

Appendix G: Satisfactory Academic Progress (SAP) Policy Checklist

INSTRUCTIONS : USING THE FOLLOWING CHECKLIST, REVIEW THE INSTITUTION'S SAP POLICY FOR COMPLIANCE WITH TITLE IV PROGRAM REQUIREMENTS .

CONFORMANCE WITH ACCREDITING AGENCY STANDARDS

- θ Does the school's nationally recognized accrediting agency have standards of satisfactory progress?
- θ If the school's policy conforms with its accrediting agency's standards, does it meet all of the Title IV program requirements? ([34 CFR 668.16\(e\)](#))

SAME AS OR STRICTER THAN STANDARDS FOR NON TITLE IV AID RECIPIENTS

- θ Are all elements of the school's policy for Title IV aid recipients the same as or stricter than the general standards for students enrolled in the same academic program(s) who are not receiving Title IV aid?

A QUALITATIVE MEASURE

- θ Does the school's policy include the use of grades or other qualitative factors which are measurable against a norm? The qualitative factors are:
- θ Does the school check that the student is making satisfactory academic progress each payment period (even if its increment for measuring quantitative progress is an academic year)?
- θ Term and yearly credits required at each grade level ___ ___ ___

- θ Grade point average required for the year(s) ___ ___ ___ ___
- θ Does the school's policy include requirements that after the student's second academic year, student must have at least a "C" average or equivalent, or academic standing consistent with graduation requirements?
- θ Does the school's policy identify "equivalent of a C average" and "academic standing consistent with graduation requirements"?

A QUANTITATIVE MEASURE

- θ Does the school's policy set a maximum time frame for completion of the degree(s) and certificate(s) it offers?
- θ The policy sets the following maximum time frame(s) for:
 - θ Full-time, and either
 - θ Part-time, or
 - θ Three-quarter-time, and
 - θ Half-time, and
 - θ Less-than-half-time.
 - θ Combination or enrollment status
- θ Does the school's policy divide the maximum time frame into increments (not to exceed one academic year)? Those increments are:
- θ Does the school determine a student's quantitative progress at least once during programs that are one academic year or less in length?
- θ Does the school choose to include summer sessions in the length of the increments into which the maximum time frames are divided?
- θ Does the school's policy establish a minimum schedule of work that must be successfully completed at the end of each increment to complete the degree or certificate within the maximum time frame? That schedule is:
- θ Does the school use its option to equate the maximum time frame to a maximum number of hours that could be attempted? The maximum number of hours attempted is:
- θ If the school chooses to set a maximum number of attempted hours, does it set a minimum percentage of hours attempted that must be successfully completed at the end of each increment to complete the degree or certificate within the maximum hours attempted? The minimum percentages of hours are:

- θ Does the schedule of work or minimum percentage of hours in the school's policy specify that the work must be successfully completed and what successful completion means?

CONSISTENT APPLICATION

- θ Does the school choose to establish specific standards in its policy for different categories of students and for different programs?
- θ Do the standards for each category or program meet all of the Title IV program requirements?
- θ Does the school choose to detail in its policy how its standards are applied to transfer students?

NON-PUNITIVE GRADES AND COURSES

- θ Does the school's policy define the effect on satisfactory progress of the following:
 - θ Course incompletes,
 - θ Withdrawals,
 - θ Course repetitions, and
 - θ Noncredit remedial courses?
- θ Does the school's written policy address the treatment of all letter grades (I,W, WF, etc.)

PROBATIONARY PERIOD

- θ Does the school choose to include in its policy a blanket-type probationary period?
- θ Does the school's policy detail the student's responsibilities during the probationary period (due to mitigating circumstances or a blanket-type decision)?
- θ Is the student funded during the probationary period?

APPEAL

- θ Does the school's policy include specific procedures to be followed after an adverse determination for the evaluation of a student's mitigating circumstances when presented on appeal?
- θ Does the school choose to specify in its policy the mitigating circumstances that will be evaluated?
- θ Does the school's policy include waiver procedures, if the student does not meet SAP requirements due to death of student's relative, student illness or injury, or other special circumstances which the financial aid administrator can document?

REINSTATEMENT OF AID

- θ Does the school's policy include specific procedures and minimum requirements for reinstatement of aid after a student's aid has been terminated for lack of satisfactory academic progress?

GENERAL

- θ Does the school's policy include requirements for reviewing student's academic progress at the end of each academic year?
- θ Is the school's complete policy published in appropriate publications?
- θ Does the school disseminate these publications to all enrolled students and to prospective students upon request?
- θ Are all of the school's standards consistent within its overall policy?
- θ Does the school maintain records regarding whether each student who receives Title IV aid is maintaining satisfactory academic progress according to its published policy?