

Penn State- Career Studies Program

Financial Aid Satisfactory Academic Progress Policy

Career Studies students must meet the qualitative and quantitative standards for financial aid SAP outlined in the sections below. Satisfactory academic progress is measured for all students. This policy governs a student's eligibility to receive federal student funds and any other student aid sources that base eligibility on federal or institutional financial aid SAP standards.

Qualitative Measures

Satisfactory Academic Progress for students enrolled in the Career Studies program includes qualitative measures. In this program, GPA is not an appropriate assessment for academic progress, therefore, we describe a comparable assessment. Students will be evaluated on their audited academic courses, BESC coursework, and job exploration and activities. For each program requirement students will be evaluated a minimum of two times a semester based on a variety of criteria including, but not limited to, attendance, participation, attitude, and quality of work. Student progress will be measured by the following ratings: Excellent, Satisfactory, and Needs Improvement (see Appendix A, B, C, D, E. and F). Faculty teaching audited classes will give the students either audit unsatisfactory (AUU) or audit satisfactory (AUS) for a final grade based on the criteria evaluated (see Appendix A). Students' performance on program requirements are evaluated by faculty, program staff, peer mentors, and job coach and shared with students at least once per semester via a student performance report (see **Appendix G**). Students must receive a majority of Satisfactory and/or Excellent ratings at the end of the semester in evaluated areas as described above, as well as receive AUS in their audited academic courses in order to make satisfactory academic progress.

Quantitative Measures

SAP requires a minimum Pace of Completion to ensure that students in the Career Studies program complete the program within the Maximum Timeframe (see definitions below). Students who do not meet the Pace of Completion standard (i.e., who do not successfully complete at least 67% of the overall semester requirements) are notified of unsatisfactory academic progress.

Maximum Timeframe. Federal regulations relating to federal student aid require that students complete their program within a maximum timeframe of 150% of the published length of a program. The maximum timeframe may be calculated by credit hours and clock hours. Using a clock hour measurement, the Career Studies Program is a four semester/two-year program. Career Studies students have a maximum timeframe of six semesters (three years) to meet the program requirements and receive federal student aid. Using a credit hour measurement, Career Studies students who reach 100.5 credit hours ("credit hours" refers to the program requirements

for the Career Studies Certificate and does not imply academic course credit) without fulfilling the program requirements have exceeded the maximum timeframes. Students' maximum timeframe is monitored each semester and shared and discussed with students. Once it is determined that it is mathematically impossible for a student to complete within the maximum timeframe, students are notified that they are ineligible to receive financial aid, and they are assigned a status of financial aid suspension.

Pace of Completion Standard. A completion pace of at least 67% ensures that students in the Career Studies program complete the program within the maximum timeframe. Pace of completion is determined by dividing the successfully completed hours by the cumulative hours attempted, expressed as a percentage. Percentages are rounded.

Credit Hours Earned.

Credit hours earned include:

- All the courses, activities, and experiences in which students enroll and successfully complete.
- Credits for a course a student successfully audited (i.e. Course Audit/AU Credits).
- Credits for a repeat course count as earned only if they have one of the attributes listed in this section.
- Satisfactory/Pass grades
- Previous coursework of students granted academic amnesty (academic renewal).

Credit hours earned do not include:

- Credits for an audit or credit course from which a student withdrew (WD) or did not otherwise successfully complete.
- Credits for a course in which a student was enrolled but received a Deferred Grade (DF) or No Grade (NG).
- Credits for a course in which a student earned a grade of F (0).

Credit Hours Attempted.

Credit hours attempted include:

- All the courses, activities, and experiences in which students enroll.
- Credits for a course a student audited (i.e. Course Audit/AU Credits).
- Credits for a repeated course.
- Every credit counted as earned (as defined above).
- Credits for a course in which a student was enrolled, but did not pass/earn the credit.
- Credits for a course in which a student was enrolled, but withdrew from, or late dropped, before the end of the class.

- Credits for a course in which a student was enrolled but received a Deferred Grade (DF) or No Grade (NG).

Credit hours attempted do not include:

- Credits for a course in which a student withdrew due to military service obligations.
- Credits for a course in which a student was enrolled, but dropped on or before the Regular Drop Date, or had administratively cancelled.

Incomplete Grades. Credits for a course in which a student was enrolled but received a Deferred Grade (DF) or No Grade (NG) count as attempted, but do not count as earned. The student's grade-point average (as applicable) for that semester will be calculated without the deferred-grade and no-grade credits.

When a valid incomplete grade is finalized, it is factored into the student's SAP status at the next evaluation. However, if the DF or NG grade was invalid (i.e. assigned in error as documented in writing by the instructor), the student's SAP status will be immediately reevaluated. The program coordinator will work with the student and the Office of Student Aid after the grade is corrected to request that his or her SAP status be immediately reevaluated.

Withdrawals. Credits for courses taken during a semester from which a student has withdrawn count as attempted, but do not count as earned. The student's GPA (as applicable) is not affected by credits from which a student has withdrawn.

Repetitions (Course Repeats). Classes may not be repeated with the exception of certain courses (e.g., variable-credit and special-topics courses) that are designated as repeatable; they may be taken more than once for audit or credit.

The credits of a repeated course count as credits attempted. Credits for a repeat course count as earned only if they have one of the attributes listed in the "Credits Hours Earned" section above.

Transfer Credits.

The Career Studies Program does not accept transfer credits as part of the credit hour requirements.

Grade Changes.

When a grade is changed, the change is factored into the student's SAP status at the next evaluation. However, a student may contact the Office of Student Aid after the grade change posts to their academic record to request that the SAP status be reevaluated.

Monitoring Financial Aid SAP

Formal SAP evaluations occur at the end of each semester by the Office of Student Aid. Students who meet all SAP standards are eligible to receive financial aid. Students who do not meet financial aid SAP, or those for whom it is not possible to meet the maximum timeframe requirements, are ineligible for financial aid, and will receive notification from the Office of Student Aid on the impact of their aid eligibility.

Financial Aid Warning

Students who fail to meet the pace of completion standard and/or fail to meet the qualitative standards will be placed on a one semester financial aid warning status for their next semester of enrollment. This status is only for students who were making financial aid satisfactory academic progress in the prior semester for which they were enrolled. Students in financial aid warning status are eligible to receive financial aid. If the student is not making satisfactory academic progress after one semester in a financial aid warning status, they will be placed on financial aid suspension.

Financial Aid Suspension

Financial aid suspension is the status assigned to students who fail to meet one or more of standards of the SAP. A student assigned the status of financial aid suspension is not eligible to receive financial aid subject to this policy.

Reinstatement of Eligibility

Restoring aid without an appeal. Students may restore financial aid eligibility by enrolling for one or more semesters at their own expense until they re-establish financial aid eligibility by meeting the SAP standards outlined above. Students who exceed the maximum timeframe cannot restore eligibility without appealing.

Appeals. A student may file an appeal with the Office of Student Aid on the basis of the death of a relative, an injury or illness of the student, or other special circumstances. In the appeal, the student must explain why they failed to make financial aid SAP and what has changed in the student's situation that will allow the student to demonstrate financial aid SAP at the next evaluation. The student will need to work with the program coordinator on their appeal and submit documentation (Financial Aid SAP Appeal Form) to the Office of Student Aid.

Financial Aid Probation. Financial aid probation is the status assigned to a student who fails to meet one or more standards of the SAP policy, successfully appeals, and has his or her eligibility for financial aid reinstated.

Students on financial aid probation must meet the minimum SAP standards at the conclusion of the probationary payment period to remain eligible for financial aid or meet the conditions of the academic plan developed by the institution and the student to remain eligible for further financial aid. When assigned the status of financial aid probation, a student is responsible for understanding the conditions set forth in the appeal process.

Faculty Feedback on Student Progress

For Career Studies Students Who Are Auditing an Academic Course

Student Name: _____ Semester: _____

Faculty Name: _____ Course Name/Number: _____

Faculty Feedback

The Career Studies Program is required to assess the academic progress of each student. Your feedback will contribute to this assessment. Please provide a brief assessment at the mid and end point of each semester.

Directions

- Complete the assessment
- Give the completed form back to the student or email it back to me, Sandy McBride, at sem185@psu.edu
- Return it as soon as you have completed it, please

NI – Needs Improvement
S – Satisfactory
E – Excellent

Expectations	Rating NI/ S/ E	Comment
Attendance Attendance based on class syllabus requirements		
Punctuality On time for class		
Social Interaction Appropriate, without disruption		
Assignments Completes modified assignments on time		
Quality Assignments completed with quality & demonstrates improvement		
Participation Respectful, appropriate, & contributes to class		
Attitude Positive, accepts challenges & constructive feedback		
Note: The above-listed criteria are suggested. Faculty may reference additional criteria. If progress is assessed as Satisfactory, the rating will suffice. If Excellent or Needs Improvement is noted, please provide a comment in that section.		
Additional Comments:		

Signature: _____ Date: _____

BESC Coursework Evaluation

Career Studies Program

Student Name: _____

Mid-Semester/End of Semester (circle one)

Instructor: _____ Course Number: _____

Needs Improvement (NI) Satisfactory (S) Excellent (E)

Expectations	Rating NI/S/E	Comments
Attendance Attendance based on class syllabus requirements		
Punctuality On time for class		
Social Interaction Appropriate, without disruption		
Assignments Completes assignments on time		
Quality Assignments completed with quality and demonstrate improvement		
Participation Respectful, appropriate, and contributes to class discussions		
Attitude Positive, accepts challenges and constructive feedback		

Coordinator Signature _____

Job Exploration Tour (JET) Evaluation

Career Studies Program

Student Name: _____

Mid-Semester/End of Semester (circle one)

Locations: _____

_____**Needs Improvement (NI) Satisfactory (S) Excellent (E)**

Expectations	Rating NI/S/E	Comments
Appearance Dresses appropriately and maintains good hygiene		
Interactions Demonstrates respectful and appropriate interactions with employees and/or customers		
Participation Actively engages and asks appropriate questions		
Focus Stays focused during visit		

Coordinator Signature _____**Student Signature** _____



On-Campus Practicum Evaluation

Career Studies Program

Student Name: _____ Date: _____

Job Coach/Mentor: _____ Current Location _____

Practicum Feedback

The Career Studies Program is required to evaluate the practicum progress of each student. Your feedback will allow students to improve and develop the needed skills to acquire competitive employment. Students will use your feedback to help direct the practicum experience.

Directions

- Complete the evaluation form weekly
- Review with the student
- Sign form (job coach and student)
- Have the student return the form to Sandy or Kate

Needs Improvement (NI) Satisfactory (S) Excellent (E)

Expectations	Rating NI/S/E	Comments
Appearance Dresses appropriately and maintains good hygiene		
Stamina Handles shift length without difficulty		
Time Management Uses time efficiently and completes job requirements in a timely manner		
Interactions Demonstrates respectful and appropriate interactions with employees and/or customers		
Initiative Starts tasks independently and asks for new tasks upon completion		
Focus Stays focused on task with minimal prompting from job coach		

Job Coach Signature _____

Student Signature _____

Practicum Evaluation

Career Studies Program

Student Name: _____ Semester: _____ Date: _____

Employer: _____ Supervisor: _____

Phone: _____ Email: _____

Current Practicum Schedule: _____

Practicum Feedback

The Career Studies Program is required to evaluate the practicum progress of each student. Your feedback will allow students to improve and develop the skills needed to acquire competitive employment.

Directions

- Complete the evaluation
- Send it to Sandy McBride at sem185@psu.edu

Evaluation

<i>NI – Needs Improvement</i>		<i>S – Satisfactory</i>	<i>E- Excellent</i>
Expectations	Rating NI/S/E	Comment	
Attendance/ Punctuality Attends practicum during scheduled times, is early or on time			
Appearance Dresses appropriately and maintains good hygiene			
Stamina Handles shift length without difficulty			
Time Management Uses time efficiently and completes job requirements in a timely manner			
Interactions Demonstrates respectful and appropriate interactions with employees and/or customers			
Performance/Job Skills Performs job tasks to quality standards			
Initiative Starts tasks independently and asks for new tasks upon completion			
Attitude Exhibits positive attitude, is pleasant, and welcomes challenges			
Feedback Accepts constructive feedback and makes changes based on feedback			

Current Practicum Jobs/Duties:

Level of Support By Job Coach/Mentor:

- ☐ Job Coach is by student's side and assists in all assignments/duties
- ☐ Job Coach is nearby student and student completes some assignments independently/with little support
- ☐ Job Coach checks in from time-to-time and student completes most assignments independently

Strengths:

- 1.
- 2.

Area of Needed Growth:

Additional Comments:

Peer Mentor Evaluation of Student

Please complete a separate form for each student. The student(s) you are evaluating are listed in your slack channel. If you cannot answer a particular question about a student, please just skip. We will be sharing these at conferences (we will not disclose your name).

We appreciate your honest feedback which helps the students be successful and grow.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

General Information

1. Peer Mentor Name: _____
2. Student Name: _____
3. What daily activities do you support the student? Check ALL that apply.
 - ☐ Academic Class
 - ☐ Academic Support (Classwork)
 - ☐ Social/Fitness Support
 - ☐ Lunch
 - ☐ Personal Management or NRF

Attitude

4. How is the student's attitude toward/during academic class?
Things to think about when answering: Positivity, accepting of constructive feedback from you and/or the professor, facing challenges (not complaining/sleeping/etc.)
 - ☐ **Needs Improvement** (negative attitude and poor cooperation)
 - ☐ **Satisfactory** (displays positive attitude and is cooperative most of the time)
 - ☐ **Excellent** (consistently motivated and cooperative)

5. How is the student's attitude toward academic support?

Things to think about when answering: Positivity, accepting of constructive feedback, accepting modifications to work, facing challenges (not making excuses).

☐ **Needs Improvement** (negative attitude and poor cooperation)

☐ **Satisfactory** (displays positive attitude and is cooperative most of the time)

☐ **Excellent** (consistently motivated and cooperative)

6. How is the student's attitude toward social/fitness support or doing group activities?

Things to think about when answering: Willingness to try new things, excitement over campus activities, suggests new things to do, willingness to be flexible with others' ideas.

☐ **Needs Improvement** (negative attitude and poor cooperation)

☐ **Satisfactory** (displays positive attitude and is cooperative most of the time)

☐ **Excellent** (consistently motivated and cooperative)

7. Additional Comments. Please tell us reasons for your scores above.

Engagement

8. How is the student's engagement during academic class?

Things to think about when answering: Willingness to participate, attendance to class (late or on time), how well student pays attention, and effort during class (taking own notes, listening to directions, etc.)

☐ **Needs Improvement** (minimal effort and not engaged)

☐ **Satisfactory** (puts forth effort and is engaged most of the time)

☐ **Excellent** (contributes to class discussions appropriately, always put forth best effort)

9. How is the student's engagement during academic support?

Things to think about when answering: Use of time during support (does student complete assignments), quality of work (does student rush through or take their time) and taking suggestions for modifications.

☐ **Needs Improvement** (minimal effort and not engaged)

☐ **Satisfactory** (puts forth effort and is engaged most of the time)

☐ **Excellent** (consistently produces quality work for ability level, always put forth best effort)

10. How is the student's engagement during social interactions with peers?

Things to think about when answering: Respectful language, appropriateness of conversations and interactions, willingness to join others in an activity, and desire to be with others.

☐ **Needs Improvement** (does not engage in activities willingly, displays inappropriate/rude behavior)

☐ **Satisfactory** (engages willingly and appropriately most of the time)

☐ **Excellent** (consistently engages with peers and in activities with excitement)

11. Additional Comments. Please tell us reasons for your scores above. If you did not score

Semester Progress Report

Student Name: _____ Semester: _____ Date: _____

Do you plan to return: _____

Section One: Program Coordinator (Check One)

☐ Attitude: Excellent, Satisfactory, Needs Improvement

☐ Social: Excellent, Satisfactory, Needs Improvement

☐ Academics: Excellent, Satisfactory, Needs Improvement

Comments:

Section Two: Person Centered Goals

Comments:

Section Three: Peer Mentor (Check One)

☐ Attitude (Circle One): Excellent, Satisfactory, Needs Improvement

☐ Social (Circle One): Excellent, Satisfactory, Needs Improvement

☐ Academics (Circle One): Excellent, Satisfactory, Needs Improvement

Comments:

Section Four: Current Academic Class(es) and Career Studies Class(es)

Comments: _____

NRF: _____

Personal Management: _____

Huddle: _____

Section Five: Student (Check One)

☐ Attitude: Excellent, Satisfactory, Needs Improvement

☐ Social: Excellent, Satisfactory, Needs Improvement

☐ Academics: Excellent, Satisfactory, Needs Improvement

Comments:

Section Six: Employment

Comments:

Section Seven: Questions/Concerns

Comments:

Section Eight: Academic Classes for Next Semester
