Federal Satisfactory Academic Progress (SAP) Policy

All students receiving Title IV financial assistance must maintain satisfactory academic progress as defined below. NOTE: Satisfactory progress for federal financial aid eligibility differs from the University’s academic progress policy.

Academic Progress will be checked annually, at the end of each payment period, unless a student is on Financial Aid Probation. Students are expected to maintain satisfactory academic progress based on both qualitative (cumulative GPA) and quantitative standards (pace of progression).

Students must achieve a cumulative minimum GPA as noted in the chart below:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Earned</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>0 to 22 credits earned</td>
<td>1.70</td>
</tr>
<tr>
<td>Sophomores</td>
<td>23 to 52</td>
<td>2.00</td>
</tr>
<tr>
<td>Juniors And Seniors</td>
<td>more than 52</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Per Federal Guidelines, students have a maximum of 12 semesters of Federal Aid to complete their graduate requirements (aggregate loan limits apply as well). Students must successfully complete a minimum of 67% of their attempted coursework. NOTE: Institutional Financial Aid is limited to 8 consecutive semesters.

Students who do not meet the above requirements will not be eligible to receive Federal Aid for the following semester (until academic progress is achieved). Students who did not make progress may petition this decision by submitting the following materials to the Office of Financial Aid:

- A complete application for financial aid by the given deadlines.
- The “Petition for Review of Financial Aid Eligibility” form (this form), signed by the student.
- An expansive self-statement about what contributed toward the academic performance that failed to meet the minimum standards for financial aid renewal. This self-statement should include why student failed to make satisfactory academic progress as well as what has changed that will allow the student to make satisfactory academic progress.
- An approved academic plan that is developed with the help of an academic advisor.
- Two faculty endorsements. These should be statements concerning your recent (within two semesters) classroom performance and potential for future success in the Lehigh classroom.

The Office of Financial Aid will review appeals with consultation with the Colleges (Arts & Sciences, Engineering, and Business) along with the Dean of Student’s Offices. If the Office of Financial Aid determined that the student be granted Federal Aid, the student will be placed on financial aid probation for their next period of enrollment. Satisfactory Academic Progress will be reviewed after the next payment period to determine if the student will continue to be eligible for Federal Aid.
Treatment of Audits, Incompletes, Remedial Courses and other grades

Audit Course
Audits Course audits are not reviewed or counted for academic progress purposes since no grades are given and no credits received.

Incomplete Grade
A student who incurs an incomplete ('N') grade in any course is required to complete the work for the course by the fifth day of instruction, with the grade submitted to the Registrar by the 10th day of instruction in the next regular semester. Where the number of incomplete credits is insufficient to make a satisfactory progress determination, the Office of Financial Aid may require that the student first receive the final grade before Title IV funds are credited. If the student was absent from the final examination (X and XN Grades), if the number of ‘X’ and ‘XN’ credits is insufficient to make satisfactory progress questionable, the Office of Financial Aid may require that the student have a final grade before Title IV funds are credited.

Repeating Courses
For Federal aid purposes, if a student repeats a course in which a D or higher was received more than once, the credits will not be counted.

Non-Credit Courses
Non-credit courses are not considered in either the qualitative or quantitative assessment of satisfactory academic progress.