal. For refund purposes, the applicable withdrawal date is determined under the Cancellation and Refund After the Commencement of Classes provision using the student's last date of documented academic attendance or academically related activity, unless applicable law requires a different date. See the *Attendance and Participation Policy* for more information.

Students who are withdrawn due to Excessive Absences may be entitled to a refund based on the ***Table of Charges and Refunds***. Richmindale retains the fees described in the ***Non-Refundable Fees After Commencement of Classes***.

Richmindale provides the refund amount no later than 30 calendar days from the cancellation date.

Cancellation For Not Submitting Official Transcripts

A student whose conditional enrollment was approved based on preliminary documentation must cause the required official transcript or equivalent official credential to be received by Richmindale no later than the end of the approved conditional-enrollment period. Before that deadline, Richmindale will provide reasonable notice of the outstanding requirement and may place a registration hold to prevent enrollment in a subsequent period until the condition is resolved.

If the required official documentation is not received by the deadline, Richmindale may administratively withdraw the student after notice and an opportunity to respond. Coursework actually attempted, final grades earned, and other required academic-record information remain on the student's permanent academic record and transcript in accordance with Richmindale's policy. Richmindale does not retroactively erase completed Richmindale coursework because the student failed to resolve conditional status. Tuition and refund consequences are determined under the published Cancellation, Withdrawal and Refund Policy based on the student's actual enrollment and withdrawal date.

Richmindale provides the refund amount no later than 30 calendar days from the cancellation date.

A former student administratively withdrawn for failure to resolve conditional enrollment may apply for readmission after the missing official documentation is available. The student is treated as a returning student, retains the existing Student ID and permanent record, and follows the applicable readmission process rather than being treated as a first-time applicant. Any prior provisional transfer-credit determination is reevaluated against the official documentation.

Cancellation For Failure to Complete Within the Maximum Program Completion Period

The Enrollment Agreement identifies a Maximum Program Completion Period, normally 1.5 times the published duration of the program. This calendar completion period is separate from the 15-week semester used as the tuition/refund period and separate from the attempted-credit maximum timeframe under the Satisfactory Academic Progress (SAP) Policy. Richmindale will not withdraw a student merely because completion appears difficult. Before withdrawal under this provision, Richmindale conducts and documents a degree-completion review using the student's remaining requirements, prerequisite sequence, available future course offerings, approved leaves or interruptions, enrollment limits, and remaining calendar time. Withdrawal occurs only when that review establishes that completion by the contractual deadline is no longer reasonably possible. Students are not permitted to enroll in a semester that would extend beyond the applicable contractual deadline unless an authorized extension is permitted by law and Richmindale's policy. Any refund is determined under the **Table of Charges and Refunds** using the published 15-week semester refund schedule.

Richmindale provides the refund amount no later than 30 calendar days from the cancellation date.

A former student whose enrollment ended under this provision may apply for readmission under the applicable Readmission and Reenrollment policies. The student remains a returning student with the existing institutional record and Student ID. Any registration, credit transfer evaluation, or other fee is charged only when the current catalog, Enrollment Agreement, and applicable law expressly authorize the charge for the particular readmission or new program enrollment.

Non-Refundable Fees After Commencement of Classes

After commencement of classes, Richmindale retains a registration or administrative fee only to the extent permitted by applicable law, never in excess of the published legal limit, and only when the fee is clearly disclosed in the catalog and enrollment agreement. Technology, library, instructional, and other student fees are refunded,

prorated, or retained according to whether they have been earned or incurred and only to the extent permitted by applicable law. A fee is not treated as non-refundable merely because it is labeled as a fee. When a state, federal, or accreditation requirement is more protective of the student, the more protective rule controls.

Richmindale does not provide refunds for items that are purchased by students from third-party vendors, such as textbooks, and software licenses and subscriptions.

Note that all cancellation or withdrawal refunds after the commencement of classes apply only to the current or future semesters. Any payments made for the attempted courses in past semesters that had been completed are not refundable.

Table of Charges and Refunds

For a student who withdraws from or is terminated after beginning classes, Richmindale applies the following time-based refund schedule to its 15-week semester and calculates the applicable tuition refund using the published withdrawal date and course-by-course methodology. If a more protective state, federal, or accreditation requirement applies to a particular student or circumstance, the more protective requirement controls. Fees are refunded or retained only to the extent permitted by applicable law and as clearly disclosed in the enrollment agreement.

When a student cancels enrollment after commencement of classes, Richmindale College may retain the application fee, a one-time registration fee of no more than 20 percent of the tuition (not to exceed $200), technology fee, and library services fee, plus a percentage of tuition paid by the student in accordance with the following schedule:

Withdrawal AFTER *(week count starts from the first calendar day of the semester to the effective cancellation or withdrawal date, inclusive of holidays)*	**Percentage of Tuition returned to the Student minus the Non-Refundable Fees**	**Percentage of Tuition (Charges) retained by Richmindale College plus the Non-Refundable Fees**
1st week	80%	20%
2nd week	70%	30%
3rd week	60%	40%
4th week	50%	50%
5th week	40%	60%
6th week	30%	70%
7th week	20%	80%
8th week	10%	90%
9th week and beyond	0%	100%

For students enrolled in two or more courses that award semester credit hours, Richmindale treats each course separately for the purpose of calculating the appropriate amount of tuition refund owed to the student.

Student Entitlement to Receive All Materials Paid

Upon cancellation, a student whose costs of education are paid in full, but who is not eligible for a refund, is entitled to receive all materials, including kits and equipment.

10.5. Refunds of Books, Supplies and Other Third-Party Items

Books, materials, software licenses and subscriptions, and other supplies required for course completion that are not provided by Richmindale College are not under its responsibility. Students are responsible for buying these items separately from third-party vendors. Refunds and related fees for these items are subject to the outside third-party vendor policies and terms with the student.

10.6. Refund Examples

The following examples illustrate the tuition-refund methodology. Actual refunds depend on the student's tuition period, last date of documented academic attendance, amounts paid, lawful fee treatment, and any more protective requirement that applies.

Scenario:

Jordan Smith applied for admission and transfer of credits to a degree program at Richmindale College.

On July 1, Jordan Smith was accepted for admission into a program and paid $100 for the one-time registration fee and $75 for the credit transfer evaluation. On the same day, he enrolled in five 3-credit classes, a total of 15 credits, for a semester with classes that start on September 1.

The semester tuition was $1500, calculated as $100 multiplied by 15 credits. The semester technology fee was $150, calculated as $10 multiplied by 15 credits, and the library services fee was $20. The total cost for the semester was $1670, excluding the registration fee and the credit transfer evaluation fee.

Based on the payment terms, the total cost for the semester was divided into 3 payments. First month was $557, second month was $557, and third month was $556. Jordan Smith paid the first monthly installment (payment 1 of 3) of $557.

One of the courses required a software license. Jordan Smith purchased the software license worth $100[1] from a third-party vendor on July 7.

Jordan Smith paid a total of $732 as initial payment to Richmindale for his registration fee of $100 and credit transfer evaluation fee $75, and the first installment of his enrolled courses ($557). He also spent $100, separately, on a required software license from a third-party vendor.

Refund Example 1: Five-Day Cancellation

Jordan Smith decided to cancel/withdraw and wrote a cancellation notification letter with an expected last date of attendance of July 5, signed and dated the letter, and mailed it to the Richmindale College office on July 5.

The mail took 7 calendar days to reach Richmindale's office. Richmindale received the mail on July 12. Since Jordan Smith's expected last date of attendance was July 5, which was within five calendar days after signing the enrollment agreement, and he sent the mail on or before the withdrawal date, Richmindale must refund him all monies paid amounting to $732 within 30 calendar days (by August 4). The refund amount includes the registration fee, the credit transfer evaluation fee, and the first monthly installment.

Refund Example 2: Cancellation More Than Five Days, But Prior to the Commencement of Classes

Jordan Smith decided to cancel/withdraw and sent a notification letter to cancel@richmindale.com via his registered email. The expected last date of attendance in the notification letter was July 7, which fell under cancellation of more than five days from signing of enrollment agreement, but prior to the commencement of classes scheduled on September 1, assuming there were no official holidays from July 1.

Based on this refund policy, Jordan Smith is entitled to a refund of all monies paid minus the registration fee of $100. Richmindale does not refund the software license that Jordan Smith bought from a third-party vendor.

Richmindale must refund Jordan Smith the amount based on the following calculation:

Description	Amount	Notes
Total initial payment	$ 732	Excluding $100[1] for software license from third-party.
LESS: Registration fee	— 100	
NET REFUND AMOUNT *Payable within 30 calendar days.*	**$ 632**	Amount to be returned to the student.

Refund Example 3: Refund After the Commencement of Classes

Jordan Smith attended the classes for the semester that started on September 1. After a few days of classes, he decided to cancel/withdraw and sent a notification letter to cancel@richmindale.com via his official email. The expected last date of attendance in the notification letter was September 14, which fell within the second week of classes from September 1.

Take note that the label used in the week column (first column) of the *Table of Charges and Refunds* is "Withdrawal AFTER". Since the withdrawal fell within the 2nd week of classes, the correct row to be used is Withdrawal AFTER "1st week", which has the equivalent percentage of 80% tuition to be returned to the Student minus the non-refundable fees.

Jordan Smith is entitled to a refund based on the following calculation:

Description	Amount	Notes
Total Tuition for the 15 credits enrolled in the current semester of 15 weeks, plus other fees. *See calculations in Notes.*	$ 1,845	Tuition = $100 *x* 15 credits = $1500. Registration fee = $100. Credit transfer fee = $75. Technology fee = $10 *x* 15 credits = $150. Library services fee = $20. Total = 1500 + 175 + 150 + 20 = $1845.
REFUND AMOUNT CALCULATION		
Tuition Amount based on Percentage of Tuition to be returned to the Student for the withdrawal AFTER 1st week = 80% of Total Tuition and Fees. See *Table of Charges and Refunds* for reference.	$ 1,476	Tuition to be returned = $1845 x 0.8 = $1476. Cancellation or withdrawal date fell within the 2nd week, so it means Withdrawal AFTER "1st week", which is 80% of tuition to be returned to the student, minus: Registration fee, Credit transfer evaluation fee, Technology fee, Library services fee.
LESS: Registration fee	— 100	
LESS: Credit transfer evaluation fee	— 75	
LESS: Technology fee	— 150	
LESS: Library services fee	— 20	
Total Refund Amount	**$ 1,131**	Percentage of Tuition to be returned to the student minus

		non-refundable fees.

Student Total Unpaid Amount for the enrolled courses in the current semester.		
Total Tuition and Fees for the 15 credits enrolled in the current semester of 15 weeks.	$ 1,845	Tuition = $100 *x* 15 credits = $1500. Miscellaneous Fee = $10 *x* 15 credits = $150.
Total Paid Amount	– 732	
Total Unpaid Amount	**$ 1,113**	Amount not paid yet based on the total tuition and fees.

Get Net Refund Amount		
Total Refund Amount	$ 1,131	
LESS: Total Unpaid Amount	– 1,113	
NET REFUND AMOUNT *Payable within 30 calendar days.*	**$ 18**	Amount to be returned to the student.

[1]In all cases, the software license purchased by Jordan Smith from a third-party vendor was not included in the refund calculations because it was purchased from a third-party vendor. Richmindale College does not purchase items on behalf of students and is not responsible for third-party purchases.

10.7. Arizona Student Tuition Recovery Fund (STRF)

The Arizona Student Tuition Recovery Fund (STRF) is established to provide relief to eligible students who suffer qualifying financial loss when an Arizona private postsecondary institution ceases operations. In the event of institutional closure, eligible Richmindale College students may seek recovery from the STRF subject to applicable Arizona statutes, State Board rules, filing procedures, and eligibility requirements. Students should consult the Arizona State Board for Private Postsecondary Education for the then-current STRF requirements and claim procedures.

10.8. Program Discontinuation, Teach-Out, and Institutional Closure

Richmindale College is committed to protecting students when it determines that an academic program, instructional offering, location, delivery arrangement, or the institution itself will be discontinued or materially changed in a manner that could affect a student's reasonable opportunity to complete an enrolled program.

Before implementing a discontinuation or closure, Richmindale will evaluate the effect on currently enrolled students and develop an appropriate student-protection and teach-out plan consistent with applicable law, Arizona State Board for Private Postsecondary Education requirements, accreditation requirements, contractual obligations, and institutional policy.

Depending on the circumstances, Richmindale may provide one or more of the following:

- Continued delivery of the affected program for a defined teach-out period;
- An internally revised completion pathway that preserves the student's ability to satisfy substantially equivalent program requirements;
- Transfer or teach-out arrangements with appropriately authorized institutions when available and educationally appropriate;

- Academic advising concerning available completion or transfer options;
- Timely notice of material changes affecting program completion;
- Applicable tuition adjustment, cancellation, or refund rights;
- Reasonable access to academic and administrative services during the teach-out period; and
- Secure preservation and continued availability of permanent academic records.

Richmindale will not knowingly enroll new students into a discontinued program when Richmindale cannot reasonably provide or arrange an appropriate opportunity for those students to complete the program.

Teach-out arrangements do not guarantee that another institution will accept Richmindale credits or admit a Richmindale student. Transfer decisions remain under the authority of the receiving institution.

When regulatory or accreditation approval, notification, or a formal teach-out agreement is required, Richmindale will complete the applicable process before implementing the change to the extent required by governing requirements.

In the event of institutional closure, Richmindale will designate or arrange for an appropriate custodian of permanent academic records and will provide students with available information concerning transcript access, teach-out or transfer options, refunds or applicable student-protection remedies, and relevant state or accreditor procedures.

11. School Term and Academic Calendar

Richmindale College uses a 15-week semester term. An academic year covers three (3) semesters, one (1) of which is optional: Spring semester, Fall semester, Summer semester (optional). The optional Summer semester is not considered in identifying student consecutive enrollment.

The Spring semester starts in January, the Fall semester starts in September, and the Summer semester starts in May.

11.1. Term Start and End Dates from Fall 2026 to Fall 2027

The following table contains the planned start and end dates of each semester from Fall 2026 to Fall 2027. Richmindale College may change these start and end dates. Students and applicants are notified of the changes at least 30 calendar days from the semester start date.

Term		Start Date	End Date	Notes
Fall	2026	Sep 7, 2026	Dec 20, 2026	Semester 1
Spring	2027	Jan 11, 2027	Apr 25, 2027	Semester 2
Summer	2027	May 10, 2027	Aug 22, 2027	Optional semester / break
Fall	2027	Sep 6, 2027	Dec 19, 2027	Semester 1

11.2. Vacation Periods and Holidays

Students have access to their online courses seven days a week including holidays. Richmindale College employees do not work on the following holidays:

New Year's Day	Labor Day
Martin Luther King Jr. Day	Columbus Day
President's Day	Veterans' Day
Memorial Day	Thanksgiving Day
Juneteenth Day	Christmas Day
Independence Day	

The above-mentioned vacation periods and holidays may change based on federal and/or state declarations. Richmindale College notifies students of the changes when it receives official announcements.

12. Course Enrollment Policies

12.1. Enrollment and Status Policy

Current Students

To identify the number of current students, Richmindale College considers those who are not cancelled or withdrawn from a program as current students after they have been accepted for admission to a Richmindale program, regardless of their status.

Conditionally Enrolled Students

Students approved to begin coursework before Richmindale College receives the required official prior education documentation are in Conditional Enrollment status. Conditional Enrollment is temporary, is limited to the period and credit maximum stated in the Admission Policy, and does not waive admission requirements. The student may not continue into a subsequent enrollment period while the required condition remains unresolved unless an authorized, documented exception is permitted by applicable law and Richmindale's policy. Failure to resolve the condition may result in a registration hold and Administrative Withdrawal after notice and an opportunity to respond. Completed Richmindale coursework and grades remain part of the permanent academic record.

No degree or other credential may be conferred, and a student may not progress beyond the published conditional enrollment period or credit limit, until Richmindale has received, authenticated, and approved the official documentation required to establish final admission eligibility, except where a different result is expressly required by applicable law.

Students whose program enrollment has ended through withdrawal, administrative withdrawal, academic dismissal, or another final status are returning students and must follow the applicable readmission and reenrollment process. They retain their existing Student ID and permanent academic record and are not treated as first time applicants solely because they are returning after a period of non-enrollment.

Maximum Program Completion Period

The Maximum Program Completion Period stated in a student Enrollment Agreement is a contractual calendar completion period equal to 150% or 1.5 times the normal published duration of the program. The maximum completion period is 6 years for bachelor's degree programs and 3 years for master's degree programs. This

calendar completion period is distinct from both the 15-week semester tuition/refund period and the Satisfactory Academic Progress maximum timeframe, which is measured by attempted semester credits under the SAP Policy.

A student may not continue enrollment beyond the Maximum Program Completion Period unless an authorized extension is permitted by applicable law and Richmindale's policy. Before withdrawing a student on this basis, Richmindale performs and documents a degree-completion review using the student's remaining requirements, prerequisite sequence, available future course offerings, approved leaves or interruptions, and remaining calendar time. A student is considered unable to complete within the contractual period only when the review establishes that completion by the applicable deadline is no longer reasonably possible under the published curriculum and enrollment limits. See the *Cancellation For Failure to Complete Within the Maximum Program Completion Period* section for more details.

Full-Time and Part-Time Status

To be considered full-time, students must be enrolled in a minimum of 12 credits for bachelor's degree and 9 credits for master's degree in each semester. Students who are enrolled in credits less than the minimum in each semester are considered part-time.

Reenrollment of Cancelled or Withdrawn Students

When a student's program enrollment ends through voluntary withdrawal, administrative withdrawal, academic dismissal, or another final status, a later return is handled through the applicable readmission process. Readmission is the institutional approval decision authorizing a former student to return; reenrollment is the subsequent administrative activation of a new or renewed program enrollment record after all conditions of readmission have been satisfied. A returning student retains the existing Student ID and permanent academic history and is not processed as a first-time new admission applicant.

Readmission Categories

New Admission: Applies only to an applicant who has never previously enrolled as a Richmindale College student.

Readmission: Applies to a former Richmindale College student seeking to return after the prior program enrollment ended.

Readmission After Academic Dismissal: Applies when the prior enrollment ended because of Academic Dismissal and requires enhanced academic review.

Readmission With Program Change: Applies when a former student seeks return in a different degree program. The student is a new entrant to that program, but not a new student of Richmindale.

Reenrollment: Occurs only after the applicable admission/readmission decision is approved and all conditions for activation of enrollment are completed.

Reenrollment After Academic Dismissal and Change of Program Policy

Academic Dismissal terminates the student's current program enrollment because the student failed to satisfy applicable academic progress requirements after the processes provided by the Academic Status and SAP policies. A dismissed student is not automatically eligible to return. The student must complete the *Readmission After Academic Dismissal* process. A student seeking a different program must additionally satisfy the *Readmission with Program Change* requirements.

A student who is academically dismissed ordinarily may not reenroll during the semester immediately following the semester in which dismissal becomes effective. The student may apply for readmission for a subsequent semester. Completion of the waiting period does not reset GPA, erase coursework, remove the dismissal, or restore SAP.

The Chief Academic Officer or designee may waive the one-semester waiting period for a student seeking readmission into a materially different program when a documented academic review concludes that the proposed program is appropriately different, the factors contributing to prior academic difficulty have been identified, and there is a reasonable basis to conclude that the student can make satisfactory academic progress in the new program. A waiver must be documented and applied consistently to similarly situated students.

The Chief Academic Officer or designee reviews the student's prior academic performance, the circumstances contributing to dismissal, differences between the former and proposed programs, the student's preparation for the new program, prior failed or repeated coursework, the student's explanation of what has changed, and any proposed Academic Success Plan. Richmindale may approve readmission, approve it with academic conditions, or deny the request. The decision and any conditions are documented in the student's academic record.

Readmission into a different program does not erase, expunge, reset, or alter the student's historical academic record. All prior Richmindale courses, grades, failing grades, withdrawals, repeated course indicators, and prior academic standing actions remain in the permanent academic record and on the transcript as required by Richmindale's Transcript and Student Records policies.

For purposes of the Satisfactory Academic Progress calculation for the newly approved program, Richmindale determines which prior Richmindale courses and credits apply to the requirements of the new program. Prior coursework that does not apply to the new program is excluded from the new program's qualitative SAP GPA, pace, and maximum-timeframe calculations. Prior coursework that is accepted, required, substituted, or otherwise applied toward the new program is included in the new program's SAP calculation in accordance with the Grading, Course Repeat, Failed Course, Transfer Credit, and SAP policies.

A student may not avoid the academic effect of a prior failed or repeated course by changing programs when that course applies to the new program. All applicable attempts count as attempted credits for SAP pace and maximum timeframe. Earned credit is counted only once. When the same institutional course has been repeated, only the highest grade is used in the applicable SAP GPA under the Course Repeat Policy, while every attempt remains visible in the permanent academic record and transcript.

A student readmitted into a different program following academic dismissal is placed in Reenrollment - Academic Monitoring status for the first semester unless the Chief Academic Officer approves another documented status consistent with the SAP Policy. Reenrollment - Academic Monitoring is an institutional academic support designation. The student may be required to follow an Academic Success Plan, receive academic advising, carry a reduced course load, repeat specified courses, use tutoring or other academic-support services, or satisfy other reasonable measurable conditions.

At the end of the first semester in the new program, and at every regular SAP evaluation thereafter, the student is evaluated under the SAP standards applicable to the new program. If the student satisfies the applicable cumulative GPA, pace, and maximum timeframe requirements, the student is placed in Good Standing. If the student does not satisfy those requirements, the Academic Warning, Academic Dismissal, Academic Probation, and appeal provisions of the SAP Policy apply as appropriate.

A change of program may not be used to circumvent academic dismissal, SAP requirements, maximum timeframe requirements, course repeat limitations, or other academic standards. A student who seeks another program change after a post dismissal readmission, or who has been academically dismissed from more than one program, must obtain written approval from the Chief Academic Officer. Approval may be denied when the academic record does not support a reasonable likelihood of successful completion.

Richmindale retains documentation of the prior dismissal, the readmission request, the academic review and decision, the courses determined to apply or not apply to the new program, the resulting SAP calculation, and any Academic Success Plan or other conditions. This policy is applied consistently to similarly situated students.

Richmindale may place lawful financial holds and restrict services only to the extent permitted by applicable law. Official transcript withholding or release restrictions are applied only to the extent permitted by applicable federal and state law. Financial obligations do not erase completed coursework, earned grades, or permanent academic records.

12.2. Course Load Policy

Students enrolled in a bachelor's degree may take up to 18 credits per semester. Students enrolled in master's degree may take up to 12 credits per semester. Increased course loads require the prior approval of the Chief Academic Officer or a designee. Students are required to spend one hour of instruction and two hours of outside preparation per week for every credit hour enrolled.

12.3. Course Add/Drop Policy

A student may request to drop a course and/or add another course during the first two weeks of class online on *RSIS Student > Enrollment*, or copy and paste the link www.richmindale.com/rsis/enrollment. Requests are reviewed on an individual basis, subject to academic and enrollment requirements. A course dropped within the published two-week add/drop period is removed from the student's active registration and does not appear on the academic transcript. After the add/drop period ends, discontinuance of a course is treated as a course withdrawal under the applicable withdrawal, grading, attendance, SAP, and refund policies and is recorded with the published nonpunitive withdrawal notation when applicable. A Richmindale-initiated Administrative Withdrawal is separately governed by the Administrative Withdrawal Policy and is not treated as an add/drop transaction. Students should consult their Academic Adviser before changing enrollment because course changes may affect prerequisites, SAP pace, completion time, tuition, and refunds.

12.4. Course Repeat Policy

Richmindale College permits a student to repeat a previously attempted course when the student earned a failing grade, when a higher grade is required to satisfy a prerequisite or program requirement, or when the student seeks to improve a previously earned passing grade. This Course Repeat Policy applies to both failed and passed courses. Unless an exception is approved in writing by the Chief Academic Officer or designee for documented extenuating circumstances, a course may be attempted no more than four total times, consisting of the original attempt and up to three repeat attempts. All repeat attempts remain subject to prerequisite rules, the student's academic standing, the Satisfactory Academic Progress (SAP) Policy, the 150% maximum timeframe, and any applicable enrollment limitations.

Every institutional attempt is retained as part of the student's permanent academic record. The official and unofficial transcript identifies each institutional attempt and the grade earned for that attempt. A repeat notation is used to distinguish repeated coursework. For the institutional cumulative GPA, only the highest grade earned in the repeated course is included; lower grades from prior attempts are excluded from the institutional GPA but are not erased from the permanent academic record or transcript. Credit for a successfully completed course is awarded only once, even if the course is repeated.

For quantitative SAP calculations, every attempt of a repeated course counts in attempted credits. A repeated course counts in earned credits only once, after successful completion. For qualitative SAP, the institutional cumulative GPA

uses the highest grade in accordance with this policy. Repeated attempts also count toward the maximum timeframe. Students are responsible for tuition and applicable fees for each repeat enrollment unless a separate written institutional policy provides otherwise.

12.5. Failed Course Policy

A final grade of F is a failing grade. A failed course earns no academic credit and is included in the student's permanent academic record and transcript. An F is included in the institutional GPA at 0.00 grade points unless and until the course is repeated and a higher grade becomes the grade used in the institutional GPA under the Course Repeat Policy. For SAP, a failed course counts as attempted credits but not earned credits, and therefore affects both the qualitative and quantitative measures of progress.

A student who fails a course that is required for the student's program must repeat that course and earn a passing grade before the course requirement is considered satisfied. If the failed course is a prerequisite, the student may not enroll in a course that requires it until the prerequisite is successfully completed, unless the catalog or an approved academic exception expressly permits concurrent enrollment.

If a failed course is not specifically required and the approved program curriculum permits an alternative course to satisfy the same requirement, the student may repeat the failed course or complete an approved substitute. The failed attempt remains on the permanent academic record and continues to be treated as attempted but not earned credits for SAP. A substitute course does not remove the original F from the transcript or institutional academic history.

Students with one or more failing grades are reviewed under the Satisfactory Academic Progress Policy at the end of the evaluation period. A failing grade does not automatically result in dismissal by itself; academic standing is determined from the cumulative GPA, pace of completion, maximum timeframe, and any other applicable academic requirements. Students should consult their Academic Adviser before repeating a failed course because repeated attempts may affect program sequence, completion time, tuition, and SAP.

13. Program and Course Delivery

13.1. Course Format and Access

The degree programs of Richmindale College use an online method of course delivery in which the Internet is primarily used as the medium of communication. Richmindale uses Internet-based technologies such as Learning Management Systems (LMS), video conference, voice-over-IP (VoIP) calls, electronic mail (email), videos, electronic books (e-books), and similar technologies to provide course instructions and instructional materials to students. Students must have access to a computer with an Internet connection when required to access course instructions and materials, coursework, assessments, and grades; interact with Richmindale College faculty and administration staff; and provide feedback.

Before starting coursework, students are provided with orientation materials, which introduce them to the online learning platform, student resources, and the process for successfully completing their online courses. These materials are available on www.richmindale.com/students/orientation.htm.

Students can access their course activities and materials on the Learning Management System at any time and any place with an Internet connection.

Students can interact with Richmindale faculty and administration staff online during office hours. Richmindale provides online Student Success services to support students of different time zones. See the *Student Success* section

under *Student Services* for more details about the Student Success services.

Students must note that some course activities have access expiration dates due to submission deadlines.

13.2. Academic Credit, Course Delivery Types, and Student-Work Expectations

Richmindale College awards semester credit based on demonstrated student learning and an amount of student work consistent with generally accepted higher-education practice and applicable accreditation requirements. One semester credit represents learning outcomes normally achieved through approximately 45 hours of student work, consisting of approximately 15 hours of academic engagement and 30 hours of preparation, applied practice, study, research, project development, or other academically appropriate work. Accordingly, a three-credit course normally represents approximately 135 hours of student work, a four-credit course approximately 180 hours, and a five-credit course approximately 225 hours.

Academic engagement may occur synchronously or asynchronously and may include faculty-directed instruction, substantive instructor-facilitated discussion, interactive learning activities, laboratories and simulations, supervised or faculty-guided projects, assessment activities, individualized faculty feedback, research or project conferences, presentations, capstone supervision, and other academically appropriate activities through which students engage with course content and qualified instructional personnel.

Course activities may emphasize different pedagogical formats, including lecture/discussion, laboratory or applied practice, programming/project work, and capstone or other culminating experiences. The distribution of academic engagement and preparation may vary according to the nature and learning outcomes of the course; however, the total expected student work and level of learning must support the semester credits awarded. Laboratory and applied courses include structured activities that require students to demonstrate skills, methods, analysis, design, experimentation, simulation, coding, development, or other discipline-appropriate performance. Capstone courses require students to integrate and apply prior learning through a substantial project, research or evidence-based inquiry, faculty guidance and feedback, and formal evaluation of the final work.

For every credit-bearing course, Richmindale maintains course-level documentation supporting the credits awarded. Documentation identifies the CLOs, expected student-work hours, academic engagement activities, preparation and applied-work expectations, assessments, and relationship between the workload and the achievement expected at the applicable degree level. Credit-hour assignments are reviewed through the curriculum review and approval process and are revised when course content, learning outcomes, delivery methods, or workload materially change.

13.3. Credit Hour Policy

Richmindale College awards semester credit hours based on the amount of academically engaged learning reasonably required to achieve the stated course learning outcomes. One semester credit hour represents approximately one hour of direct or faculty-directed academic engagement and a minimum of two hours of additional student academic work each week for approximately 15 weeks, or an equivalent amount of academic work over a different period.

In distance education courses, academically engaged learning may include faculty-directed instruction, interactive learning modules, readings accompanied by required academic activities, faculty-student interaction, discussion activities, research, projects, laboratory or simulation activities, problem solving, examinations, assignments, and other academically substantive activities appropriate to the course.

Credit-hour assignments are established through curriculum review and are periodically evaluated to confirm that course content, learning outcomes, instructional activities, assessments, and expected student workload are

appropriate to the number of credits awarded.

13.4. Faculty and Instruction

Courses are facilitated by qualified faculty and subject-matter experts whose academic preparation and professional experience are appropriate to the discipline and level of instruction. Faculty provide instruction, facilitate academic interaction, evaluate student work, give substantive and timely feedback, monitor academic progress, and initiate support or intervention when student performance or engagement indicates a need. Students are evaluated through course participation, assignments, projects, examinations, laboratories or applied activities, and other assessments identified in the syllabus. Individual communication and feedback are provided through the learning management system, approved videoconferencing tools, email, or other College-authorized academic channels.

Students help Richmindale College continuously improve through student performance assessments, and the completion of end of course and faculty evaluations.

Faculty Response Time

Faculty and academic support staff are available during office hours. See the *Faculty and Staff Office Hours* section under *Office Hours and Contact Information* for more details about office hours.

Richmindale College offers online Student Success services designed to offer students support during office hours. See the *Student Success* section under *Student Services* for more details about the Student Success services.

The minimum expectation for faculty response time to student inquiries and submissions is as follows:

Submission	Response Number of Days
Questions	1
Academic Postings	3
Course Projects	7
Final Course Exams	7
Capstone Projects	7

13.5. Instructional Model

The goal of Richmindale College is to provide high-quality educational experience to students through online learning.

The instructional model is as follows:

- Each student progresses through the program within cohorts.
- All instruction is provided in English.
- The course offering is structured into three 15-week semesters per year, with the Summer semester being optional, and approximately 2 weeks break between semesters.
- The course duration is 15 weeks. Students are required to participate in discussion boards, submit project assignments, and take exams in an asynchronous manner. Midterm and final exams are synchronous and are scheduled based on certain dates that are agreed by the students and faculty. These exams are proctored and require student identity verification.

- Students are provided with course study plans and learning resources through the learning management system. Richmindale instructors are available to guide students with their course requirements and students may communicate with their instructors about their queries. Richmindale also provides an option for students to attend online face-to-face meetings with their course instructors.

13.6. Regular and Substantive Interaction in Distance Education

Richmindale College designs and delivers its distance education courses to provide regular and substantive interaction between students and qualified instructors throughout each course. Instructor interaction is an integral part of the educational experience and is planned, predictable, academically meaningful, and appropriate to the course content, learning outcomes, level of study, and student needs.

Substantive interaction may include direct instruction; individualized or substantive feedback on assignments, projects, examinations, and other assessments; instructor-facilitated academic discussions; responses to student questions concerning course content; academic guidance related to achievement of course learning outcomes; review and discussion of student work; synchronous or asynchronous instructional activities; and other faculty-led teaching and learning activities.

Richmindale instructors regularly monitor student academic engagement and progress and initiate appropriate academic contact when a student demonstrates signs of disengagement, difficulty, inadequate progress, or a need for additional instructional support. Students are also provided with reasonable and predictable opportunities to interact with instructors concerning course content and academic performance.

Automated messages, system-generated notifications, passive access to instructional materials, or student-to-student interaction without meaningful instructor involvement do not, by themselves, satisfy Richmindale's expectations for substantive instructor interaction.

Richmindale maintains appropriate evidence of instructor-student interaction through the Learning Management System, Student Information System, institutional communication systems, instructional records, faculty activity records, or other approved systems. Academic Affairs periodically evaluates the implementation and effectiveness of regular and substantive interaction as part of faculty supervision, course review, student-support monitoring, and institutional effectiveness activities.

13.7. Attendance and Participation Policy

Instruction takes place in a synchronous or asynchronous manner. Richmindale College determines attendance and academic engagement in distance education courses through documented participation in academically substantive course activities. Merely logging into the learning management system, opening a course page, accessing instructional material, receiving automated communication, downloading a file, or remaining registered in a course does not, by itself, constitute academic attendance.

Richmindale requires regular academic engagement on each enrolled course. Students are normally expected to demonstrate academic engagement on at least two separate days during each week (Monday through Sunday), unless a course schedule or approved accommodation specifies otherwise.

Students can log in to the online learning management system and student portal at any time of the day or week. Discussion boards close at the end of each week—after 11:59 p.m. on Sunday evening (Phoenix, Arizona time zone). Once closed, students can view all posts, but they do not have the ability to make additional posts. Only substantive comments made on the discussion boards contribute towards a student's participation grade.

Student participation is based on the students' engagement in a course through the Richmindale online learning management system. Academic engagement may be demonstrated through activities such as:

- submitting an assignment, project, laboratory activity, examination, quiz, or other academic assessment;
- participating in an instructor-facilitated academic discussion or other required interactive learning activity;
- engaging in synchronous or asynchronous instruction in a manner that produces evidence of academic participation;
- communicating with an instructor about course content, assignments, academic performance, or achievement of course learning outcomes;
- completing a faculty-directed laboratory, simulation, programming activity, research activity, problem-solving exercise, presentation, or other required academic task; or
- completing another academically substantive activity designated in the course and documented through an institutionally approved system.

The student's Last Date of Academic Engagement is the most recent date on which Richmindale can document participation in a qualifying academically related activity. This date may be used for attendance monitoring, administrative withdrawal, academic record purposes, refund calculations, or other institutional and regulatory purposes as required by applicable policy and law.

Richmindale monitors academic engagement throughout each course. When a student fails to demonstrate required engagement, Richmindale may initiate outreach, academic advising, intervention, attendance warning, registration restriction, or administrative withdrawal in accordance with published policies. Attendance determinations are based on documented academic activity rather than solely on system access records.

13.8. Extended Non-Participation Policy

Students who are not academically engaged for a period of 14 calendar days may be required to meet with their Academic Adviser to develop a plan for the immediate resumption of their studies, including reengagement with course learning resources and instructor-directed activities.

Students who have no documented qualifying academic engagement for 30 consecutive calendar days are subject to Richmindale's Administrative Withdrawal process, including applicable notice and opportunity to respond. The effective date used for academic, financial, refund, or regulatory purposes is determined under the applicable Richmindale College policy and governing requirements.

13.9. Curriculum Development and Review

Academic programs and courses are developed, reviewed and approved through a documented process led by qualified faculty and academic leadership. Reviews consider Richmindale's mission and Institutional Learning Outcomes; credential level; Program Learning Outcomes and Course Learning Outcomes; appropriate sequencing and prerequisites; disciplinary and professional expectations; current knowledge, technology, and practice; distance-education pedagogy; academic credit and student-work expectations; learning resources; assessment results; student achievement and survey results; faculty input; and recommendations from the appropriate external Programmatic Advisory Board members. Richmindale College actively seeks student feedback and opinions about its curriculum, faculty, staff, policies, and procedures.

Programs undergo formal periodic review on a scheduled cycle, and course content and learning resources are reviewed at least annually for currency, accuracy, adequacy, accessibility, and relevance. Material curricular changes are documented, academically approved, implemented in a controlled manner, and evaluated after implementation. Faculty and academic leadership retain primary responsibility for academic content, instructional design,

assessment, and the integrity of credentials awarded.

13.10. Outcomes Assessment and Continuous Improvement

Richmindale College uses a systematic outcomes-assessment process to determine whether students achieve stated ILOs, PLOs, CLOs, and general education outcomes. Richmindale establishes measurable outcomes and achievement benchmarks; maps outcomes to curriculum and assessments; gathers direct evidence of student learning and appropriate indirect evidence; analyzes results at course, program, and institutional levels; identifies strengths, gaps, and improvement priorities; implements documented improvement actions; and evaluates whether those actions improved student learning or educational effectiveness.

Direct evidence may include examinations, projects, laboratory or applied work, research assignments, presentations, portfolios, and capstone products evaluated with approved criteria or rubrics. Indirect evidence may include student, graduate, employer, faculty, and advisory board feedback when appropriate. Results and improvement actions are reviewed by responsible faculty and academic leadership and are reported through Richmindale's institutional effectiveness process. These processes are documented and implemented through Richmindale 's institutional Outcomes Assessment Plan, which identifies assessment measures, achievement benchmarks, responsible parties, assessment schedules, reporting requirements, improvement actions, and follow-up evaluation. Students are encouraged to review the Outcomes results for the most recent year.

13.11. Capstone and Culminating Assessment

Each Richmindale College degree program includes a culminating capstone experience that requires students to integrate and apply learning from across the program to a substantial discipline-appropriate problem, project, research question, or professional task. Capstone work includes faculty guidance and substantive feedback, research or evidence-based inquiry as appropriate, development and revision of the project, and formal evaluation of the completed work.

Capstone performance serves as a principal source of direct evidence for designated PLOs and ILOs. Each program maintains an approved capstone rubric or equivalent evaluation method mapped to those outcomes, establishes achievement benchmarks, aggregates and reviews capstone results, and uses findings in program assessment and continuous improvement.

13.12. Evidence of Academic Quality Implementation

Richmindale College maintains appropriate documentary evidence demonstrating implementation of its academic policies, educational standards, and institutional quality-assurance processes. The publication of a policy, standard, learning outcome, or procedure in this Catalog does not substitute for documented implementation, monitoring, evaluation, and continuous improvement.

Evidence maintained by Richmindale includes program, course, policy, or institutional function being evaluated, curriculum and course approval records; ILO-PLO-CLO curriculum maps; course syllabi; course credit-hour and student-work justification records; faculty qualification and course assignment documentation; learning resource reviews; instructor-student interaction records; student academic-engagement records; assessment instruments and rubrics; representative student work; aggregated course, program, general education, and institutional learning outcome results; capstone assessment results; student-achievement data; Programmatic Advisory Board recommendations; faculty and academic-review records; documented improvement actions; and evidence evaluating the effectiveness of implemented improvements.

Academic Affairs, faculty, institutional effectiveness personnel, and other responsible institutional offices review and

maintain evidence appropriate to their assigned responsibilities. Records are retained in accordance with applicable institutional record-retention requirements and are made available for internal review and, when required, for authorized regulatory or accreditation evaluation.

Richmindale evaluates academic quality implementation through its institutional effectiveness process on an ongoing basis, with a formal documented review conducted at least annually and additional reviews conducted as warranted by assessment results, curricular changes, regulatory requirements, or accreditation requirements. When evidence identifies deficiencies, inconsistencies, or opportunities for improvement, Richmindale documents appropriate corrective or improvement actions, assigns responsibility, establishes reasonable implementation timelines, and subsequently evaluates the effectiveness of those actions.

14. Student Services

14.1. General Services

Richmindale College provides support to students related to the school's methods, policies, and procedures; student career path guidance; online learning requirements; administrative support; and all other general services that are beneficial to enhance the experience of the students.

Students enrolled at Richmindale College become part of the Richmindale community with faculty and staff who are united under one goal: student success. The Student Services Office is available during office hours to assist students with general questions and administrative or accessibility issues. The Student Services team helps students resolve issues, listens to student issues and concerns, and makes recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which students can express their views, and those views in turn inform the decisions we make. The Student Services team assists students with unresolved concerns to find equitable resolutions.

To contact the Student Services team, use the contact form on Richmindale's website on www.richmindale.com/contact. Representatives are available Monday through Friday from 9:00 a.m. to 6:00 p.m. and Saturday from 9:00 a.m. to 12:00 p.m. (Phoenix, Arizona time zone). Richmindale office is closed on Sundays. Richmindale offers support during office hours. See the *Student Success* section below for more details.

Richmindale has a commitment to the educational goals of a regional, national, and international student population. This supports students to live and learn in an environment that fosters a supportive and caring community. Academic advising makes every attempt to meet the needs of Richmindale's globally diverse students through various programs designed to enhance the experience of all students.

14.2. Change of Contact Information

Students who need to change any of the following contact information are required to send an official email to students@richmindale.com. After receiving the request, Richmindale College sends an email response to schedule an online student identity verification. Students must show their face, valid identification and proof of change (if applicable) via online video conference during identity verification. Richmindale updates the student contact information after successful student identity verification.

- Email Address (Email activation is required.)
- Student Name (proof is required.)
- Mailing Address

Students who want to change any other contact information not mentioned in the above list may make the changes through the Student Portal.

14.3. Website

The Richmindale College website, www.richmindale.com, provides students with up-to-date information about Richmindale's important updates, academic programs, and student events.

14.4. Alumni Services

As graduates of Richmindale College, alumni are entitled to valuable benefits including discounts on subsequent degree programs, access to Richmindale social communities, and many more.

14.5. Ordering Official Transcripts

Students may request official transcripts by completing an official transcript request on Richmindale's website at *RSIS > Student > Transcripts > Request*, or copy and paste the link www.richmindale.com/rsis/registrar/transcript in a web browser. A transcript request fee may apply. See the *Other Fees* section under *Tuition and Fees* for more details about transcript request charges. See the *Transcript Request Policy* section for more details on how to request copies of transcripts.

Students may download their unofficial transcripts via the Student Portal at any time.

14.6. Career and Employment Services

Richmindale College does not guarantee employment to any applicant as a condition of their application, acceptance, or attendance in any program.

14.7. Academic Advisement

Richmindale College has supportive faculty and staff members who work with each student to help support the student's success at Richmindale. An Academic Adviser is assigned to each student, upon enrollment, as the student's point of contact for any academic and administrative support and service requirements, including assistance in resolving issues related to the student's enrollment, program, and/or courses. The Academic Advisers are available during office hours through the learning management system messaging function, email, or video conference. The Academic Advisers also monitor their assigned students' academic performance, encourage students to achieve their academic goals, provide students with an available point of contact for academic and administrative direction, assist students in course enrollment and scheduling, help students develop a degree-completion plan, and clarify policies and procedures.

14.8. New Student Orientation

Richmindale College provides orientations for all new students, including walkthrough of the learning management system and student portal. Richmindale also provides orientation materials to students. These materials are available on Richmindale's website at www.richmindale.com/students/orientation.htm.

14.9. Student ID Card

Students may request a digital Student ID card on *RSIS > Student > Student ID Card > Request*, or copy and paste the link www.richmindale.com/rsis/student/studentid in a web browser. A full-face and front-view head shot with a plain background photo must be included with the request. No photos using filters will be accepted.

14.10. Graduation Ceremony

Richmindale College may hold an annual commencement ceremony in May. The annual commencement ceremony may be changed or cancelled based on the number of graduating students. Commencement ceremony information is made available on the Richmindale College website at least 60 calendar days before the event and eligible students are notified via email. Students who are within 6 credits of completing their program at the time of the RSVP deadline may participate in the commencement ceremony.

14.11. Student Portal

Richmindale College students use the Student Portal as a self-service resource center. The Student Portal provides one location for students to access their program curriculum plan, payment history, register for courses, and connect with their Academic Adviser. Students also use the student portal to access online classrooms. Some of the important services available in the Student Portal include:

- Enroll in courses
- Access the orientation materials and guides
- Access the library of academic resources
- Download copies of unofficial transcripts
- View student ledger
- Generate financial receipts
- Update contact information

14.12. Student Success

Richmindale College offers online Student Success services designed to offer students support during office hours. Within the Learning Management System, students have access to the Student Resource Hub. There, students can access links to videos and articles to support them with all types of academic and non-academic issues. Some of these resources include mental health tips, study guides, writing and APA formatting help, stress management ideas, and help with time or money management. Faculty and staff are always adding new resources to the Hub, so check back there frequently.

Additionally, Richmindale provides students with departmental contact information, links to schedule an appointment with an Adviser, registration help, and technical support. The Student Success services are available at www.richmindale.com/rsis/services/success.

14.13. Library Services

Richmindale College uses LIRN, a third-party Library and Librarian Solution company, to provide comprehensive library resources and librarians to ensure that all faculty and staff are knowledgeable about library resources. LIRN

has numerous online resources from a wide variety of vendors (inclusive of databases containing articles from peer reviewed periodicals, eBook collections, video collections, or interactive applications). Richmindale has selected resources relevant to the degree programs that it offers. LIRN's resources are intended for use in higher education to promote academic study, research and growth, including all areas of General Education. Richmindale is supported by a team of LIRN Librarians who have earned a Master's degree in Library Science (MLS), Librarianship, or Library and Information Studies (MLIS) from a program accredited by the American Library Association (ALA). LIRN's librarians are not faculty and/or staff of Richmindale College. LIRN *Librarians provide library support for 118 hours of each week, Monday through Friday, 6am to Midnight EST and Saturday and Sunday 10am to Midnight EST*.

Richmindale evaluates the adequacy, currency, accessibility, accuracy, and relevance of learning resources at least annually and as part of curriculum review. Faculty and academic leadership review required textbooks, readings, databases, software, simulations, media, library resources, and other materials to confirm that they support course and program learning outcomes. Needed additions, replacements, accessibility improvements, or other changes are documented and tracked through the applicable academic-quality process.

Richmindale's library links are available online at www.richmindale.com/library.htm. To directly access LIRN's library services, visit https://proxy.lirn.net/RichmindaleCollege.

15. Academic Policies

The academic policies of Richmindale College provide guidance on how academic transactions and situations must be handled based on standard practices. These policies apply to Richmindale College faculty, staff, and students who are involved in academic activities.

15.1. Academic Status

Academic standing is determined at the end of each semester after final grades are posted and the Satisfactory Academic Progress (SAP) calculation is completed. To remain in Good Standing, undergraduate students must maintain a cumulative institutional GPA of at least 2.0 and graduate students must maintain a cumulative institutional GPA of at least 3.0, and all students must meet the 67% pace-of-completion requirement and remain within the 150% maximum timeframe described in the SAP Policy.

Good Standing: The student meets all applicable SAP standards and may continue enrollment subject to all other institutional requirements.

Academic Warning: A student who fails the cumulative GPA or pace requirement at the end of an evaluation period is placed on Academic Warning for the next semester. No appeal is required for the warning semester. The student is notified in writing and is expected to work with Academic Advisement on corrective actions.

Academic Dismissal: A student who, after the Academic Warning semester, still fails to meet the applicable cumulative SAP standards, or who cannot mathematically complete the program within the maximum timeframe, is subject to Academic Dismissal and loss of enrollment privileges. The student is notified in writing and may appeal as provided in the SAP Policy.

Academic Probation: A student whose SAP dismissal appeal is approved is placed on Academic Probation for one semester and must comply with an Academic Success Plan when required. At the end of probation, the student must either meet the standard SAP requirements or satisfy the specific measurable requirements of an approved Academic Success Plan that is designed to return the student to SAP within a defined period.

Readmission after academic dismissal is not automatic. The ordinary process is: Academic Dismissal becomes final;

the student completes the applicable waiting period unless a documented exception is approved; the student submits a Readmission After Academic Dismissal application and supporting academic-success information to dismissal@richmindale.com; Richmindale conducts an academic review; Richmindale issues a written approval or denial; and, if approved, the student completes the reenrollment requirements and a new or renewed program enrollment record is activated. Readmission does not itself restore Good Standing. If readmitted to the same program, SAP continues to reflect applicable academic history in that program. If approved for a different program, prior coursework is treated under the Readmission with Program Change and SAP policies. The complete historical academic record remains preserved.

15.2. Administrative Withdrawal

Administrative Withdrawal is initiated by Richmindale College to terminate a student's course or program enrollment for a published administrative, enrollment, attendance/academic-engagement, procedural, or other non-SAP reason. Administrative Withdrawal is distinct from Academic Dismissal. Academic performance deficiencies governed by the SAP and Academic Status policies are handled through Academic Warning, Academic Probation when an appeal is approved, and Academic Dismissal rather than by using Administrative Withdrawal to bypass the SAP process. Administrative Withdrawal may apply, as appropriate, when a student fails to complete required registration or conditional-enrollment documentation, fails to return from an approved Leave of Absence, fails to meet published academic-engagement requirements, or otherwise fails to satisfy a published administrative enrollment condition. Serious misconduct is handled under the Conduct/disciplinary policies when those policies apply.

When Administrative Withdrawal is proposed, Richmindale sends written notice stating the reason, proposed effective date, relevant policy, and method for responding. The student ordinarily has 7 calendar days from the notice date to dispute the action or provide information to withdraw@richmindale.com unless immediate action is necessary for safety, legal, regulatory, or other compelling reasons. The Chief Academic Officer or designee makes the final determination. If the action becomes final, the student's academic record, refund calculation, and SAP treatment are determined under the applicable published policies. Administrative Withdrawal does not automatically impose the one-semester waiting period applicable to Academic Dismissal. A former student may seek readmission when the condition causing the Administrative Withdrawal has been resolved, subject to any specific restriction imposed by another policy or final disciplinary action.

15.3. Grading Policy

Richmindale College measures student academic performance through published grading criteria and course-specific assessment methods. Faculty members or other qualified academic evaluators grade student work through the learning management system and/or student portal. Grades are assigned consistently with the course syllabus, published rubrics or grading criteria, and institutional academic policies.

Term GPA is the grade point average for institutional courses whose final grades are included in GPA calculations for a particular semester. Cumulative institutional GPA is the grade point average for all Richmindale College coursework included in GPA calculations under this policy. Accepted credit transfers are excluded from the institutional GPA. When a course is repeated, only the highest grade is included in the institutional GPA, while all attempts remain on the permanent academic record and transcript.

For SAP purposes following an approved change of program, the SAP GPA may differ from the transcript cumulative institutional GPA because the SAP GPA includes only institutional coursework applicable to the student's current program, as specified in the SAP Policy. Excluding nonapplicable prior coursework from the new program's SAP calculation does not remove that coursework or its grades from the permanent academic record or transcript.

Final course grades are normally submitted by faculty within 5 business days after the scheduled end of the semester. Students can view posted grades through the learning management system and/or student portal. Grade reports and transcripts are maintained in accordance with the Student Records and Transcript policies.

Grading Scale

The following grading scale is adopted for use in all courses, except those that are transferred from other institutions.

Grade	Equivalent	Grade Points	Grade Scale
A	Excellent	4.00	90 to 100
B	Good	3.00	80 to 89
C	Fair	2.00	70 to 79
F	Fail	0.00	0 to 69
W	Student-Initiated Withdrawal	Not applicable	-
AW	Administrative Withdrawal	Not applicable	-
I	Incomplete	Not applicable	-
T	Transfer Credit Accepted[1]	Not applicable	-
R	Repeat indicator (not a grade)[2]	Not applicable	-
*	Identifies repeated coursework / grade used in GPA[2]	Not applicable	-

[1] In accordance with the Credit Transfer Policy. [2] In accordance with the Course Repeat Policy.

Grading Criteria

A = Excellent

The student demonstrates an advanced knowledge of all the content and skills presented in the course and uses professional or personal experience to contribute to class knowledge in a unique and insightful manner. The student has excellent writing skills and participates actively in all aspects of the learning process.

B = Good

The student demonstrates knowledge of most of the content and skills presented in the course and often uses relevant professional or personal experience to contribute to class knowledge. The student has very good writing skills and participates frequently in the online classroom.

C = Fair

The student demonstrates enough knowledge of the content and skills presented in the course and applies relevant professional or personal experience to class topics. The quality and quantity of work presented by the student on course assignments in participation forums are acceptable.

F = Fail

The student has not demonstrated the minimum level of achievement required for successful course completion. A grade of F earns 0.00 grade points and no academic credit. It is included in the institutional GPA and counts as

attempted but not earned credits for SAP. A failed required course must be repeated in accordance with the Failed Course Policy and Course Repeat Policy.

W = Withdrawal

A grade of W is assigned when a student officially withdraws from a course after the add/drop period and before course completion, in accordance with the applicable withdrawal policy. W carries no grade points and is not included in the institutional GPA. It remains on the permanent academic record and transcript and counts as attempted but not earned credits for SAP pace and maximum-timeframe calculations.

AW = Administrative Withdrawal

A grade of AW is assigned when Richmindale administratively withdraws a student from a course after the add/drop period under an applicable institutional policy, such as sustained nonparticipation, an unresolved enrollment/prerequisite issue, or a conduct-related action. AW carries no grade points and is not included in the institutional GPA. It remains on the permanent academic record and transcript and counts as attempted but not earned credits for SAP pace and maximum-timeframe calculations.

I = Incomplete

A student may request an Incomplete (I) when circumstances beyond the student's reasonable control prevent completion of remaining course requirements by the scheduled end date and the student has otherwise participated sufficiently for the instructor to determine that completion within a limited extension is academically reasonable. The student must submit the Incomplete request through the Richmindale website at *RSIS > Student > Grade > Request Incomplete*. Approval is at the discretion of the instructor in accordance with institutional criteria. Unless a documented exception is approved, all remaining work must be completed within 4 weeks after the scheduled course end date. An I carries no grade points while pending. For SAP, the course counts as attempted but not earned until the final grade is posted. When the final grade replaces the I, Richmindale recalculates GPA and SAP as appropriate. Failure to complete the approved remaining work by the deadline results in the final grade earned from the coursework completed under the course grading formula. The permanent academic record maintains an auditable history of the incomplete and subsequent final grade.

T = Transfer Credit Accepted

Accepted transfer credits are recorded with a T or other designated transfer notation. Transfer grades are not included in the institutional GPA. Accepted transfer credits that apply to the student's program count as both attempted and earned credits for SAP pace and count toward the maximum timeframe.

R = Repeated Course

R is an administrative repeat indicator, not a replacement grade. The original grade earned for every institutional attempt remains visible on the permanent academic record and transcript. A repeat indicator and/or the asterisk symbol identifies repeated coursework and the attempt whose grade is used in the institutional GPA. Only the highest grade earned in the repeated course is included in the cumulative institutional GPA; all attempts count as attempted credits for SAP, and earned credit is awarded only once.

Grade Challenges

A student may challenge a final course grade if there is clear and credible evidence of arbitrary or unprofessional grading. Individual assignment grades must be handled between the student and the faculty member for the course.

The following policies and procedures apply to all grade challenges:

1. If a student believes that the final course grade is the result of an arbitrary or unprofessional grading by the course instructor, the student may dispute the grade by sending an email to the instructor within 7 calendar

days of the final grade being posted. A copy of the communication should be preserved.

2. If a satisfactory solution cannot be found, the student may challenge the grade within 21 calendar days of the final grade posting date by submitting a challenge form on Richmindale's website at *RSIS > Student > Grade > Challenge*, or copy and paste the link www.richmindale.com/rsis/student/grade/challenge in a web browser. Click the New button to create a new challenge. Upon submission of the challenge form online, a notification email is sent to the student to acknowledge the receipt of the challenge. The challenge may be sent via email to grievance@richmindale.com.
3. The Chief Academic Officer or a designee makes the final determination after reviewing all related documentation and consulting with both the student and the faculty member.
4. The student is notified via email of the decision of the Chief Academic Officer or a designee within 10 business days from the challenge submission date.
5. The student may appeal against the grade challenge decision within 7 calendar days of receiving the decision through Richmindale's website at *RSIS > Student > Grade > Appeal*, or copy and paste the link www.richmindale.com/rsis/student/grade/appeal in a web browser. Select the challenge in the list and click the Appeal button. The appeal may be sent via email to grievance@richmindale.com.

15.4. Satisfactory Academic Progress Policy

Richmindale College requires every degree-seeking student to make satisfactory academic progress toward program completion. Richmindale applies this policy consistently to all periods of enrollment in the student's program, including periods in which the student may not have received institutional or external financial assistance. SAP is measured using cumulative qualitative and quantitative standards and a maximum timeframe.

Evaluation Period

SAP is evaluated at the end of each semester after final grades are officially posted. The Office of the Registrar, in coordination with Academic Affairs, calculates SAP and notifies students of their status through the student portal and/or registered email address. When a grade is later changed, an Incomplete is resolved, or an academic record correction materially affects SAP, Richmindale recalculates the student's SAP status and provides an updated notice when the status changes.

Qualitative Standard - Cumulative SAP GPA

Undergraduate (bachelor's degree) students must maintain a cumulative SAP GPA of at least 2.00. Graduate (master's degree) students must maintain a cumulative SAP GPA of at least 3.00. The SAP GPA includes Richmindale coursework applicable to the students; current program and designated as GPA-bearing under the Grading Policy. Accepted transfer grades are excluded from the SAP GPA. For repeated applicable institutional coursework, only the highest grade earned in the course is included in the SAP GPA, while all applicable attempts remain part of the permanent academic record and count as attempted credits. When a student changes programs, the Change of Program provisions below determine which prior coursework is included in the SAP GPA.

Quantitative Standard - Pace of Completion

All students must successfully complete at least 67% of cumulative attempted credits. Pace is calculated as cumulative earned credits divided by cumulative attempted credits, multiplied by 100. The result is evaluated without rounding up to create eligibility; a student must meet or exceed 67.00%. Credits are earned only when the

student receives a passing grade or accepted transfer credit that satisfies an applicable program requirement.

Maximum Timeframe

Students must be able to complete their program within 150% of the program's published credit requirement. A 120-credit bachelor's degree has a maximum timeframe of 180 attempted credits. A 36-credit master's degree has a maximum timeframe of 54 attempted credits. A student is not meeting SAP when the student has exceeded the maximum timeframe or when Richmindale determines, based on the remaining required credits and credits already attempted, that completion within the maximum timeframe is no longer mathematically possible, subject to the appeal process below.

Treatment of Grades and Credits in SAP

- ✓ **Passing grades (A, B, C):** Count as attempted and earned credits and are included in the institutional GPA at their assigned grade-point values.
- ✓ **Failing grades (F):** Count as attempted but not earned credits and are included in the institutional GPA at 0.00 grade points unless a higher grade later becomes the GPA-bearing grade under the Course Repeat Policy.
- ✓ **Student withdrawals (W) and administrative withdrawals (AW):** When recorded after the add/drop period, count as attempted but not earned credits. They are not included in the institutional GPA.
- ✓ **Incompletes (I):** Count as attempted but not earned credits while unresolved and are not included in the institutional GPA. When the final grade is posted, SAP is recalculated as appropriate using the final grade and earned-credit outcome.
- ✓ **Repeated courses:** Every attempt counts as attempted credits for pace and maximum timeframe. Earned credit for a successfully completed course is counted only once. Only the highest institutional grade earned for the repeated course is included in the cumulative institutional GPA, consistent with the Course Repeat Policy.
- ✓ **Transfer credits:** Accepted transfer credits applicable to the student's program count as both attempted and earned credits for pace and count toward the maximum timeframe. Transfer grades are not included in the institutional GPA.

For a new admission student, the SAP quantitative calculation begins with any transfer credits officially accepted and applied to the current program. Those accepted credits are treated as attempted and earned credits for pace and maximum timeframe, while the grades from the sending institution are excluded from the Richmindale institutional and SAP GPA. Transfer coursework not accepted or not applicable to the current program is excluded.

Change of Program and Readmission into a Different Program

When a student changes programs, including a student readmitted after academic dismissal into a different program, SAP for the new program is based on coursework that applies to the new program. Richmindale College performs and documents a program-applicability review at the time of the approved program change.

Status in New Program

A student approved for Readmission with Program Change is treated as a new entrant to the new program for program-enrollment and curriculum-tracking purposes, but is not a new student of Richmindale College and is not new-to-institution. The same Student ID and permanent institutional record are retained. A new Program

Enrollment record identifies the new program, catalog year, effective enrollment date, applicable requirements, transfer/applicability determinations, and academic status.

Prior Richmindale College coursework that is required, accepted, substituted, or otherwise applied toward the new program is included in the new program's SAP calculation. Such coursework is included in attempted credits and, when successfully completed, earned credits; GPA-bearing grades are included in the SAP GPA subject to the Course Repeat Policy. Prior Richmindale College coursework that does not apply to the new program is excluded from the new program's SAP GPA, pace, and maximum-timeframe calculations, but remains permanently recorded on the student's transcript and institutional academic record.

Accepted transfer credits that apply to the new program continue to count as attempted and earned credits for pace and maximum timeframe and do not carry grade points in the SAP GPA. A program change does not permit deletion of prior grades or attempts and may not be used to circumvent course-repeat limits, SAP standards, or maximum-timeframe requirements.

Courses dropped during the published add/drop period: A course that is properly dropped during the add/drop period and is not recorded on the transcript is not counted as attempted or earned credits for SAP.

SAP Statuses and Actions

Good Standing: The student meets the applicable cumulative GPA requirement, the 67% pace requirement, and the maximum-timeframe requirement.

Academic Warning: A student who fails the cumulative GPA or pace requirement for the first time at an evaluation point is placed on Academic Warning for the next semester. No appeal is required for the warning semester. The student may continue enrollment but is expected to work with Academic Advisement and follow recommended corrective actions.

Academic Dismissal: A student who does not meet the applicable SAP standards at the end of the Academic Warning semester, or who fails the maximum-timeframe requirement, is subject to Academic Dismissal and loss of enrollment privileges unless an appeal is approved.

Academic Probation: A student whose SAP dismissal appeal is approved is placed on Academic Probation for one semester. The student must comply with any Academic Success Plan imposed as a condition of the appeal approval. At the end of probation, the student must either meet the normal SAP standards or meet the specific measurable requirements in an approved Academic Success Plan that is designed to restore SAP within a defined period.

Appeal Process

A student subject to SAP dismissal may submit a written appeal within 7 calendar days from the date of the dismissal notice through *RSIS > Student > SAP > Appeal* or the method stated in the notice. The appeal must explain the extenuating circumstances that prevented satisfactory progress, describe what has changed that will allow the student to succeed, and include supporting documentation when reasonably available. Examples may include serious illness or injury, death of an immediate family member, natural disaster, military obligation, or other significant circumstances beyond the student's control.

The Chief Academic Officer or designee reviews the appeal and the student's academic record and may consult appropriate academic or student-services personnel. Richmindale normally issues a written decision within 14 calendar days after receiving a complete appeal. An approved appeal may include an Academic Success Plan specifying required grades, minimum term completion rate, course-load limitations, required advising, course repeats, or other measurable conditions. The decision and conditions are retained in the student's academic record.

Regaining Good Standing

A student regains Good Standing only by satisfying the applicable SAP GPA, pace, and maximum-timeframe requirements for the student's current program. Merely sitting out a semester, changing enrollment intensity, or being readmitted after dismissal does not by itself restore SAP. When a student is approved to change programs, SAP is recalculated only as provided in the Change of Program provisions of this policy: prior coursework applicable to the new program is included and prior coursework not applicable to the new program is excluded from the new program's SAP calculation. Coursework completed at another institution affects SAP only if the credit is formally accepted by Richmindale College and applies to the current program; accepted transfer grades do not raise the SAP GPA. A student whose SAP appeal is approved may continue on Academic Probation under an Academic Success Plan until the plan returns the student to the standard SAP requirements, subject to continued compliance with the plan.

15.5. Honors Recognition Policy

Richmindale College recognizes the extraordinary academic achievements of its outstanding students by denoting honors designation on student transcripts.

Bachelor's Degree

GPA 3.90 - 4.00	Summa Cum Laude (Highest Honors)
GPA 3.70 - 3.89	Magna Cum Laude (High Honors)
GPA 3.50 - 3.69	Cum Laude (Honors)

Master's Degree

GPA 3.90 - 4.00	High Distinction
GPA 3.70 - 3.89	Distinction

15.6. Leave of Absence Policy

A student may request a Leave of Absence (LOA), whenever it is necessary to take academic leave due to mitigating circumstances in the student's life. A student seeking an LOA must submit a request via Richmindale's website at *RSIS > Student > Leave of Absence > Apply*, or copy and paste the link www.richmindale.com/rsis/student/leave/apply in a web browser. Complete the Leave of Absence form. The request must include an explanation of the request and the student's plan to return to class.

Upon submission, a notification email is sent to the student confirming receipt of the request. The request must be made and approved prior to the start of a term for which the student is requesting the LOA. An LOA may be granted if appropriate documentation is provided, and Richmindale College determines that the student can be scheduled to return and complete their course of study within the guidelines provided to each student at enrollment.

Acceptable reasons for requesting an LOA include medical situations, personal emergencies, military obligations, or other circumstances beyond the student's control.

An approved Leave of Absence may extend the student's anticipated graduation date and may change the sequencing or availability of remaining courses. A LOA does not add attempted credits and therefore does not by itself increase the attempted-credit maximum timeframe under the Satisfactory Academic Progress Policy. For the

separate contractual calendar completion period stated in the Enrollment Agreement, an approved LOA is treated in accordance with the Enrollment Agreement, applicable law, and documented institutional approval; any authorized extension or tolling is recorded in the student's file. An approved LOA carries no additional institutional charge.

Only one leave of absence is generally granted in a 12-month period; however, a well-documented situation may merit the approval of additional leave. LOAs cannot exceed a cumulative total of 180 days in a 12-month period.

Richmindale College reserves the right to require written medical clearance prior to a student returning to class after an LOA related to medical condition.

15.7. Student Identity Verification Policy

Richmindale College verifies that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. Verification may occur at admission, during coursework, during assessments, and whenever an academic or security concern reasonably warrants additional verification. Students are subject to one or more of the following identity-verification methods.

Government-Issued Photo Identification: Students provide a government-issued photo identification with signature during the admission process.

Secure, Individual Login and Passcode: Students are assigned a secure, individual username and password upon admission acceptance. These assigned identifiers are used to access the Student Portal where students complete and submit coursework and access grade information.

Administrative or Academic Practices: Students may be subject to identity verification through personally identifiable information already maintained in authorized College systems, faculty interaction, authorship or performance review, secure assessment controls, proctoring when required, and investigation of anomalous access or academic activity. Faculty or staff may request additional verification when material changes in writing style, academic performance, access patterns, assessment behavior, or other documented indicators reasonably call identity or authorship into question. Personally identifiable information is released only after appropriate verification and in accordance with the Student Records, Privacy, and FERPA Policy.

Identity Verification Fees, Privacy, and Records

Richmindale does not currently charge students a separate institutional fee for standard identity verification or proctoring methods required by Richmindale. If a future identity-verification, authentication, or proctoring method creates a mandatory student charge, that charge will be disclosed before enrollment or before the method becomes applicable, as required by law and accreditation standards. Identity-verification records, government-identification data, recordings, authentication logs, and proctoring records are collected only for legitimate educational, security, compliance, and recordkeeping purposes; access is limited to authorized personnel and service providers; and retention and disclosure are governed by the Student Records, Privacy, and FERPA Policy and applicable law.

15.8. Academic Honesty Policy

Richmindale College takes academic honesty very seriously. Students are expected to always submit original work, and outside sources should be appropriately credited whenever used. Works that require citation include, but are not limited to, hard copy or electronic publications (copyrighted or not), and communication (verbal or otherwise) originating from identifiable sources. Academic dishonesty occurs when:

- students are involved in cheating, or plagiarism, such as using words or ideas that are not their original work in assignments;

- citations are not included for all used outside sources;
- work is recycled from another course taken by the same students (unless agreed with the instructor in advance);
- students are involved in identity misrepresentation;
- students provide false or misleading information; or
- documents or records, such as transcripts or diplomas, are forged, altered, misused, etc.

Faculty members are trained and encouraged to prevent plagiarism in their classes. Some steps in that direction are for a faculty member to make it clear, through announcements or assignment instructions, what constitutes plagiarism (as well as the potential consequences), and how assignments and citations should be formatted. Both students and faculty members are encouraged to check assignments using plagiarism checker software. Instances of plagiarism are addressed immediately.

Artificial Intelligence and AI-Assisted Work

Artificial intelligence (AI), generative AI, automated writing, coding, image-generation, translation, data-analysis, and similar tools may be used only when permitted by the course, instructor, assignment, or assessment instructions. Students remain responsible for the accuracy, originality, citations, calculations, sources, data, code, and conclusions they submit. When disclosure or citation of AI use is required, students must identify the tool and the nature of the assistance in the manner directed by the instructor.

Prohibited conduct includes submitting AI-generated or AI-transformed work as the student's own when the activity is not authorized; using AI to complete a proctored or otherwise restricted assessment; using AI to impersonate the student or defeat identity-verification controls; fabricating or failing to verify citations, sources, quotations, data, calculations, or results; using AI to obtain unauthorized answers or assistance; and using AI in a manner that violates confidentiality, copyright, privacy, security, professional, or course-specific requirements. Faculty identify permitted and prohibited AI uses when necessary for a course or assessment. Suspected violations are addressed under the Academic Honesty Procedure.

When reasonably necessary to protect academic integrity or verify authorship, Richmindale may require a student to explain, discuss, reproduce, demonstrate, or orally defend submitted work or the methods used to produce it. Such verification is an academic-integrity measure and is not based solely on an automated AI-detection score.

Academic Honesty Procedure

When a faculty member determines that academic dishonesty in an assignment has occurred, the faculty member can address the issue directly with the student by considering one of the following options:

- Educating the student on plagiarism (whenever it is unintentional or due to deficiency in understanding of what plagiarism is);
- Allowing a student to resubmit the assignment; or
- Taking steps to report the offence using the procedure below along with a disciplinary action such as reducing the grade on the assignment, issuing a Failing grade on the assignment, or issuing a Failing grade for the course.

    1. If the instructor and student cannot resolve the plagiarism issue, the instructor submits an Academic Dishonesty Complaint form to the Chief Academic Officer or designee on Richmindale's website at *RSIS > Academics > Dishonesty*, or copy and paste the link www.richmindale.com/rsis/academics/dishonesty in a web browser. An email notification with a

copy of the complaint is sent to the student's official email. The student has an opportunity to respond to the allegation by replying to the email copy of the Dishonesty Complaint form.

2. The Chief Academic Officer or designee assigns a Conduct Review Committee, which reviews the forms and communications, and determines an appropriate action to address the issue. Some of the possible outcomes include student removal from class, loss of semester credit, documented counseling, or in extreme cases, expulsion from Richmindale College. The Chief Executive Officer of Richmindale College is informed of all reported instances and the actions taken.
3. The student has the right to appeal the decision via Richmindale's website at *RSIS > Academics > Dishonesty > Appeal*, or copy and paste the link www.richmindale.com/rsis/academics/dishonesty/appeal in a web browser. All actions are based on the severity of the offense.

15.9. Copyright Policy

Richmindale College prohibits any employee or student from violating copyright laws.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute copyrighted work. In the file-sharing context, downloading or uploading substantial parts of the copyrighted work without authority constitutes infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed as not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed, A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Section 504,505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more details, please see the website of the U.S. Copyright Office at https://copyright.gov.

15.10. Harassment Policy

Richmindale College takes allegations of harassment based on gender, race, color, religion, national origin, age, disability, or sexual orientation very seriously. Richmindale strives to be free of all improper or unlawful harassment.

Conduct on the part of faculty, staff, or students, which violates this policy includes but is not limited to:

- Unwelcome or unwanted sexual advances or requests for sexual favors, or insinuations that a grade or other academic achievement is dependent upon the granting of sexual favors.
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.
- Offensive conduct, verbal or written, including sexually explicit jokes, comments, innuendo, or other tasteless actions that would offend a reasonably sensitive person.
- The display of sexually offensive pictures, posters, illustrations, or objects.
- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, or disability.

Individuals who experience harassment should immediately report the offense to the Chief Academic Officer or designee via Richmindale's website at *RSIS > Grievance & Complaints > Discrimination*, or copy and paste the link www.richmindale.com/rsis/grievance/discrimination in a web browser.

15.11. Non-Discrimination Policy

Richmindale College is committed to building an inclusive and diverse academic community. Every student, faculty, and staff member have the right to inclusion, respect, agency, and voice in the community. Richmindale welcomes people from all backgrounds and seeks to include knowledge and values from many cultures. Further, all members of the community have a responsibility to uphold these values and actively foster full participation in college life.

Richmindale adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education. Richmindale College employs and admits individuals without regard to race, gender, age, ethnicity, cultural heritage, or nationality; religious or political beliefs; sexual orientation or gender identity; or socioeconomic, veteran or ability status and affords students all rights, privileges, programs, employment services and opportunities generally available.

15.12. Conduct Policy

Richmindale College believes that respect for individuals, ideas, and students or other people's work are all critical to a thriving academic community. Richmindale College requires its employees, students, and community members to demonstrate appropriate behavior and comply with all applicable laws in all situations at any time.

Students must demonstrate appropriate behavior and comply with applicable laws, in addition to the following rules:

1. Disruption of activities.
2. Unprofessional conduct:
   - ✔ Harassment, threatening, bullying, or verbal abuse by any means, including, but is not limited to the use of threats, profanity, and demeaning or intimidating comments.
3. Conduct which threatens or endangers the health or safety of any person:
   - ✔ Physical abuse or threats of physical abuse.
   - ✔ Providing false information.
   - ✔ Performing actions that put a person at risk.
4. Theft, abuse, or misuse of facilities, equipment, systems, or information.

The following consequences may be levied to a student violating any policies, rules, or laws:

1. Written Warning

   Minor violations result in a written warning is sent to the student using his or her official email.

2. Grade Reduction

   Academic dishonesty may result in a reduced assignment grade, a grade of zero, a failing course grade, or another disciplinary sanction consistent with the Academic Honesty Policy. Any course attempt and final grade or status required by Richmindale's academic-record policies remains part of the student's permanent academic record and transcript.

3. Expulsion.

   Serious or recurring violations result in removal from Richmindale College.

Richmindale College communicates directly with students whose conduct was deemed to warrant disciplinary action. Students may respond to allegations by following the procedures listed under the Grievance Policy. See the *Grievance Policy* section for more details. See the *Academic Honesty Policy* section for more details about academic honesty.

15.13. Grievance Policy

Richmindale College is responsible for upholding its students' rights and ensures that its non-discrimination policy is applied to students who choose to file a grievance against the institution for reasons involving discrimination, harassment, violation of school policy, or other matters.

Definition, Non-Retaliation, Impartiality, and Recusal

For purposes of this policy, a complaint or grievance is a written expression by a student alleging that Richmindale, an employee, faculty member, contractor, policy, practice, service, or academic/administrative decision has materially affected the student and requires formal review or corrective action. Routine requests for information, ordinary advising questions, and grade inquiries that have not entered a formal challenge process are not treated as formal grievances unless the student requests formal review under this policy.

Richmindale prohibits retaliation against any person who in good faith submits a complaint or grievance, participates in an investigation, provides information, serves as a witness, or exercises an appeal right. Reviewers and appeal decision-makers must be impartial. A person materially involved in the underlying matter, or who has an actual or reasonably perceived conflict of interest, must disclose the conflict and recuse from the applicable review or decision.

1. Students should first attempt to address the issue with the responsible party in writing. A copy of the communication must be preserved.
2. If a satisfactory solution cannot be found, students may submit a Grievance Form to the Chief Compliance Officer or designee within 21 calendar days of the alleged incident. The Grievance Form may be submitted via Richmindale's website at *RSIS > Grievance & Complaints > Grievance*, or copy and paste www.richmindale.com/rsis/grievance in a web browser. Click the New button to create a new grievance and submit after completing the form. Grievance can be submitted via email to grievance@richmindale.com.
3. When a grievance is submitted, the Chief Compliance Officer or a designee forms a Grievance Review Committee and appoints members who do not have a conflict of interest in the matter.
4. At the conclusion of the investigation, the Grievance Committee will render a decision within 7 business days to resolve the issue and will notify the student via email. All parties mentioned in the grievance are asked to provide written accounts of the incident and may be interviewed by members of the committee. The investigation process shall take no more than 30 days.
5. The student may appeal against the decision within 14 calendar days of receiving the decision via Richmindale's website at *RSIS > Grievance & Complaints > Grievance Appeal*, or copy and paste the link www.richmindale.com/rsis/grievance/appeal in a web browser. Select the grievance in the list and click the Appeal button. The appeal can be sent via email to grievance@richmindale.com. A final decision will be made by the President or a designee within 10 business days of the student appeal.

For grievances or complaints that cannot be resolved through the Richmindale College grievance procedure, refer to the following important information.

IMPORTANT – GRIEVANCE RESOLUTION:

If the student grievance cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is:

1740 W. Adams Street, Suite 3008
Phoenix, Arizona 85007
Phone: 602-542-5709
Website: ppse.az.gov

Complaint Records and Continuous Improvement

Richmindale retains complete formal complaint and grievance files for at least five years from the filing date unless a longer period is required by law. The Compliance Office periodically analyzes complaints and grievances for recurring issues, systemic risks, response timeliness, and opportunities for institutional improvement and reports material trends through the institutional-effectiveness process while protecting confidentiality.

16. Clinical Training, Practicum, Externships or Special Features

16.1. Practical Training

Students are not required to complete any practical internships or externships.

16.2. Employment Opportunities and Requirements to Practice

Richmindale College does not offer job placement for graduating students, nor can it guarantee gainful employment to its graduates. See the *Career and Employment Services* section for details about employment services.

Richmindale does not guarantee employment, professional certification, or occupational licensure. None of Richmindale's current degree programs is designed or represented as leading directly to professional licensure. Business and computer science occupations may be subject to employer, industry, or jurisdiction-specific requirements. The Master of Education in Educational Management is not designed to satisfy initial teacher, administrator, principal, superintendent, or other professional licensure requirements in any particular jurisdiction. Students seeking licensure or certification are responsible for determining the requirements of the jurisdiction in which they intend to practice before enrollment and before relying on the degree for professional eligibility.

17. Graduation Policy

To receive a degree, a student must satisfy all academic requirements of the applicable degree program and catalog, including required credits, courses, grade-point standards, capstone or culminating requirements, institutional-credit/residency requirements, and any other published academic completion requirement.

Graduation Requirements

To obtain a bachelor's degree, students must complete all requirements in the applicable 120-credit curriculum, earn at least 120 semester credits, successfully complete the designated undergraduate capstone and all required courses, satisfy the applicable Richmindale institutional-credit/residency requirement, and maintain a cumulative institutional GPA of at least 2.00.

To obtain a master's degree, students must complete all requirements in the applicable 36-credit curriculum, earn at least 36 semester credits, successfully complete the designated graduate capstone and all required courses, satisfy the applicable Richmindale institutional-credit/residency requirement, and maintain a cumulative institutional GPA of at least 3.00.

Academic completion requirements are determined separately from administrative and financial clearance. A student who satisfies the applicable curriculum, credit, and GPA requirements has academically completed the degree program. Degree processing, document release, and other administrative services remain subject to applicable financial-clearance requirements only to the extent permitted by law and Richmindale's policy.

Graduation Eligibility

Richmindale College identifies students who have completed their required courses and semester credits, and evaluates their records for graduation eligibility at the end of each semester. Students who are eligible for graduation but have pending requirements (such as clearance of outstanding financial obligations, compliance of academic, administrative, and other requirements) are notified via email accordingly. If students need to submit further requirements, the due date for the submission of their requirements is provided in the notification email.

Richmindale sends a confirmation email to the students who have fully complied with the graduation requirements. The confirmation email contains the conferral date and other graduation information.

The identification and evaluation processes start after 5 business days from the scheduled end date of each semester and normally take a maximum of 30 business days. Students who have pending requirements may take a longer time up to another 30 business days, depending on their submission date.

Students who have questions about graduation may send a message via email to graduation@richmindale.com using their registered email.

Conferral of Degrees

Richmindale College confers degrees at the end of each semester. The conferral date is the date on which the student's degree is officially conferred, which is the date mentioned in the confirmation email.

18. Exit Survey

Richmindale College requires that an Exit Survey Form be filled in by all graduates and by all students who have withdrawn from the school for any reason. The Exit Survey provides the school with valuable information on student experience and can provide insights into ways the school can improve its operations.

Richmindale College uses the Exit Survey results for continuous improvement. It is important that students provide honest answers and feedback to the Exit Survey questions. Richmindale may provide the Exit Survey to students during their classes as a non-graded activity.

19. Student Records

Richmindale College maintains student education records as confidential institutional records and protects them in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and 34 C.F.R. Part 99, when applicable, applicable Arizona law, and Richmindale's published privacy and records-management requirements. FERPA is distinct from the federal Privacy Act of 1974. At the postsecondary level, FERPA rights belong to the eligible student. Education records are not released solely because a third party requests them; disclosure requires the student's valid consent unless FERPA or another applicable law authorizes disclosure without consent.

19.1. Transcript of Records

Richmindale College issues two types of transcripts: Official Transcript and Unofficial Transcript. Both are generated from the student's permanent academic record and contain materially consistent academic history; the Official Transcript includes institutional authentication and is intended for formal third-party use.

- **Official Transcript**

  An Official Transcript is an authenticated record of the student's academic history at Richmindale College. It identifies all institutional courses recorded after the applicable add/drop period, the term of enrollment, credits attempted and/or earned, final grades or status codes (including F, W, AW, and resolved or applicable incomplete notations), repeated-course indicators, accepted transfer credits as applicable, the institutional cumulative GPA, program and degree information, and degree conferral date when applicable. For repeated courses, every institutional attempt and grade remains visible; only the highest grade is used in the institutional GPA under the Course Repeat Policy. Official electronic transcripts are transmitted through an authorized secure method or directly from an official institutional account, and hard-copy official transcripts include appropriate authentication controls.

- **Unofficial Transcript**

  An Unofficial Transcript is an accurate but uncertified copy of the same academic record reflected on the Official Transcript. It does not carry the institutional authentication required for an official transcript. A digital copy may be available through the Student Portal, subject to identity and access controls.

Transcript Request Policy

Release of a transcript requires the student's request, a valid signed and dated written or authenticated electronic consent, or another basis for disclosure permitted by law. A FERPA consent must identify the records to be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom disclosure may be made. Richmindale College processes transcript requests in accordance with FERPA, applicable Arizona requirements, and applicable federal restrictions on transcript withholding.

When another person requests or receives a transcript on behalf of a student, Richmindale requires the student's valid authorization or another lawful basis for disclosure. The authorization may be written or authenticated electronically and must satisfy applicable FERPA consent requirements. A person collecting a hard-copy transcript on the student's behalf must present acceptable government-issued photo identification and match the person identified in the authorization.

Richmindale issues one original copy (digital or hard copy) of Official Transcripts to each student free of charge, upon request. Transcript request fee may apply for each additional copy (digital and hard copy). See the *Other Fees*

section under *Tuition and Fees* for more details about transcript request charges.

Transcript Request Procedure

Students may request a copy of their Official or Unofficial Transcript online through the Richmindale College website, electronic mail, or personal visit to the Richmindale College office. The procedure is as follows:

- Visit Richmindale's website and go to *RSIS > Student > Transcript > Request*, or copy and paste the link www.richmindale.com/rsis/student/transcript/request in a web browser to directly go to the page.
- Fill out the Transcript Request Form, and click the submit button.
- If the student specifies that the Transcript should be sent by courier, the student must enter the delivery address and pay the delivery cost.
- In case another person receives the Transcript on behalf of the student, the student must clearly indicate the name of the authorized person on the space provided in the Transcript Request Form.
- It normally takes within 10 business days for Richmindale College to process the Transcript request.
- Students are notified through email when their Transcripts are ready or there is a delay in the issuance of the Transcript.
- Official Transcripts can be emailed (for digital copy) or picked up (for hard copy) by the student or the student's authorized person from the Richmindale College office, or sent by courier. The person who collects the Transcripts must show a valid government-issued identification document with a photo and signature.

Students may request a copy of their Official or Unofficial Transcript via email to transcripts@richmindale.com.

19.2. Student Records Management, Confidentiality, Privacy and FERPA Policy

FERPA Applicability and Student Rights

Richmindale College complies with FERPA and 34 C.F.R. Part 99 to the extent FERPA applies to the institution. As an institutional privacy standard, Richmindale applies the protections described in this policy to its postsecondary education records. At the postsecondary level, FERPA rights belong to the eligible student, regardless of age. These rights include the right to inspect and review education records; request amendment of records believed to be inaccurate, misleading, or otherwise in violation of privacy rights; provide consent before disclosure of personally identifiable information except when disclosure is lawfully permitted without consent; and file a FERPA complaint with the U.S. Department of Education.

Annual FERPA Notice

Richmindale College provides students with an annual notice of FERPA rights by a method reasonably likely to inform students, such as the student portal, institutional email, catalog, website, or a combination of these methods. The notice explains the procedures for inspection and review, amendment, consent and permitted disclosures, complaint rights, and Richmindale's criteria for school officials and legitimate educational interests.

Education Records and Exclusions

Education records are records directly related to a student and maintained by Richmindale College or by a party

acting for Richmindale. Examples include admissions and enrollment records, transcripts, grades, degree audits, course schedules, attendance and participation records, academic standing records, qualifying disciplinary records, and student-account records, advising records, identity-verification records, and records maintained in the LMS or student information system. FERPA exclusions are interpreted according to law and may include qualifying sole-possession records, law-enforcement-unit records, certain employment records unrelated to student status, qualifying treatment records, and certain post-attendance records.

Permanent Academic Record and Record Integrity

Richmindale College maintains the permanent academic record necessary to document enrollment, academic history, credits attempted and earned, grades and status codes, repeated-course history, accepted transfer credit, academic standing, program information, and credential conferral. Permanent academic records and official transcript information are retained permanently or for the period required by applicable law, whichever is longer. Authorized corrections, grade changes, and repeat-course GPA treatment must preserve an auditable history and may not falsify or improperly erase the underlying institutional record.

Inspection and Review of Education Records

A student may request to inspect and review education records through the Student Portal or the Office of the Registrar. The request should identify the records sought with reasonable specificity. Richmindale will provide access within a reasonable period and no later than 45 days after receiving a FERPA-compliant request, when FERPA applies. Richmindale may require identity verification. FERPA does not necessarily require copies unless circumstances effectively prevent the student from exercising the right to inspect and review; reasonable copying or delivery fees may apply when permitted by law.

Request to Amend Records and Hearing Rights

A student who believes an education record is inaccurate, misleading, or otherwise violates the student's privacy rights may submit a written or authenticated electronic amendment request to the Office of the Registrar, identifying the record and requested correction. If Richmindale declines to amend the record, it will notify the student and, when FERPA applies, advise the student of the right to a hearing. If the hearing does not result in amendment, the student may place a statement in the record commenting on the contested information or explaining the disagreement. This process does not replace Richmindale's grade challenge procedure for disputes about substantive academic judgment.

Student Consent for Disclosure

Except as permitted by FERPA or other applicable law, Richmindale obtains the student's signed and dated written consent or authenticated electronic consent before disclosing personally identifiable information from education records. Valid consent specifies the records that may be disclosed, states the purpose of the disclosure, and identifies the party or class of parties to whom disclosure may be made. Electronic consent must identify and authenticate the student as the source and indicate approval of the disclosure.

Disclosures Without Consent

Richmindale College may disclose personally identifiable information without student consent only when an applicable FERPA exception or other law permits the disclosure and all conditions are satisfied. Examples may include disclosures to school officials with legitimate educational interests; another institution in which the student

seeks or intends to enroll, subject to applicable notice requirements; authorized representatives for audit, evaluation, or enforcement of education programs; accrediting organizations; qualifying studies under required controls; appropriate parties in a health or safety emergency when the legal standard is met; disclosures under a lawfully issued subpoena or judicial order subject to applicable notice rules; and other disclosures expressly authorized by law.

School Officials and Legitimate Educational Interest

A school official may include a College employee, governing-board member, faculty member, administrator, contractor, consultant, volunteer, or other party performing an institutional service or function for which Richmindale would otherwise use employees, provided applicable FERPA conditions are met. A school official has a legitimate educational interest only when access to specific education-record information is reasonably necessary to perform assigned professional or authorized institutional responsibilities. Access is limited to the minimum information reasonably necessary for the authorized function.

Third-Party Service Providers and Redisclosure

When Richmindale College permits a contractor or outside service provider to access education records under the school-official exception or another FERPA exception, Richmindale uses appropriate contractual, administrative, and technical controls. Where required, the provider must be under Richmindale's direct control regarding use and maintenance of education records, use information only for the authorized purpose, protect it from unauthorized access or redisclosure, and return, delete, or otherwise dispose of information as required by agreement and law. Vendors are not authorized to use protected student information for unrelated commercial purposes merely because they provide services to Richmindale.

Record of Requests and Disclosures

When FERPA requires it, Richmindale maintains with the student's education records a record of each request for access to and each disclosure of personally identifiable information, including the parties who requested or received information and their legitimate interests. The disclosure record is retained for as long as the related education records are maintained. Disclosures that FERPA excludes from the accounting requirement need not be recorded.

Directory Information and Student Opt-Out

Richmindale College designates the following limited categories as directory information: student name; program or major field of study; enrollment status; dates of attendance; degrees, certificates, honors, and awards received; and participation in officially recognized College activities. Richmindale does not treat Social Security numbers, passwords, authentication credentials, financial information, grades, GPA, disciplinary records, disability information, or other sensitive identifiers as directory information. Richmindale may disclose properly designated directory information without consent only after providing the required notice and opportunity to opt out. A student may restrict disclosure through FERPA settings in the Student Portal or by written request to the Office of the Registrar within 30 calendar days after the annual directory-information notice or, for a newly enrolled student, within 30 calendar days after first receiving the notice. A timely restriction remains in effect until revoked through an authenticated College process, subject to applicable FERPA rules.

Parents, Spouses, Sponsors, Employers, and Other Third Parties

Enrollment in a postsecondary institution does not by itself authorize disclosure of education records to a student's

parent, spouse, family member, sponsor, employer, or other third party. Disclosure requires student consent unless a FERPA exception or other applicable law authorizes it. If Richmindale relies on a FERPA exception relating to dependency for federal tax purposes or another specific exception, appropriate documentation may be required before disclosure.

Information Security and Access Management

Richmindale College uses reasonable administrative, technical, and physical safeguards appropriate to the nature and sensitivity of student information. Controls may include role-based and least-privilege access, unique user accounts, strong authentication, secure transmission and storage, system logging and monitoring, access reviews, backup and recovery controls, device and network safeguards, secure physical storage, workforce confidentiality requirements, and security awareness training. Access privileges are modified or removed when responsibilities change or access is no longer required. Student records may not be downloaded, copied, transmitted, or stored in unauthorized systems or personal accounts.

Records Retention, Archiving, and Secure Disposal

Richmindale College maintains a documented records-retention schedule for student, academic, administrative, and related records in accordance with applicable federal and Arizona requirements, accreditation obligations, litigation holds, audit requirements, and legitimate institutional needs. Permanent academic records are retained permanently or as otherwise required by law. Nonpermanent records are retained for the applicable period and then securely destroyed or deleted in a manner appropriate to the medium and sensitivity of the information. Records subject to a legal hold, investigation, audit, complaint, or pending records request are not destroyed until the hold is released.

Privacy and Security Incidents

Suspected loss, unauthorized access, acquisition, use, disclosure, alteration, or destruction of student information must be promptly reported through Richmindale's designated privacy or information-security process. Richmindale will investigate, contain, document, and remediate incidents and provide notices to affected individuals, regulators, law enforcement, or other parties when required by applicable law. Richmindale will comply with applicable Arizona data-breach notification requirements and other applicable federal or state requirements.

Student Record Accuracy and Data Minimization

College offices are responsible for maintaining records that are accurate, relevant, and appropriate for legitimate institutional purposes. Richmindale seeks to collect and retain only information reasonably necessary for educational, administrative, regulatory, contractual, safety, or legal purposes. Employees and service providers must not access student records out of curiosity or for personal, commercial, or other unauthorized purposes.

Complaints and Questions

Students are encouraged to raise student record or privacy concerns with the Office of the Registrar or Richmindale official designated to administer FERPA and student privacy. A student who believes Richmindale has failed to comply with FERPA may file a complaint with the U.S. Department of Education, Student Privacy Policy Office, in accordance with the Department's current complaint procedures. Use of Richmindale's internal process does not waive any external complaint right available under applicable law.

Relationship to Arizona Requirements and Accreditation

Richmindale College maintains student records and privacy practices in accordance with applicable Arizona private-postsecondary requirements and accreditation obligations. Richmindale preserves records needed to substantiate student enrollment, academic progress, credits, grades, and credentials and maintains confidentiality and record-retention controls consistent with applicable law. If a legal, regulatory, or accreditation requirement is more protective or requires a longer retention period than this catalog policy, the controlling requirement applies.

20. Disability Accommodations and Accessibility Policy

Richmindale College provides equal access to qualified individuals with disabilities in accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable federal, state, and local requirements. Richmindale provides reasonable accommodations and appropriate academic adjustments based on documented individual needs. An accommodation will not be denied merely because it requires a modification to ordinary practice; however, Richmindale is not required to make an adjustment that would fundamentally alter an essential academic requirement or impose an undue burden as determined under applicable law.

Students and applicants are encouraged to request accommodations as early as practicable so that approved adjustments can be implemented without avoidable delay. A request may be submitted at any time; approved accommodations are implemented prospectively as reasonably feasible and do not ordinarily require alteration of grades or requirements already completed before approval. Richmindale may request documentation reasonably necessary to understand the current functional limitations and the relationship of the requested accommodation to those limitations.

The following procedure applies to requests for disability-related accommodations:

1. An applicant or student submits a request to disability@richmindale.com outlining the disability. All required supporting documentation must be provided in the email, as an attachment or part of the message, by the student and at the student's expense.
2. The Chief Academic Officer or designee decides and advises the student, in writing, of the decision within 15 business days from the receipt of the request. Further information may be requested if needed.
3. If the request is approved, the Chief Academic Officer or designee notifies the faculty member required to make accommodation, without disclosing the medical information shared by the student.

Acceptable documentation requirements:

Documentation should be current and sufficient to establish the existence of a disability, the present functional limitations relevant to the academic environment, and the need for the requested accommodation. The appropriate recency and form of documentation depend on the nature of the disability, whether the condition is permanent or changing, and the accommodation requested. Richmindale does not apply a rigid documentation-age rule when older documentation, together with available current information, adequately establishes the student's present needs.

Documentation may include records or evaluation from an appropriately qualified or licensed professional, prior accommodation records, or other reliable information appropriate to the circumstances. Richmindale may request updated information when existing documentation does not reasonably establish current functional limitations or the need for the requested adjustment.

For temporary, episodic, or changing conditions, Richmindale may request information sufficient to determine the anticipated duration, current limitations, and appropriate period of accommodation. Requests are evaluated individually rather than solely by diagnosis or documentation date.

Documentation should contain only information reasonably necessary to evaluate the request. Disability-related information is handled as confidential information, maintained separately or with appropriate access controls, and disclosed to faculty or staff only to the extent necessary to implement approved accommodations or as otherwise permitted by law.

Applicants or students whose accommodation requests are denied have the right to appeal against that decision within 15 business days of being informed of it in writing. The appeal must be submitted to the email address disability@richmindale.com containing the reason and supporting documentation for reconsideration. The appeal follows the same disability application process and timeline.

21. Catalog Changes, Supplements, and Student Protection

The catalog effective on the student's initial program enrollment ordinarily establishes the program requirements applicable to that enrollment unless a later catalog is required by law, regulation, or accreditation requirement; is necessary to protect health, safety, academic quality, or academic integrity; or is voluntarily elected by the student with Richmindale's approval. A substantive catalog change will not ordinarily be applied retroactively when doing so would materially disadvantage an enrolled student. Catalog supplements and addenda identify their effective dates and the provisions they modify. If curriculum changes affect an enrolled student, Richmindale provides a reasonable completion pathway through course substitution, transition requirements, teach-out arrangements, or another documented academic solution that preserves the integrity of the credential and avoids unnecessary loss of earned credit. Prior catalog editions and supplements are permanently archived.

21.1. Catalog Corrections

Richmindale College may correct typographical, formatting, cross-reference, web address, or other non-substantive errors without treating the correction as a substantive policy change. A correction that materially affects student rights, obligations, academic requirements, tuition, fees, refunds, graduation requirements, program requirements, or another substantive condition is processed through the Richmindale's formal catalog revision or supplement approval process and communicated to affected students as required. Richmindale documents corrections in its controlled revision records.

22. Course Descriptions

ACC-101: Financial Accounting. This course explores the principles, processes, standards, and tools that are used in financial accounting. Financial accounting involves recording, analyzing, summarizing, and reporting relevant business transactions using globally accepted accounting standards and best practices. This course covers bookkeeping; reporting of financial statements, such as income statement, balance sheet, and statement of cash flows; and software applications used in accounting. Students apply accounting principles through transaction analysis, quantitative exercises, financial or managerial reports, and evidence-based interpretation of accounting information for business decision-making. Prerequisites: BUS-101.

ACC-201: Financial Reports and Analysis. This course explores the different parts of financial statements for

deeper understanding and provides methods of analyzing the reports to understand business financial performance. This course covers general ledger account analysis; income statement analysis; balance sheet analysis; statement of cash flow analysis; bank reconciliation; retained earnings; comparative analysis; ratio analysis; capital expenditure and other asset accounting considerations; extraordinary items accounting considerations; and auditing compliance requirements. Students apply accounting principles through transaction analysis, quantitative exercises, financial or managerial reports, and evidence-based interpretation of accounting information for business decision-making. Prerequisites: ACC-101.

ACC-301: Managerial Accounting. This course explores the different factors that affect costs and the use of accounting information to capture and organize cost information at different levels to allow better planning and control; drive process efficiency and resource productivity; and improve overall business performance. This course introduces cost accounts, reports and analysis for planning and control; costing for labor, materials, and overhead; cost estimation tools and techniques; planning and controlling of profits and costs; cost and profit analysis; forecasting; budgeting; and inventory analysis. Students apply accounting principles through transaction analysis, quantitative exercises, financial or managerial reports, and evidence-based interpretation of accounting information for business decision-making. Prerequisites: ACC-101.

ACC-601: Accounting for Decision-Making. This course explores the core concepts of financial and managerial accounting to enhance critical analytical skills that are fundamental to interpreting and measuring data for strategic decision-making and improved organizational performance. This course covers financial accounting and managerial accounting; cost methods and analysis; budgeting and performance analysis; capital budgeting and investment analysis; financial ratios and analysis; and ethical considerations in accounting. Students apply accounting principles through transaction analysis, quantitative exercises, financial or managerial reports, and evidence-based interpretation of accounting information for business decision-making. Prerequisites: None.

BBA-490: Capstone - Business Feasibility Study. This capstone course is a culminating requirement to integrate and apply the competencies gained throughout the students' academic journey. This course requires students to write a business feasibility study that provides an opportunity for them to perform research, data gathering, analysis, and evaluation of a proposed business to determine whether it will be technically feasible to operate the business and achieve its goals. This course covers marketing research; financial projections; operational strategy; technology and system requirements; management and organizational resource requirements; legal and compliance requirements; and ethical considerations. Students complete the feasibility study through structured milestones that include proposal development, research and evidence gathering, market and operational analysis, financial modeling, iterative faculty feedback, a final integrated report, and an authenticated presentation or defense. This course is a final culminating requirement and must be taken in the last semester. Prerequisites: All previous coursework.

BCS-490: Capstone - Software Project. This capstone course is a culminating requirement to integrate and apply the competencies gained throughout the students' academic journey. This course requires students to analyze, design, implement, test, and deploy a real-world software solution. This course covers project planning and scoping; requirements elicitation and analysis; system design and architecture; implementation and coding; testing and quality assurance; integration and deployment; documentation and user training; project management and collaboration tools; agile and scrum methodologies; client communication and presentation; ethical considerations and professionalism; and reflection and continuous improvement. Students complete the project through structured milestones that include requirements analysis, architecture and design, implementation, testing, deployment planning, technical documentation, iterative faculty feedback, and an authenticated demonstration or defense. This course is a final culminating requirement and must be taken in the last semester. Prerequisites: All previous coursework.

BIT-490: Capstone - Business Software Project. This culminating capstone course requires students to synthesize and apply comprehensive knowledge gained throughout the program to an applied, real-world business software

development project. Working independently under faculty guidance, students analyze organizational needs, design scalable software architectures, execute development or system integration, and test functional solutions. Students complete the project through structured milestones that include business requirements analysis, solution architecture, software development or systems integration, testing, security and ethical review, implementation planning, technical and user documentation, iterative faculty feedback, and an authenticated demonstration or defense. Prerequisites: All previous coursework.

BUS-101: Introduction to Business. This course provides a basic understanding of how business organizations operate in accordance with governing laws and regulations. This course covers the basic types and forms of business; business registration, licensing, and tax requirements; business frameworks, methodologies, and processes; business organization structures; and business functions and their roles and responsibilities. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: None.

BUS-102: Business Law. This course provides an overview of the underlying legal responsibilities in business. This course covers ethical, statutory, and regulatory compliance requirements and guidelines that define the appropriate activities of business organizations to maintain order and protect the public; contracts and agreements; and intellectual property rights. This course also covers the general structure of the court systems and dispute resolution in the United States and some other countries around the world. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-101.

BUS-202: Consumer Behavior. Effective marketing practices require a thorough understanding of the consumers' needs and buying behaviors. This course capitalizes on the fields of psychology, sociology, economics, demography, and anthropology to study the variety of internal and external influences on consumer behavior and making buying decisions. This course covers topics such as perception, memory and learning, motivation, attitudes and attitude change, involvement, cultural and cross-cultural influences, communications and influence tactics, and customer satisfaction. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-101.

BUS-203: Organizational Behavior. This course provides an understanding of the influence of behavior as one of the factors to consider in working in organizations. This course covers topics such as the key concepts and terminology related to organizational behavior, politics, influence, roles and interaction of group and team members, relationship between job satisfaction and job performance, as well as the relationship between human resource function and organizational development. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-102.

BUS-204: Marketing. This course covers the concepts, processes, and tools in developing, establishing, and implementing marketing strategies in both local and international markets, involving market research; market segmentation; competitor analysis; branding and positioning; social responsibility; communication of marketing proposals; pricing; distribution channels; promotions; advertising; ethical marketing practices; global and multicultural marketing; technologies; and media, including print and digital media such as search engines and social media. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-101.

BUS-301: Operations Management. This course explores the concepts, processes, and tools in managing operations of different forms and types of business. This course covers business registration and licensing requirements; process design; policies, procedures, and quality management systems; capacity management and

utilization of resources such as labor, materials, equipment, and facilities; production planning and control; product and inventory management; supply chain; forecasting and budgeting; and costing. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-101.

BUS-302: Sales Management. This course explores the concepts, processes, and tools in sales management, and how it relates to marketing. This course covers selling strategies, sales forecasting, effective communication, presentation, negotiation, persuasion, persistence, consumer behavior, and the technologies used to help maximize sales. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-101.

BUS-303: Human Resource Management. This course explores the concepts, processes, and tools in planning and managing human resources. This course covers organization structures; job roles and responsibilities; performance objectives and measures; labor laws; recruitment and outsourcing in local and international settings; compensation and benefits; payroll administration; learning and development; and employee relations. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-101.

BUS-304: Product Development. This course explores the concepts, processes, and tools in developing new products. This course covers consumer needs analysis, market research, conceptualization, planning, design, development, and product launching. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-204.

BUS-305: Supply Chain Management. This course explores the key principles, processes, and tools used in the management of global supply chains which involve the integration of different business functions to synchronize business supply and demand. This course covers supply chain strategy and design; demand planning and forecasting; strategic sourcing and procurement; inventory management and optimization; logistics and transportation management; warehousing and distribution strategies; supply chain integration and collaboration; globalization and international trade; supply chain technologies and digitalization; sustainability and corporate social responsibility; and risk management and resilience in supply chains. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-101.

BUS-401: Performance Management. This course explores the principles, best practices and tools in managing business performance at different levels. This course covers the development and alignment of strategies and objectives, and key performance measures of different business functions and individuals to measure and improve organizational performance; the use of charts and visual indicators to analyze performance; and the presentation of performance reports with different levels of information and audience. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-303.

BUS-402: Optimization and Decision-Making. This course explores the concepts, processes, and tools in optimizing business processes, and the use of different technologies to automate processes for making better decisions, leaner structures, and more efficient operations. This course covers continuous improvement, quality management, and lean process tools and techniques, such as 5S, brainstorming, benchmarking, root cause analysis, SWOT analysis, PESTLE analysis, business process management, value-stream mapping and analysis, SIPOC, takt time analysis, kanban, gate review process, mistake proofing, market feedback analysis, and human factors at work; as well as information technology tools such as macros, for quick automation solutions and short-term requirements, and enterprise resource planning. Students apply course concepts through business cases, analytical

exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-301.

BUS-403: Global Business Strategies. This course explores various strategies in operating a business globally that are responsive to the changing environment of globalization. This course covers the analysis of environmental factors that have a direct impact on international markets; supply chain; human resource planning and management; business law and jurisdiction; data management; and communication. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-301.

BUS-404: Contract Management. This course covers the concepts, legalities, and best practices in writing, interpreting, and managing different types of contracts and agreements such as supplier contracts, customer and sales contracts, subcontracts, and employment contracts. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: BUS-102.

BUS-405: Banking and Financial Systems. This course explores the key components, functions, and regulations involved in the banking industry and the global financial landscape to gain insight into the role of banks, financial institutions, and regulatory bodies in fostering economic stability and growth. This course covers the overview of the financial system; banks and other financial institutions; banking operations; financial markets; central banking and monetary policies; regulatory framework; financial risk management; financial technology (FinTech); global banking and finance; ethical and social responsibilities in banking and finance; and emerging trends and innovations in banking and finance. Students apply course concepts through business cases, analytical exercises, and professional assignments that require evaluation of alternatives, evidence-based decision-making, and communication of practical recommendations. Prerequisites: FIN-101.

BUS-601: Contemporary Business Research and Trends. This course explores research methodologies and emerging trends in contemporary business research to gain insights into the trends influencing various industries and innovative research practices shaping the business landscape. This course covers research methodologies in business; literature review and synthesis; emerging trends in business; innovative research practices; business statistics; industry-specific case studies; and ethics in contemporary research. Students apply graduate-level concepts through complex organizational cases, research-informed analysis, and professional deliverables that require evaluation of alternatives and development of evidence-based managerial recommendations. Prerequisites: None.

BUS-602: Human Capital Management. This course introduces the principles, strategies, and practices in human capital management and explores the vital role of human resources in driving organizational effectiveness, talent development, and employee engagement. This course covers the foundations of human capital management; talent acquisition and recruitment; employee development and training; performance management and appraisal; employee engagement and retention; compensation and benefits; human resource data analytics and metrics; and legal and ethical considerations in human capital management. Students apply graduate-level concepts through complex organizational cases, research-informed analysis, and professional deliverables that require evaluation of alternatives and development of evidence-based managerial recommendations. Prerequisites: None.

BUS-603: Marketing Management. This course introduces the principles, strategies, and practices of marketing management and explores practical applications in creating effective marketing strategies, analyzing consumer behavior, and driving product innovation. This course covers the fundamental concepts and principles of marketing; market research and consumer behavior; product and brand management; pricing strategies; distribution and channel management; local and international marketing strategies with relevance to cultural diversity; integrated marketing communication; digital marketing and social media; marketing metrics and analytics; and marketing ethics and sustainability. Students apply graduate-level concepts through complex organizational cases, research-informed analysis, and professional deliverables that require evaluation of alternatives and development of

evidence-based managerial recommendations. Prerequisites: None.

BUS-604: Production and Operations Management. This course explores the principles, strategies, and techniques involved in managing production and operations as key factors in learning how to optimize resources, improve processes, and enhance overall organizational performance. This course covers the fundamental concepts and principles of production and operations management; process design and analysis; capacity planning and management; quality management and control; inventory management; supply chain management; lean manufacturing and Just-In-Time (JIT) principles; project management; and operational technology and innovation. Students complete extensive graduate-level quantitative analyses, operational case studies, process-design activities, capacity and inventory analyses, and an integrated operations improvement project. Prerequisites: None.

BUS-605: Quality Management System. This course explores the principles, methodologies, and practices involved in implementing and maintaining a robust Quality Management System (QMS). Quality Management System is a quality framework that defines standard processes, policies, and procedures based on best practices for ensuring that an organization consistently delivers products or services that meet customer requirements and expectations. This course covers ISO standards; QMS implementation; process mapping and improvement; quality auditing; risk management; continuous improvement; supplier quality management; and performance metrics and measurements. Students apply graduate-level concepts through complex organizational cases, research-informed analysis, and professional deliverables that require evaluation of alternatives and development of evidence-based managerial recommendations. Prerequisites: None.

BUS-606: Strategic Planning. This course explores strategic planning principles, methodologies, and best practices which involve activities in defining an organization's purpose, setting goals, and laying out a course of actions for long-term success. This course covers the fundamental concepts and importance of strategic planning; environmental analysis; formulation of vision, mission, and core values; goal setting and objective development; strategic models and strategy formulation; strategy implementation; monitoring and evaluation; strategic change management; and strategic communication. Students apply graduate-level concepts through complex organizational cases, research-informed analysis, and professional deliverables that require evaluation of alternatives and development of evidence-based managerial recommendations. Prerequisites: None.

BUS-607: Leadership and Organizational Development. This course explores the application of leadership principles by understanding human behavior, organizational behavior, team motivations, and the connection between individuals and their organization. This course covers organizational behavior; leadership styles and approaches; methods for establishing guidelines, utilizing talents, allocating personnel, and assigning roles; organization structures; power and politics; workplace conflict; team building and collaboration; change management; strategic leadership; leadership ethics and corporate social responsibility; organizational culture and climate; and talent development and succession planning. Students apply graduate-level concepts through complex organizational cases, research-informed analysis, and professional deliverables that require evaluation of alternatives and development of evidence-based managerial recommendations. This course requires BUS-602 and FIN-601 as prerequisites. Prerequisites: None.

COM-201: Purposive Communication. This course explores the principles of clear, concise, and purposeful communication, emphasizing written and oral communication strategies in various professional and academic contexts for diverse audiences to convey information persuasively and ethically. This course covers communication principles; audience analysis; effective writing; oral communication; business and professional communication; intercultural communication; team communication; media and digital communication; critical thinking and analysis; ethical communication; and strategic communication. Students apply communication principles through written, oral, digital, and collaborative activities that require audience analysis, ethical communication, appropriate media selection, constructive feedback, and professional presentation. Prerequisites: ENG-102.

COM-202: Communication Strategies. This course explores effective communication and a wide array of communication mediums, from traditional face-to-face interactions to digital platforms. This course covers the

essentials of effective communication; digital communication using social media, email, and other digital platforms for effective and appropriate communication; production of digital audio-visual contents such as charts, graphs, and videos; listening and providing constructive feedback; communication in diverse cultural settings; ethical considerations and responsibilities inherent in various forms of communication; and strategies for responding to communication challenges, such as crisis and difficult conversations. Students apply communication principles through written, oral, digital, and collaborative activities that require audience analysis, ethical communication, appropriate media selection, constructive feedback, and professional presentation. Prerequisites: COM-201.

ECO-102: Principles of Microeconomics. This course explores the basic economic concepts and theories related to individual and organizational decision-making, market interactions, and resource allocation. This course covers division of labor, supply and demand, price and elasticity, consumer behavior, firm behavior, production decisions and economic profit, market structures, externalities, public goods, poverty and welfare, inequality, and corporate and political governance. Students interpret economic data and real-world conditions, apply relevant economic models, and evaluate how economic forces influence individual, organizational, and policy decisions. Prerequisites: None.

ECO-103: Principles of Macroeconomics. This course explores the applications of macroeconomics in the field of business through assimilation of fundamental concepts and analysis of actual economic events. This course covers gross domestic product and national economy performance, employment and unemployment, interest rates, inflation, supply and demand analysis, monetary and fiscal policies, public debt, money and banking, federal reserve, international trade, international economic issues, and global economic perspectives. Students interpret economic data and real-world conditions, apply relevant economic models, and evaluate how economic forces influence individual, organizational, and policy decisions. Prerequisites: None.

EDU-601: Research Designs and Methods. This course explores the foundational principles, techniques, and strategies essential for conducting rigorous and meaningful research. This course covers research paradigms; research designs; sampling techniques; data collection methods; research instruments; data analysis techniques; ethical considerations in research; and research proposal development. Students develop and evaluate research problems, literature, designs, sampling strategies, data-collection methods, ethical safeguards, and research proposals appropriate to educational inquiry. Prerequisites: None.

EDU-602: Philosophical Foundations of Education. This course delves into the fundamental philosophical perspectives and traditions of education and their implications for shaping educational goals, methods, and policies that influence educational decisions and contribute to the development of informed and reflective educators. This course covers educational philosophy; philosophical traditions in education; metaphysics and epistemology in education; contemporary educational, structural, legal, and financial issues; ethics in education; social and political philosophy of education; educational aims and curriculum development; role of the teacher and learner; and critical pedagogy of education. Students apply course concepts through graduate-level case analysis, research-informed problem solving, professional writing, and development of evidence-based recommendations for educational practice. Prerequisites: None.

EDU-603: Educational Statistics and Analysis. This course introduces statistical methods and data analysis techniques in education and applies statistical tools to analyze educational data, interpret research findings, and make informed decisions. This course covers educational statistics; descriptive statistics in education; inferential statistics; parametric and nonparametric tests; correlation and regression analysis; multivariate analysis in education; survey research and sampling in education; qualitative and quantitative data analysis; and interpretation and communication of results. Students analyze educational datasets using appropriate statistical methods, interpret findings and limitations, and communicate evidence-based conclusions for educational research and decision-making. Prerequisites: None.

EDU-604: Technology in Education. This course explores the technologies used in education to improve learning for students and productivity for school faculty and staff. This course covers software applications used in

developing learning materials, such as lecture presentations, worksheets, and handbooks; Internet tools and applications in education; multimedia tools for teaching and learning; computer-based assessment; online learning; learning management system; school information system; and ethical and legal considerations of technology in education. This course uses software applications for word processing, presentations, spreadsheets, and video conferencing. Students evaluate and use educational technologies through applied activities that require development of digital learning or administrative resources, technology selection, and consideration of accessibility, ethics, privacy, and legal requirements. Prerequisites: None.

EDU-605: Educational Legislation and Fiscal Management. This course explores the legal and financial dimensions of the educational system by examining legal frameworks governing education, fiscal policies, and financial management practices in educational institutions. This course covers educational legislation; education policy analysis; legal rights and responsibilities; education funding and fiscal management; financial planning and budgeting; grant writing and management; audit and accountability; legal and ethical issues in education finance; and emerging trends and reforms in educational legislation and fiscal management. Students analyze legal, policy, budgeting, funding, accountability, and ethical scenarios and develop evidence-based recommendations for responsible educational governance and fiscal management. Prerequisites: None.

EDU-606: Management and Organization of Educational Institutions. This course explores the principles, strategies, and best practices in managing educational institutions to gain insight into how to lead, manage, and contribute to the success of educational institutions. This course covers the foundations of educational management; organizational structures in education; leadership in educational settings; strategic planning for educational institutions; decision-making and problem-solving; human resource management in education; financial management in education; communication and stakeholder engagement; risk management in education; and quality assurance and continuous improvement. Students analyze educational-management cases and develop evidence-based recommendations involving leadership, organizational structures, strategy, resources, stakeholders, risk, and continuous improvement. Prerequisites: EDU-601.

EDU-607: Educational Planning and Development. This course explores the processes, theories, and strategies in designing, implementing, and assessing effective educational programs; and planning and developing educational initiatives. This course covers educational planning; needs assessment and stakeholder analysis; curriculum development; instructional design; technology integration in education; assessment and evaluation of educational programs; school crisis management; strategic planning for educational development; innovation in education; and cultural competence in educational planning. Students complete applied planning activities that require needs and stakeholder analysis, program or initiative design, implementation planning, assessment measures, risk considerations, and evidence-based recommendations. Prerequisites: EDU-604, EDU-605.

EDU-608: Personnel Management in Education. This course explores the principles, practices, and challenges associated with managing personnel in educational settings to effectively lead and manage personnel in educational institutions. This course covers the foundations of personnel management in education; human resource planning; recruitment and selection; staff development and training; performance appraisal in education; employee relations and communication; legal and ethical considerations; motivation and morale building; and conflict resolution and employee well-being. Students evaluate personnel-management scenarios and develop professional recommendations involving staffing, development, performance, employee relations, legal and ethical responsibilities, motivation, and organizational well-being. Prerequisites: EDU-605.

EDU-609: Decision Analysis in Education. This course explores the processes, methodologies, principles, and techniques in decision analysis, problem-solving, and the application of quantitative and qualitative tools to make informed and strategic decisions in various educational contexts. This course covers decision analysis; decision-making models; quantitative methods in decision analysis; qualitative methods in decision analysis; decision trees and risk analysis; group decision-making; ethical considerations in decision analysis; application of decision analysis in education; and continuous improvement and adaptive decision-making. Students apply quantitative and

qualitative decision tools to educational problems, evaluate alternatives and risks, and communicate defensible recommendations supported by evidence. Prerequisites: EDU-603.

EDU-610: Curriculum and Instructional Management. This course examines the principles, strategies, and practices involved in designing, implementing, and managing educational curricula; and explores the instructional methodologies, assessment techniques, and integration of technology to enhance teaching and learning to improve instructional quality and foster innovative educational practices. This course covers curriculum development; curriculum models and approaches; alignment of curriculum and standards; instructional design and strategies; assessment and evaluation; technology integration in curriculum; differentiated instruction; professional development for educators; and cultural competence in curriculum. Students complete extensive applied curriculum analysis and design activities, standards-alignment exercises, assessment development activities, instructional improvement analyses, and an integrated curriculum and instructional management project. Prerequisites: EDU-601.

EDU-700: Capstone - Research in Educational Management. This course is a culminating requirement to engage students in independent research and critical analysis to contribute to the advancement of knowledge in educational management. This course covers research proposal development; literature review; research methodology; data collection and analysis; discussion and implications; conclusion and recommendations; presentation and defense; and ethical considerations. Students complete the research project through structured graduate-level milestones that include proposal approval, literature synthesis, methodology development, data collection and analysis, iterative faculty feedback, a final research report, and an authenticated presentation or defense. This course is a final culminating requirement and must be taken in the last semester. Prerequisites: All previous coursework.

ENG-101: English Composition 1. This course provides a foundation on academic and professional writing that involves writing strategies, analytical and critical thinking, and research practices with emphasis on refining grammar, punctuation, vocabulary, and sentence structure to produce clear, coherent, and effective written communication. This course covers the fundamentals of writing; understanding audience and purpose; writing different contents, such as letters, news and entertainment articles, policies and procedures; thesis development and essay organization; critical reading and analysis; research, investigation, evaluation, recommendation, source integration, and incorporating evidence and support; argumentation and persuasion; revision and editing; grammar and mechanics; and academic integrity and ethical writing practices. Students demonstrate achievement through research-informed writing, drafting and revision, source evaluation and integration, audience-centered communication, and assessed written work that applies academic integrity and appropriate documentation practices. Prerequisites: None.

ENG-102: English Composition 2. This course focuses on advanced technical writing that involves the processes necessary for collecting and incorporating information. This course emphasizes the development of sophisticated arguments, research-based writing, and engagement with complex texts. This course covers advanced argumentation and persuasion; research methods and source evaluation; genre analysis for academic, professional, and creative writing; critical reading and analytical writing; narrative and descriptive techniques; writing for specific audiences and purposes; incorporating visual and multimedia elements; ethical considerations in writing and research; documenting sources using MLA, APA, or Chicago style; and revision strategies and peer feedback. Students demonstrate achievement through research-informed writing, drafting and revision, source evaluation and integration, audience-centered communication, and assessed written work that applies academic integrity and appropriate documentation practices. Prerequisites: ENG-101.

ENT-201: Entrepreneurship. This course explores the processes, methods, and tools as well as knowledge, skills, and attitude necessary to create, develop, and sustain business ventures. This course covers feasibility studies, business planning, design thinking, lean methodology and lean canvas, strategy development, emotional intelligence, sourcing of funds, prototyping, business registration and permits, and franchising. Students apply entrepreneurial methods by evaluating opportunities, developing business models and feasibility assumptions, analyzing resources

and risks, and presenting evidence-based venture recommendations. Prerequisites: BUS-101.

FIN-101: Introduction to Finance. This course explores the financial concepts, methods, and tools used for better financial decision-making in both personal and corporate contexts. This course covers the overview of financial markets and institutions, including money markets and capital markets; concept and time value of money; financial statement analysis; risk and return; securities valuation; capital budgeting; cost of capital; financial planning and forecasting; working capital management; financial markets and investment strategies, including stocks, bonds, mutual funds, and exchange-traded funds (ETF); technical analysis; corporate governance and ethics; and international finance. Students apply financial methods through quantitative analyses, financial models, case studies, and evidence-based recommendations addressing financial performance, risk, investment, and resource-allocation decisions. Prerequisites: None.

FIN-601: Financial Management. This course introduces the principles, tools, and strategies in financial management, a cornerstone of organizational success, encompassing strategic planning and effective utilization of financial resources. This course covers the foundations of financial management; financial statement analysis; budgeting and forecasting; capital budgeting and investment decisions; financial risk management; financial markets; capital structure and financing; working capital management; and financial decision-making and ethics. Students apply financial methods through quantitative analyses, financial models, case studies, and evidence-based recommendations addressing financial performance, risk, investment, and resource-allocation decisions. Prerequisites: ACC-601.

ICT-101: Introduction to Computers. This course introduces the basic concepts of computer science and its applications, covering the computer science profession; basic computer hardware components; computer operating system user interfaces, interaction, and operations; computer programs and software applications; computer networks, the Internet, and Internet applications; and basic Office software operations such as word processors, spreadsheets, and presentations. This course uses office software applications. Students apply course concepts through structured practical exercises, technology-enabled problem solving, and assessed work that requires accurate use of computing tools, documentation, and professional practices. Prerequisites: None.

ICT-102: Office Software Applications with Macros. This course provides practical hands-on and extensive applied laboratory activities involving the effective use of office productivity software applications, business data analysis, macro development and automation, debugging, integrated application projects, and practical performance assessments. Students demonstrate proficiency through structured laboratory exercises, integrated automation tasks, debugging activities, and practical performance assessments that require the production of functional business documents, analyses, and automated workflows. Prerequisites: ICT-101.

ICT-103: Computer Organization and Architecture. This course provides a foundation for the organization and architecture of computer systems. This course covers digital logic design; data representation; processor organization; instruction set architecture; memory hierarchy; input and output systems; pipeline and parallel processing; computer arithmetic; control unit design; and emerging trends in computer organization and architecture. This course uses the C programming language. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-101.

ICT-104: Computers, Ethics and Society. This course explores the ethical, social, and legal implications of technology in different applications fostering critical thinking, ethical reasoning, and responsible behavior in the realm of computing. This course covers the ethical responsibilities of computer professionals; ethical theories and frameworks; privacy and surveillance; intellectual property and copyright; cybersecurity ethics; professional codes of conduct; social impact of technology; emerging technologies; online ethics and digital citizenship; ethical decision-making; and legal and regulatory compliance. Students analyze ethical, social, legal, privacy, security, and professional-responsibility issues through case studies and applied scenarios; evaluate competing stakeholder interests and professional codes; and develop documented, defensible recommendations for responsible technology

use and decision-making. Prerequisites: ICT-101.

ICT-201: Introduction to Computer Programming. This course introduces the basic concepts and practices of computer programming and programming languages. This course covers programming development environment; syntax and semantics; data types and data structures, such as stacks, queues, sets, linked lists, and collections; variables; operators; control structures, such as decision-making and loops; functions; libraries; object-oriented programming; testing and debugging; version control; and software development life cycle. This course uses programming tools and programming languages to illustrate programming concepts. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-101.

ICT-202: Database Systems and SQL. This course explores basic concepts of organizing data using Relational Database Management Systems (RDBMS) and Structured Query Language (SQL) for storing, retrieving, and manipulating data. This course covers relational database concepts; database design and modeling; data manipulation using SQL; database administration; transaction management and concurrency control; indexes and performance optimization; database security; and NoSQL databases. This course uses database management system applications. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-101.

ICT-203: Data Analysis and Reporting. This course introduces the concepts, methods, and applications of data analysis to produce meaningful insights, reports and presentations using spreadsheets, data management, and presentation tools. This course covers the basic methods in data analysis; data cleaning and preprocessing; descriptive statistics; exploratory data analysis; statistical analysis; data visualization; dashboard creation and business intelligence; time series analysis; reporting and communication; and data manipulation with Structured Query Language (SQL) using data management software applications. This course uses spreadsheet and database management system applications. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-102.

ICT-204: Data Communication and Networking. This course explores the principles, protocols, and technologies underlying modern computer networks. This course covers data communication and networking; network architecture and models; physical network layer; data link layer protocols; network layer protocol, i.e., Internet Protocol (IP); transport layer protocols, such as Transmission Control Protocol (TCP) and User Datagram Protocol (UDP); session, presentation, and application layers, such as Hypertext Transfer Protocol (HTTP), File Transfer Protocol (FTP), and electronic mail protocols; wireless networking; basic network security; internet technologies and services, such as Domain Name System (DNS) and cloud computing; and network management. Students demonstrate networking competency through applied activities involving network models and protocols, addressing and communication concepts, network configuration or simulation, troubleshooting, performance analysis, security considerations, and technical documentation of functional network solutions. Prerequisites: ICT-101.

ICT-205: Data Structures and Algorithms. This course explores the principles, design, and implementation of essential data structures and algorithms in computing, and involves problem-solving, algorithmic analysis, and efficient software development. This course covers the role of data structures and algorithms in solving real-world problems and optimizing software solutions; arrays and linked structures; stacks and queues; trees and graphs; sorting algorithms; searching algorithms; recursion; dynamic programming; algorithmic analysis; and graph algorithms. This course uses programming tools and programming languages to illustrate the algorithms. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing

solutions. Prerequisites: MAT-201.

ICT-206: Object-Oriented Programming. This course explores the principles, concepts, and best practices of object-oriented programming through a combination of theoretical understanding and practical implementation. This course covers key aspects of object-oriented programming, such as classes and objects; inheritance; polymorphism; abstraction; encapsulation; design patterns; exception handling; object-oriented analysis and design; software development life cycle; database connections and data manipulation; and testing and debugging. This course uses programming tools and programming languages. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-201, ICT-202.

ICT-207: Graphic Design. This course introduces the principles, techniques, and tools of graphic design. This course covers the contemporary trends in graphic design; design principles; typography; color theory; layout design; image editing; vector graphics; branding and identity design; print and digital designs; and portfolio development. This course uses graphics design software applications. Students apply design principles through iterative practical exercises and portfolio-quality artifacts that are evaluated for usability, accessibility, visual communication, technical quality, and responsiveness to defined user or organizational requirements. Prerequisites: ICT-101.

ICT-301: Computer Application Development. This course provides practical hands-on programming activities in developing different types of computer applications on multiple platforms using programming language features and libraries. This course covers desktop application development with forms, graphics, and printing; cross-platform and portable applications; arrays, collections, and dictionaries; data type conversion; data encoding, hashing, and encryption; configuration data; file input and output; data processing with databases, Extensible Markup Language (XML), and JavaScript Object Notation (JSON); events; serialization; reflection; concurrency and threads; testing and debugging; and version control. This course uses programming tools and programming languages. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-206.

ICT-302: Automata and Formal Languages. This course introduces the fundamental concepts of automata theory and formal languages to understand the theoretical underpinnings that govern the limits and capabilities of computation. This course covers the theoretical models of computation from finite automata to the more powerful models, such as pushdown automata and Turing machines; principles of formal languages, including regular languages, context-free languages, and context-sensitive languages; grammar and syntax analysis, including context-free grammar and parsing techniques; decidability and undecidability to explore the limits of computation; computability theory; and applications in compiler design. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: MAT-201.

ICT-303: Operating Systems. This course introduces basic concepts on the function, design, and implementation of computer operating systems. This course covers the role and importance of operating systems; process management; memory management; file systems; input and output systems; security and protection; distributed systems; virtualization; and emerging trends in operating systems. Students apply operating-system concepts through technical exercises and analyses involving processes and concurrency, memory and storage, file systems, input/output, virtualization, system protection, troubleshooting, and evaluation of operating-system behavior and design tradeoffs. Prerequisites: ICT-103.

ICT-304: Web User Interaction Design. This course explores the principles and techniques in creating effective and user-friendly web interfaces for better user experience (UX). This course covers fundamental concepts, methodologies, and tools for designing interactive and engaging web user interfaces; user behavior; information architecture; wireframing and prototyping; visual hierarchy and typography; cascading style sheets; color theory in

web design; responsive web design; interactive design elements; accessibility and inclusive design; user feedback and iterative design; user-centered design; and web design trends and innovations. This course uses HyperText Markup Language (HTML), Cascading Style Sheets (CSS), JavaScript, and other tools for client-side web application development. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-101.

ICT-305: Data Management and Information Processing. This course introduces the fundamental principles of data management, techniques in information processing, and basic concepts on the design, development, and implementation of database systems. This course covers database design and modeling; atomicity, consistency, isolation, durability (ACID); data storage and retrieval; Structured Query Language (SQL) and NoSQL; data preprocessing and cleaning; exploratory data analysis; statistical methods for data analysis; database algorithms; indexes; database servers; query processing and optimization; and regular expressions. This course uses programming tools and programming languages. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-202, ICT-205.

ICT-306: Compiler Construction. This course explores the principles, techniques, and processes involved in designing and developing computer programming language compilers, which are essential tools in translating high-level programming languages into intermediate or machine code. This course covers the structure and components of compilers; lexical analysis; syntax analysis; semantic analysis; intermediate code generation; code optimization; code generation; run-time environments; and compiler tools. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-205, ICT-302.

ICT-307: Network and Web Programming. This course provides basic concepts and applications in developing client-side and server-side (client-server) network and web programs using essential network technologies and protocols, such as Transmission Control Protocol (TCP), User Datagram Protocol (UDP), Hypertext Transfer Protocol (HTTP), web servers, file servers, and electronic mail servers. This course covers network protocols; web application architecture, standards, and best practices; socket programming; concurrency and threads; web programming technologies; server pages request and response; server session management; database integration; authentication and authorization; testing and debugging; deployment and hosting; and network application security best practices. This course uses programming tools and programming languages. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-204, ICT-301.

ICT-308: Web Front End Programming. This course explores the JavaScript programming language in developing client-side web applications. This course covers HTML elements and Document Object Model (DOM); JavaScript variables, data types, and control structures; DOM manipulation and event handling; JavaScript frameworks and libraries; web accessibility; browser developer tools; web performance optimization; version control; and web standards and best practices. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-304.

ICT-401: Web Application Development. This course provides hands-on training and activities in designing, developing, and deploying dynamic, interactive, and scalable web applications using modern web front-end and back-end technologies. This course covers full-stack development; RESTful API design; database integration; authentication and authorization; web services; testing and debugging; version control and collaboration; deployment and hosting; web security best practices; testing and debugging; and application development, such as content management system and electronic commerce. This course uses programming tools and programming

languages. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-307, ICT-308.

ICT-402: Mobile Application Development. This course explores the principles and techniques involved in developing native and cross-platform mobile applications. This course covers mobile platforms and ecosystems; native mobile development; cross-platform development; user interface design; mobile application programming architecture; data processing and database integration; Application Programming Interface (API) integration; performance optimizations; testing and debugging; mobile security best practices; and deployment and App Stores. This course uses programming tools and programming languages. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-307, ICT-308.

ICT-403: Intelligent Systems. This course introduces the basic concepts, algorithms, problem-solving methods, and applications of artificial intelligence and intelligent systems. This course covers machine learning; neural networks and deep learning; natural language processing; expert systems and knowledge representation; robotics and intelligent agents; evolutionary algorithms; intelligent decision support systems; ethical and societal implications of intelligent systems; and trends in artificial intelligence. Students apply course concepts through structured practical exercises, technology-enabled problem solving, and assessed work that requires accurate use of computing tools, documentation, and professional practices. Prerequisites: ICT-205, ICT-301.

ICT-404: Computer and Network Security. This course explores computer and network system vulnerabilities and security threats, and provides the techniques and processes involved in assessing and enhancing security. This course covers the concepts and principles of computer security; cryptography; secure software development; network security; operating system security; web application security; wireless network security; incident response and disaster recovery; ethical hacking and penetration testing; and security policies, risk management and compliance. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-303, ICT-307.

ICT-405: Management Information Systems. This course explores the strategic, managerial, and technical aspects of information systems to understand how they can be used to manage information, enhance business operations, and make informed decisions for competitive advantage. This course covers the evolution, trends, significance, and strategic use of information systems to streamline business processes and improve productivity; database management systems to preserve and manage data; systems analysis, design, development, and deployment; enterprise resource planning for business process automation and reporting; online business models and electronic commerce; decision support systems; security and ethical considerations; and emerging technologies. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-203, BUS-101.

ICT-406: Software Engineering. This course explores the principles, methodologies, and best practices in designing, coding, testing, and maintaining software systems. This course covers the software development life cycle; requirements engineering; software design and architecture; programming paradigms and languages; testing and quality assurance; version control and collaboration; software maintenance and evolution; configuration management; agile methodologies; and project management in software engineering. Students demonstrate competency through hands-on technical exercises and applied projects that require analysis, design, implementation or configuration, testing, troubleshooting, documentation, and evaluation of functional computing solutions. Prerequisites: ICT-201.

MAT-101: Mathematics in the Modern World. This course explores the diverse applications of mathematics in

various contemporary contexts to emphasize the relevance and significance of mathematics in everyday life, business, technology, science, arts, and society, such as in using computers, measuring quantities, calculating physical positions and dimensions, analyzing data, and making decisions. This course covers college algebra; patterns, symmetry, and fractals in art and design; problem solving; symbolic logic; set theory; functions; relations; operations; inductive and deductive reasoning; computer algorithms; mathematics in scientific discovery and exploration, medical research, and healthcare sciences; mathematics in social and environmental sciences; mathematics in business; and personal finance. Students solve quantitative problems, apply mathematical or statistical methods to authentic situations, interpret results, and justify conclusions using appropriate reasoning and evidence. Prerequisites: None.

MAT-102: Probability and Statistics. This course introduces the principles and techniques of probability theory and statistical analysis, and explores the mathematical foundations of uncertainty and variability, providing tools for decision-making, data analysis, and drawing meaningful inferences. This course covers probability theory, random variables, probability distributions, statistical inference, regression analysis, sampling distributions, design of experiments, nonparametric statistics, and Bayesian statistics. Students solve quantitative problems, apply mathematical or statistical methods to authentic situations, interpret results, and justify conclusions using appropriate reasoning and evidence. Prerequisites: None.

MAT-201: Discrete Mathematics. This course covers fundamental mathematical concepts used in computer science and engineering, including logic, set theory, functions, relations, proofs, combinatorics, graph theory, and discrete probability, providing the essential analytical framework for algorithmic thinking, problem-solving, and formal reasoning in technical disciplines. Students solve quantitative problems, apply mathematical or statistical methods to authentic situations, interpret results, and justify conclusions using appropriate reasoning and evidence. Prerequisites: None.

MBA-700: Capstone: Business Framework Project. This capstone course is a culminating requirement to integrate and apply the competencies gained throughout the students' academic journey. This course requires students to write a business framework that provides an opportunity for them to perform research and engage in strategic thinking. This course covers presentation and communication skills; strategic analysis and planning; marketing research and feasibility analysis; financial projections and budgeting; risk assessment and mitigation; operational strategy and implementation plan; technology and system requirements; management and organizational resource requirements; legal and compliance requirements; and ethical considerations. Students complete the framework through structured graduate-level milestones that include proposal development, research and analysis, strategic and financial evaluation, iterative faculty feedback, an integrated final deliverable, and an authenticated presentation or defense. This course is a final culminating requirement and must be taken in the last semester. Prerequisites: All previous coursework.

PHI-301: Critical Thinking and Logic. This course provides an avenue to foster analytical thinking, effective reasoning, and sound decision-making through a blend of theoretical knowledge and practical exercises in evaluating arguments, identifying logical fallacies, and constructing coherent and logical reasoning. This course covers the importance of critical thinking in personal, academic, and professional contexts; elements of thought; logic and reasoning; fallacies; argument analysis; problem-solving and decision-making; critical thinking in the real world; ethical reasoning; creative thinking; and developing critical mindset. Students evaluate arguments and evidence, identify assumptions and fallacies, apply logical and ethical reasoning to real-world problems, and construct defensible conclusions in written or oral form. Prerequisites: None.

PRJ-101: Introduction to Project Management. This course explores concepts, methodologies, processes, and best practices in project management. This course covers project integration management, contract management, scope management, time and schedule management, cost management, quality management, resource management, communications management, risk management, issue management, procurement management, and stakeholder management. Students apply project-management methods through planning and analysis activities that require

development or evaluation of scope, schedule, cost, risk, resources, stakeholders, communications, and performance information. Prerequisites: None.

PRJ-601: Strategic Project Management. This course explores the concepts and frameworks in setting up project management organizations, and the use of standard processes, tools, and techniques in aligning projects with organizational strategies and managing projects using different project management methods. This course covers strategic project planning; project portfolio management; strategic project risk management; stakeholder engagement and communication; project execution and monitoring strategies; resource allocation and optimization; strategic leadership in project management; and evaluation of strategic effect and impact of project management in complex organizations. Students apply project-management methods through planning and analysis activities that require development or evaluation of scope, schedule, cost, risk, resources, stakeholders, communications, and performance information. Prerequisites: None.

SCI-101: Introduction to Natural Sciences (with Lab). This course surveys the major concepts and methods of natural sciences, including biology, chemistry, physics, Earth science, and astronomy. Students explore foundational principles of living systems, matter and energy, forces and motion, Earth processes, ecosystems, and the universe while developing scientific literacy and an understanding of the scientific method. The fully online laboratory component uses virtual experiments, simulations, scientific observations, and data-based investigations to reinforce concepts presented in the course. Students formulate hypotheses, analyze and interpret data, evaluate evidence, and communicate scientific findings. Emphasis is placed on scientific inquiry, interdisciplinary connections, and the application of scientific principles to everyday life and contemporary issues. Prerequisites: None.

PSY-101: General Psychology. This course provides a comprehensive overview of the field of psychology, introducing foundational knowledge of psychological concepts and theories, methodologies, and its various branches. This course explores the scientific study of human behavior and mental processes, offering insights into how individuals perceive, learn, think, and interact with others. This course covers the definition and scope of psychology; historical perspectives and the evolution of psychological thought; research methods in psychology; biopsychology; sensation and perception; learning and memory; developmental psychology; personality theories; abnormal psychology; social psychology; cognitive psychology; health psychology; and industrial-organizational psychology. Prerequisites: None.

PSY-301: Interpersonal Development. This course explores interpersonal communication, emotional intelligence, relationship building, and conflict resolution strategies as part of the essential skills needed for effective and positive interactions in both personal and professional settings. This course covers the fundamentals of interpersonal communication; managing personal emotions and recognizing the emotions of others; active listening and empathy; strategies for managing and resolving conflicts in a constructive manner; building and sustaining relationships; developing skills essential for effective teamwork and collaboration in diverse group settings; and cultivating personal and professional networks to build a robust personal and professional support system. Prerequisites: PSY-101.

TAX-101: Taxation. This course explores the different taxes in the United States and other countries. This course covers individual income tax, business income tax, value added tax, property tax, and other taxes. Students apply tax concepts to individual and business scenarios, compare major forms of taxation, perform basic tax-related analyses and calculations, and evaluate the implications of tax requirements for business and personal decisions. Prerequisites: None.

23. Administration and Ownership

23.1. Members of the Board of Directors/Manager/Owners

Board of Directors

Rolito Nino Jr Chan	Chairman
Marian Joy Chan	Treasurer
Anna Liza Suyko	Secretary
Mary Joy Warain	Director
Dr. Elnora Rose Pepito	Director

Programmatic Advisory Board

Richmindale uses external Programmatic Advisory Board members with expertise appropriate to its major academic disciplines, including business, computer and information technology, education, and general education. Advisory members provide independent input on curriculum relevance, program learning outcomes, professional and workforce expectations, emerging practices and technologies, general education, graduate competencies, and opportunities for improvement. The applicable advisory group meets or is formally consulted at least annually. Recommendations, College responses, academic decisions, and follow-up actions are documented as part of the curriculum-review and institutional-effectiveness records. Final academic authority remains with Richmindale's qualified faculty and academic leadership.

Rebecca Wardlow	Advisory Board Member - Education
Jessica Hensley	Advisory Board Member - Education
Todd Kane	Advisory Board Member - Business
Kelley Walters	Advisory Board Member - Business & Education
John Johnson	Advisory Board Member - Business & General Education
Dr. Scott Burrus	Advisory Board Member - Higher Education, Psychology, & General Education
Tony Contento	Advisory Board Member - General Education
Suresh Kolpur	Advisory Board Member - Computer & Technology
Nathan Braun	Advisory Board Member - Computer & Technology
Maria Benel Corazon Se	Advisory Board Member - Other Industry

Officers and Managers

Rolito Nino Jr Chan	Chief Executive Officer
Dr. Rhonda James	President and Chief Compliance Officer
Gregory Bradley	Chief Financial Officer
Dr. Jamie Morley	Chief Academic Officer
Dr. Carlo Villalona	QA and Compliance Director
Dr. Melanie Shaw	Education Program Director and Curriculum Coordinator
Rolito Nino Jr Chan	Chief Marketing Officer
Rolito Nino Jr Chan	Chief Technology Officer
Maria Bernadette Bautista	Computer and Technology Program Director
Marlon Poe	Academic Services Manager
Anna Liza Suyko	Registrar
Marian Joy Chan	Administration Manager
Mary Joy Warain	HR Manager

Owners

Rolito Nino Jr Chan
- LLC Member

24. Faculty

24.1. Faculty Qualifications and Course Assignment

Richmindale College assigns instructional responsibilities only to faculty members whose academic preparation, disciplinary expertise, professional experience, teaching competence, and other applicable qualifications are appropriate to the level, content, and learning outcomes of the courses they teach.

Faculty qualifications are evaluated individually for each instructional assignment. The possession of an academic degree alone does not automatically qualify a faculty member to teach every course within a broad discipline. Richmindale considers the relationship among the faculty member's earned degrees, graduate coursework, subject-matter preparation, professional experience, professional credentials where applicable, scholarly or applied expertise, and the specific academic content of the assigned course.

Faculty teaching undergraduate general education courses must possess qualifications appropriate to the assigned general education discipline, including the applicable graduate-level preparation expected under Richmindale policy and accreditation requirements.

Faculty teaching graduate courses must possess academic and professional qualifications appropriate to graduate-level instruction and the subject taught. Graduate faculty are expected to demonstrate advanced subject-matter expertise and the capacity to facilitate graduate-level analysis, synthesis, research, application, and scholarly or professional inquiry. Any qualification equivalency used in place of Richmindale's normally expected academic credential must be exceptional, academically defensible, formally documented, and approved through Richmindale's established faculty-qualification process.

Prior to instructional assignment, Richmindale verifies the faculty member's applicable credentials and maintains documentation supporting the qualification determination. Academic Affairs periodically reviews faculty qualifications and teaching assignments, particularly when a faculty member is assigned to a new course, when course content materially changes, or when accreditation or regulatory requirements change.

Faculty teaching assignments are documented in a controlled Faculty Qualification and Course Assignment Matrix or equivalent institutional record showing the academic and professional basis for each assignment.

24.2. Master's and Bachelor's Degree Programs Faculty

Courts, Bari	▸ Doctor of Philosophy (Ph.D.) - Organization & Management Capella University, Minneapolis, Minnesota, United States ▸ Master of Business Administration (MBA) - Management University of Cincinnati, Cincinnati, Ohio, United States ▸ Master of Science (MS) - Global Business Blockchain University of the Cumberlands, Williamsburg, Kentucky, United States ▸ Master of Arts (MA) - Health Care Administration University of Arizona Global Campus, Tucson, Arizona, United States ▸ Bachelor of Arts (BA) - Mathematics Kenyon College, Gambier, Ohio, United States
Finkbonner, Greg	▸ Doctor of Education - Educational Leadership

	University of Kentucky, United States ▸ Master of Education - School Administration Western Washington University, United States ▸ Bachelor of Arts - Elementary Education University of Northern Colorado, United States
Gamao, Ariel	▸ Doctor in Information Technology Technological Institute of the Philippines, Quezon City, Philippines ▸ Doctor of Philosophy in Educational Management Davao del Norte State College Davao del Norte, Philippines ▸ Master of Science in Information Science University of Southeastern Philippines, Davao City, Philippines ▸ Bachelor of Science in Computer Science Holy Name University, Bohol, Philippines
Pepito, Elnora Rose	▸ Doctor of Philosophy in Educational Management Emilio Aguinaldo College, Metro Manila, Philippines ▸ Doctor of Philosophy in Clinical Psychology (All but dissertation) Siliman University, Dumaguete City, Negros Oriental, Philippines ▸ Doctor of Education in Instructional & Systematic Resource Management (30 units) University of San Jose - Recoletos, Cebu City, Philippines ▸ Master of Arts in Social and Organizational Psychology University of San Jose - Recoletos, Cebu City, Philippines ▸ Bachelor of Science in Psychology Southwestern University, Cebu City, Philippines ▸ Diploma in Special Education Cebu Technological College, Cebu City, Philippines
Shaw, Melanie	▸ Doctor of Philosophy in Education – Curriculum and Teaching Northcentral University, Prescott Valley, Arizona, United States ▸ Master of Education - Education Administration Grand Canyon University, Phoenix, Arizona, United States ▸ Master of Science - School Counseling University of West Alabama, Livingston, Alabama, United States ▸ Bachelor of Science - Liberal Studies and Music Excelsior College, Albany, New York, United States
Shaw, Paul	▸ Doctor of Philosophy in Interdisciplinary Studies, Humanities and Culture (Specialized in Creative Writing) Union Institute and University, Cincinnati, Ohio, United States ▸ Master of Music in Jazz Studies New York University, New York, United States ▸ Professional Certification in Arranging Berklee College of Music, Boston, Massachusetts, United States ▸ Bachelor of Science in Liberal Studies with an Area of Focus in Music & American History Excelsior College, Albany, New York, United States
Wolfe, Todd	▸ Doctor of Computer Science Big Data and Analytics Colorado Technical University, United States ▸ Master Certificate in Project Management Villanova Online, United States ▸ Master of Business Administration (MBA): Management Information Systems State University of New York at Albany, United States ▸ Bachelor of Science: Management Information Systems

	State University of New York at Albany, United States ▸ M Associates of Science: Business Administration Columbia Green Community College, United States

24.3. Bachelor's Degree Programs Faculty

Bautista, Maria Bernadette	▸ Master in Information Technology Technological University of the Philippines, Ermita, Manila, Philippines ▸ Bachelor of Science in Computer Science Manuel L. Quezon University, Quezon City, Manila, Philippines
Stern, Shannyn	▸ Master of Business Administration Purdue Global University, California, United States ▸ Bachelor of Science in Business Administration Major in Finance and Accountancy California State University, California, United States ▸ Associate of Arts in Liberal Arts Los Angeles Pierce College, California, United States

25. Catalog Administration and Revision Control

Richmindale maintains a revision log identifying substantive changes, approval dates, effective dates, affected sections, and required regulatory/accreditation notifications. Richmindale retains permanent copies of each published catalog and supplement and documents website and Enrollment Agreement updates needed to maintain consistent consumer disclosures.

26. Regulatory Acknowledgements

1. Within 10 days from the date a licensed institution revises a catalog, or publishes a new catalog, the licensee shall submit a written or electronic copy of the catalog to the State Board.
2. Catalog shall be available to students and prospective students in a written or electronic format.