

School Eligibility and Operations

Introduction

This volume of the *Federal Student Aid Handbook* comprises topics pertaining to colleges' general obligations in administering the *Title IV* student aid programs: institutional and program eligibility, administrative requirements, audits, record keeping, program reviews, and providing information to the public are all explained.

Throughout the Handbook we use "college," "school," and "institution" interchangeably unless some more specific use is given. Similarly, "student," "applicant," and "aid recipient" are synonyms. "Parents" in this volume refers to the parents of dependent students, and "you" refers to the primary audience of the *Handbook*: financial aid administrators at colleges. "We" indicates the United States Department of Education (Department, ED), and "HEA" refers to the *Higher Education Act of 1965*, as amended. "*Title IV*" refers to the student financial aid programs authorized under *Title IV* of the HEA.

We appreciate any comments that you have regarding the *Federal Student Aid Handbook*. We revise and clarify the text in response to questions and feedback from the financial aid community, so please reach out to us about how to improve the *Handbook* through the "[Contact Customer Support](#)" feature in our Partner Connect Help Center clicking on "FSA Handbook" under the Topic section.

This introduction only summarizes the changes and clarifications presented in more detail in the chapters. For more complete guidance, refer to the text in the chapters cited and the pertinent regulations and statutes.

Sunset of COVID-19 Guidance and Waivers

The Federal Government has ended the national emergency and the public health emergency associated with the COVID-19 pandemic. The COVID-19 national emergency ended on April 10, 2023, through enactment of *H.J. Res. 7, Public Law No. 118-3*. The COVID-19 public health emergency ended on May 11, 2023. These actions triggered the sunset of many waivers and flexibilities for the federal student financial aid programs related to the COVID-19 pandemic.

The Department of Education recognizes that the COVID-19 pandemic created many unique challenges for postsecondary institutions. The Department provided a variety of special guidance and regulatory flexibilities due to the President's declaration of the COVID-19 national emergency on March 13, 2020. In addition, Congress passed legislation offering relief from certain statutory requirements related to the *Title IV*, HEA programs.

In general, the COVID-19 flexibilities and waivers remained in effect until the COVID-19 national emergency was declared over. For more details, see the [Electronic Announcement](#) published June 14, 2023, which describes the timeframes for the sunset of the COVID-19 waivers and flexibilities applicable to institutions and provides general guidance regarding the return to normal compliance with *Title IV*, Higher Education Act (HEA) requirements.

Noteworthy Changes

Throughout this volume, we have added and updated links for easy access to regulations and other supporting guidance.

Other significant changes to Volume 2 for 2024 - 2025 include:

Throughout Volume 2, we have made updates to reflect changes made by the *FAFSA Simplification Act*. These include the following:

- Removal of guidance related to Iraq and Afghanistan Service Grants, Children of Fallen Heroes Awards, and the "Zero EFC treatment" for Pell Grant-eligible students who meet the Iraq and Afghanistan Service Grant eligibility criteria;
- Replacement of all references to "Expected Family Contribution (EFC)" with "Student Aid Index (SAI);" and
- Replacement of all references to "estimated financial assistance (EFA)" with "other financial assistance (OFA)."

For more information on the changes made by the *FAFSA Simplification Act*, see [Dear Colleague Letter GEN-23-11](#).

Additional Updates by Chapter

Chapter 1:

- Updated the process of validating high school diplomas (see [34 CFR 668.16\(p\)](#)).
- Added a new definition of an “eligible career pathway program” as defined in [34 CFR 668.2](#).
- Provided guidance on the new documentation and approval process for Eligible Career Pathway Programs as identified in [34 CFR 668.157](#).
- Updated the “Selected Provisions of the PPA” section to comply with several new requirements in 34 CFR 668.14 that are effective on July 1, 2024.

Chapter 2:

- Updated the State requirements and program length information section to comply with the amended regulations related to program length restrictions at [34 CFR 668.14\(b\)\(26\)](#) effective July 1, 2024. The revised regulations rescind the 150 percent rule that existed prior to this date and set limitations on the length of GE programs.
- Updated the Gainful Employment requirements based on the Financial Value Transparency and Gainful Employment Final Rule, published on October 10, 2023. The requirements will take effect on a phased implementation schedule, with the majority taking effect on July 1, 2024.
- Updated the definition of a “direct assessment program.” In addition, updated the procedures and requirements for an institution that offers such a program to apply for the program to be determined an eligible program, and specify limitations on the use of *Title IV* program funds. These changes were outlined in [DCL GEN-24-02](#).
- Updated additional program eligibility requirements for programs offered via distance education or correspondence to comply with the new requirements in [34 CFR 668.14\(b\)\(32\)\(i\)](#) and [\(ii\)](#). These requirements are effective July 1, 2024.
- Updated the clock to credit hour conversion examples based on updates made to the minimum state requirements for programs leading to Gainful Employment.

Chapter 3:

- Strengthened institutional requirements to improve the administration of the *Title IV* programs and addressed areas of concern that were previously unregulated. We amended three of the existing administrative capability standards (Financial Aid Communications, Debarment or Suspension, and High School Diploma) and added six new standards (Negative Actions, Career Services, Externships, Disbursing Funds, Gainful Employment, and Misrepresentation)
- Added a new requirement effective July 1, 2024, related to transcript withholding. Schools may not withhold transcripts or take any other negative action against a student related to a balance owed by the student due to an error in the school’s administration of the *Title IV*, HEA programs, or any fraud or misconduct by the school or its personnel. In addition, schools are required to provide an official transcript that includes all the credit or clock hours for payment periods in which a student received *Title IV* funds for which all institutional charges were paid or included in a agreement to repay at the time the request is made.
- Added a requirement that schools must disburse funds in a timely manner that best meets the students’ needs.
- Clarified incentive compensation guidance pertaining to student and alumni referral programs.
- Provided clarification as it related to in-state tuition rates for foreign service members, their families and citizens of the three Freely Associated States.
- Provided a definition for a foreign service member.

Chapter 4:

- Updated the *Single Audit Act* guidelines. Institutions under the *Single Audit Act* have an audit submission deadline of the earlier of 30 calendar days after receipt of the audit report, or nine months after the end of the audit period.
- Clarified information pertaining to waivers and exemptions for audits. Specifically, the Office of Management and

Budget increased the Single Audit threshold from \$750,000 to \$1,000,000 with an effective date of October 1, 2024.

- Updated the submission dates for FSA audits. Specifically, a school's or servicer's compliance and financial statement audits performed under the Office of Inspector General's (OIG)'s Audit Guide must be submitted to the Department by the date that is the earlier of thirty days after the later of the date of the auditor's report for the compliance audit and the date of the auditor's report for the audited financial statements; or six months after the last day of the institution's fiscal year.
- Clarified that for fiscal years beginning on or after July 1, 2024, financial statements submitted to the Department must match the fiscal year end of the entity's annual return(s) filed with the IRS.
- Provided updates to the "Financial responsibility for public schools" and the "Financial responsibility for proprietary and private nonprofit schools" sections based on regulatory changes effective July 1, 2024.
- Provided updated mandatory and discretionary triggers as outlined in [34 CFR 668.171\(c\)](#) and [\(d\)](#).

Chapter 5:

- Updated the links to the Electronic Application to Participate in the Federal Student Financial Aid Programs ([E-App](#)).
- Provided a reminder that effective July 1, 2024, schools are required to comply with all applicable State laws related to closure, including teach-out plans and agreements, tuition recovery funds, surety bonds, and record retention policies.
- Clarified that schools must seek approval for the addition of the first Prison Education Program (PEP) at the first two additional locations.

Chapter 6:

- Clarified that for programs that lead to licensure or certification schools must, as part of 34 CFR 668.43, provide a list of all States where it has determined, including as part of its obligation under [34 CFR 668.14\(b\)\(32\)](#), that the program does and does not meet requirements.
- Added a requirement that effective July 1, 2024, if a student is considered a distance education student, the institution is required to make a determination of the State in which the student is located at the time of initial enrollment in accordance with [34 CFR 600.9\(c\)\(2\)](#). If such determination is not made or if the institution has determined the program does not meet such requirements, then the student would not be permitted to enroll.

Chapter 7:

- Updated Higher education Act and Internal Revenue Code Data Use Limitations based on the *FAFSA Simplification Act* and the *Future Act*.

Chapter 8:

No major updates.

Chapter 1

Institutional Eligibility

This chapter discusses the three types of institutions that are eligible to participate in the *Title IV* programs. If circumstances change and a participating school no longer qualifies as an eligible institution, it must notify the Department of Education (the Department; see Chapter 5) and carry out the closeout procedures described in Chapter 8.

Schools must apply to and receive approval from the Department to be eligible to participate in the *Title IV* programs before they can be certified for participation. Some schools apply only for designation as an eligible institution—they do not seek to participate—so their students may receive deferments on *Title IV* program loans or be eligible for the [American Opportunity and Lifetime Learning tax credits](#) or other non-*Title IV* programs that require schools to be *Title IV*-eligible. The same application is used to apply for both eligibility and certification for participation (see *Chapter 2*).

To assess your school's compliance with this chapter's provisions, see the institutional eligibility module on the [FSA Assessments website](#).

Type and Control

The Three Types of Eligible Institutions

The law defines three kinds of eligible institutions—*institutions of higher education*, *proprietary institutions of higher education*, and *postsecondary vocational institutions*. Each type of school is eligible to participate in all of the *Title IV* programs, provided it offers the appropriate type of program. This section covers the key elements of the three definitions, giving special attention to those requirements that affect the definition of an eligible program.

Although the criteria for the three types of institutions differ, it is possible that an institution of higher education can also qualify as a postsecondary vocational institution by offering programs that are less than an academic year in length and lead to a certificate or other nondegree recognized credential.

Definitions of Eligible Institutions

[34 CFR 600.4](#)

[34 CFR 600.5](#)

[34 CFR 600.6](#)

Type and Control of Eligible Institutions

<i>Institution of Higher Education</i>	<i>Proprietary Institution of Higher Education</i>	<i>Postsecondary Vocational Institution</i>
A public or other nonprofit educational institution located in a state	A private, for-profit educational institution located in a state	A public or private nonprofit educational institution located in a state

The institution offers

1. associate,

The institution must

1. provide training for gainful

The institution must provide training for gainful employment in a recognized

- bachelor's, graduate, or professional degree programs;
- 2. a program of at least two years that is acceptable for full credit toward a bachelor's degree; or
- 3. a training program of at least one academic year that leads to a certificate or other nondegree recognized credential and prepares students for gainful employment in a recognized occupation.

employment in a recognized occupation or

- 2. have provided a program leading to a baccalaureate degree in liberal arts continuously since 1/1/09 (with continuous regional accreditation since 10/1/07 or earlier).

Programs offered must meet the criteria of at least one category below:

- 1. They are at least a 15-week (instructional time) undergraduate program of 600 clock hours, 16 semester or trimester hours, or 24 quarter hours. They may admit students without an associate degree or equivalent.
- 2. They are at least a 10-week (instructional time) program of 300 clock hours, 8 semester or trimester hours, or 12 quarter hours. They must be a graduate/professional program or must admit only students with an associate degree or equivalent.
- 3. They are at least a 10-week (instructional time) undergraduate program of 300-599 clock hours. They must admit at least some students who do not have an associate degree or equivalent and must meet specific qualitative standards. Note: These programs are eligible only for the Direct Loan program.

occupation.

Programs offered must meet the criteria of at least one category below:

- 1. They are at least a 15-week (instructional time) undergraduate program of 600 clock hours, 16 semester or trimester hours, or 24 quarter hours. They may admit students without an associate degree or equivalent.
- 2. They are at least a 10-week (instructional time) program of 300 clock hours, 8 semester or trimester hours, or 12 quarter hours. Must be a graduate/professional program or must admit only students with an associate degree or equivalent.
- 3. They are at least a 10-week (instructional time) undergraduate program of 300-599 clock hours. They must admit at least some students who do not have an associate degree or equivalent and must meet specific qualitative standards. Note: These programs are eligible only for the Direct Loan program.

Any school may act as a postsecondary vocational institution to offer Gainful Employment (GE) programs less than one academic year in length. Also, all three institutional types may provide a comprehensive transition and postsecondary program for individuals with intellectual disabilities.

“Two-Year Rule” (applicable to proprietary and postsecondary vocational institutions): Legally authorized to provide (and continuously have been providing) the same postsecondary instruction for at least two consecutive years.

Institutional Control

The control and ownership of an institution distinguishes whether it is public or private and nonprofit or for-profit. By definition, an institution of higher education or a postsecondary vocational institution can be either public or private but is always nonprofit. A proprietary institution of higher education is always a private, for-profit institution.

Basic Criteria for Eligible Institutions

To be eligible an institution must

- be legally authorized by a state to provide a postsecondary education program in that state,
- be accredited by a nationally recognized accrediting agency or have met the alternative requirements, if applicable, and
- admit as regular students only individuals with a high school diploma or its recognized equivalent or individuals beyond the age of compulsory school attendance in the state where the institution is located.

These requirements are discussed in the following sections.

Legal Authorization by a State

Generally, an eligible institution must be located in a state. A school is physically located in a state if it has a campus or instructional site in that state. There are certain limitations and exceptions:

- Institutions of higher education in the Federated States of Micronesia and the Republic of the Marshall Islands are eligible for purposes of the Federal Pell Grant Program.
- Institutions of higher education in the Republic of Palau are eligible for purposes of the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study (FWS) programs.
- Foreign schools may participate in the Direct Loan Program, subject to the rules of [Subpart E of 34 CFR Part 600](#).

State Authorization

[34 CFR 600.9](#)

There are two basic requirements for an institution to be considered legally authorized by a state for the purpose of *Title IV* program eligibility: (1) the state must authorize the institution by name to operate postsecondary educational programs; and (2) the state must have a process to review and act on complaints concerning the institution, including enforcing applicable state laws. The following are exempt from both of these requirements:

- schools authorized by name by the federal government to offer educational programs beyond secondary education, and
- schools authorized by name by an Indian tribe [as defined in 25 USC 1801(a)(2)] to offer educational programs beyond secondary education, provided they are located on tribal lands and the tribal government has a process to review and appropriately act on complaints concerning the schools and enforces applicable tribal requirements or laws. [Note that [34 CFR 600.9\(a\)\(2\)\(ii\)](#) incorrectly cites 25 USC 1802(2); the correct citation is, as given above, 25 USC 1801(a)(2).]

Religious institutions must comply with (2) but are exempt from (1) above—i.e., they are already considered to be legally authorized to operate postsecondary educational programs—if they are exempt from state authorization as religious institutions under the state constitution or by state law.

Religious Institution Exemption

[34 CFR 600.9\(b\)](#)

Authorization to Operate Postsecondary Educational Programs

A school can be established by name as an educational institution through a state charter, statute, constitutional provision, or other action by an appropriate state entity. See DCL [GEN-13-20](#) for an explication of “other action.” The school must be authorized to operate educational programs beyond the secondary level, including programs leading to a degree or certificate. In addition, the institution must comply with any applicable state approval or licensure requirement, although the state may exempt the school from that approval or requirement based on the school being in operation for at least 20 years or on its accreditation by one or more accrediting agencies recognized by the Department.

If a school was not established by name as an educational institution but was established by a state on the basis of an authorization to conduct business or to operate as a nonprofit charitable organization, it must show that the state took an active role in approving or licensing it to offer programs beyond secondary education, including programs leading to a degree or certificate. Again, see DCL [GEN-13-20](#) for more. Such a school can't be exempted from state approval or licensure requirements based on accreditation, years in operation, or a comparable exemption.

Nonprofit Institution

[34 CFR 600.2](#)

A domestic public or private institution or foreign institution as to which the Secretary determines that is:

- owned and operated by one or more nonprofit corporations or associations whose net earnings do not benefit any private entity or natural person
- legally authorized to operate as a nonprofit organization by each state or home country in which it is physically located
- determined by the Internal Revenue Service (IRS) to be eligible for tax-deductible contributions in accordance with the IRS Code [26 U.S.C. 501(c)(3)] or by a tax authority of the institution's home country recognized by the secretary, and
- if there is no recognized tax authority of the foreign institution's home country, the foreign institution demonstrates to the satisfaction of the Secretary that it is a nonprofit educational institution.

State

[34 CFR 600.2](#)

One of the 50 states, American Samoa, Puerto Rico, the District of Columbia, Guam, the U.S. Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

How Different Types of Schools Meet State Authorization Requirements

Legal Entity	Entity Description	Approval or Licensure Process
Educational Institution	A public, private nonprofit, or for-profit institution established by name through a charter, statute, articles of incorporation, or other action issued by an appropriate state entity as an educational	The institution must comply with any applicable state approval or licensure process and be approved or licensed by name. It may be exempted from such requirement based on its

institution authorized to operate educational programs beyond secondary education, including programs leading to a degree or certificate.

accreditation or being in operation at least 20 years.

For-profit

An entity that is incorporated or organized in a state for the purposes of conducting business in that state for profit.

The state must have a state approval or licensure process, and the institution must comply with that process and be approved or licensed by name to offer postsecondary education. An institution in this category may not be exempted from state approval or licensure based on accreditation, years in operation, or a comparable exemption.

Nonprofit

An entity that is incorporated or organized in the state as a religious organization or for the public interest or common good.

Notes: The chart does not apply to federal, tribal, and religious institutions, which are exempt from these requirements, or to distance education programs offered out of state. A state must have a process to review and address complaints directly or through referrals; this applies to all institutions except tribal and federal institutions. For tribal institutions, the tribal government must have a process to review and appropriately act on complaints concerning them and to enforce applicable tribal requirements or laws.

A school must have documentation that it has the authority to operate in a state at the time of its certification to participate in the *Title IV* programs. For more information on applying for participation in the *Title IV* programs, see the *New School Guide*. Existing *Title IV* schools should ensure that they are currently in compliance with the regulations, but they are not required to immediately update their Eligibility and Certification Approval Report (ECAR). Instead, they can include the information showing their state authorization when they next submit their application for approval to participate in the *Title IV* programs. For questions about documenting state legal authorization, schools should [contact their participation division](#).

If a school offers coursework through distance education or correspondence courses to students in a state in which the school is not physically located or is otherwise subject to that state's jurisdiction, the school must meet any of the state's requirements for it to offer postsecondary distance education or correspondence courses there. A school is considered to meet state authorization requirements for distance education or correspondence courses if the state participates in an authorization reciprocity agreement and the school is covered by the agreement (subject to any limitations in the agreement and to any additional requirements the state has that do not relate to authorization of distance education).

A school must, upon request, provide documentation to the Department that it has met a state's authorization requirements, including by coverage under a reciprocity agreement.

State Authorization and Distance Education

[34 CFR 600.9\(c\)\(1\)\(i\)](#) and [\(ii\)](#)

State Complaint Process

The state must have a process to review and act on complaints (for example, about fraud or false advertising) concerning a school, which must provide the contact information for filing those complaints to enrolled and prospective students. Complaints can be handled by the state attorney general's office or a state agency as long as that entity can review, investigate, and resolve complaints against the school. There may be different complaint processes for different types of schools. Whatever entity handles complaints, the state must have the final authority for the process. See [DCL GEN-14-04](#) for more information.

Previously states had to have a process for reviewing and acting on complaints by its students against out-of-state schools that were providing them distance education. With the state authorization regulations that became effective July 1, 2020, that is no longer a requirement. A school is required to document that a state-based complaint process exists in every state that it has a physical location, but it is not required to document that a state has a complaint process where the school does not have a physical location but where it does have students enrolled in distance education and correspondence courses. The complaint process in the school's home state is expected to receive and act upon complaints from those students. Note that [34 CFR 668.43\(b\)](#) requires an institution to provide its students or prospective students with contact information for filing complaints with its state approval or licensing agency and any other state official or agency that would appropriately handle a student's complaint.

Determining Student Location

A school must determine what state its students are located in so that it can ensure that it complies with each state's authorization requirements. This determination must accord with the school's policies and procedures and must be applied consistently to all students. The school must determine each student's state when they initially enroll in an educational program and, if applicable, upon formal receipt of information from the student, according to school procedures, that their location has changed to another state. The school must document the basis for its determination of a student's location and must, upon request, provide that documentation to the Department.

Determining Student Location

[34 CFR 600.9\(c\)\(2\)](#)

State Authorization Reciprocity Agreement Definition

State authorization reciprocity agreement definition—An agreement between two or more states that authorizes an institution located and legally authorized in a state covered by the agreement to provide postsecondary education through distance education or correspondence courses to students located in other states covered by the agreement and cannot prohibit any member state of the agreement from enforcing its own general-purpose state laws and regulations outside of the state authorization of distance education.

Accreditation

Generally, a school must be accredited or pre-accredited by a nationally recognized accrediting agency or association (both referred to here as agencies) to be eligible.

Except as provided here, a school must be accredited by an agency that has the authority to cover all of the institution's programs. An agency such as this is referred to as the school's **primary accrediting agency**. A school can have only one primary accreditor.

A school may also be accredited by one or more **programmatic accrediting agencies**. A programmatic accrediting agency is one that accredits only individual educational programs that prepare students for entry into a profession, occupation, or vocation. [§ 668.14\(b\)\(32\)\(i\)](#) requires all programs that prepare students for occupations requiring programmatic accreditation to meet those requirements.

If a school is seeking to change primary accreditors, it must first provide the Department and the agencies all materials documenting the reasons for the change. You can find information on accreditation changes in *Chapter 5*.

Alternatives to Accreditation

Institutions of Higher Education

[34 CFR 600.4\(a\)\(5\)\(ii\)](#)

Postsecondary Vocational Institutions

[34 CFR 600.6\(a\)\(5\)\(ii\)](#)

Alternatives to Regular Accreditation

The law provides two statutory alternatives to accreditation by a recognized accrediting agency. First, a public or private nonprofit institution may be pre-accredited by an agency or association that has been approved by the Department to grant such pre-accreditation. Second, public postsecondary vocational educational institutions may be eligible for *Title IV* funds if accredited by a state agency that the Department determines to be a reliable authority.

Primary Accreditor

The primary accreditor typically is an accrediting agency whose scope is institution-wide rather than only programmatic. A participating institution must tell the Department which accrediting agency it wants to serve as its primary accrediting agency for *Title IV* eligibility. If a school offers only programs of a singular nature, the school's primary accreditor may be an agency that accredits only those specific educational programs.

Dual Accreditation

If a school is accredited by two agencies at the same time, the school must designate which agency's accreditation will be used in determining institutional eligibility for *Title IV* funds and must inform the Department via the E-App. Further, the school must provide to the Department and to both agencies all materials documenting the reasons for dual accreditation before the school adds the additional accreditation. See *Chapter 5* for more on changes in accreditation and loss of eligibility.

List of Accrediting Agencies

The Department periodically publishes a list of nationally recognized accrediting bodies based on criteria in [34 CFR Part 602](#) in the *Federal Register*. The [list of accrediting agencies](#) recognized for *Title IV* purposes is on the [U.S. Department of Education website](#).

Admissions Standards

An **eligible institution** may admit as regular students only persons who have a high school diploma or its recognized equivalent, are beyond the age of compulsory school attendance in the state in which the school is located, or are dually enrolled in the college and a secondary school. See "Limitation on Students Admitted Without a High School Diploma or Equivalent" in Chapter 4.

An **eligible student** must have a high school diploma or its recognized equivalent or be beyond the age of compulsory attendance and meet the criteria for homeschooled students. A student dually enrolled in high school and college is **not eligible** for *Title IV* funds. See *Volume 1*, of the *FSA Handbook*, *Chapter 1*.

Admissions Standards

[34 CFR 600.4\(a\)\(2\)](#)

[34 CFR 600.5\(a\)\(3\)](#)

[34 CFR 600.6\(a\)\(2\)](#)

Dual Enrollment in High School and College

20 USC 1001(b)(2)(B)

20 USC 1002(b)(2)(B) and (c)(2)(B)

Nationally Recognized Accrediting Agency

An agency or association the Department has recognized to accredit or preaccredit a category of institution, school, or educational program according to [34 CFR Parts 602](#) and [603](#).

Pre-Accredited

A status granted by a nationally recognized accrediting agency or association to a public or private nonprofit institution that is progressing toward accreditation within a reasonable period of time. Institutions of higher education: [34 CFR 600.4\(a\)\(5\)\(i\)](#) Postsecondary vocational institutions: [34 CFR 600.6\(a\)\(5\)\(i\)](#)

Regular Student

[34 CFR 600.2](#)

[34 CFR 600.4\(a\)\(2\)](#)

A person who is enrolled or accepted for enrollment in an eligible program at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution. If a person is not yet beyond the age of compulsory school attendance in the state where the college is physically located, it may only enroll them as a regular student if they have a high school diploma or its equivalent or is dually enrolled in high school and college.

Branch Campus

[34 CFR 600.2](#)

A campus that is geographically apart from and independent of the school's main campus and approved by the Department as a branch campus. It is considered to be independent of the main campus if it

- is permanent in nature;
- offers educational programs leading to a degree, certificate, or other recognized credential;
- has its own faculty and administrative or supervisory organization; and
- has its own budgetary and hiring authority.

Branch campus:

[34 CFR 600.2](#)

[34 CFR 600.8](#)

Additional location:

[34 CFR 600.32](#)

High School Diploma

A high school diploma is a document recognized by the state in which the high school is located. Unless required by its accrediting or state licensing agency, the college is not required to keep a copy of a student's high school diploma or recognized equivalent of a high school diploma (see below). Rather, the college may rely on the student's certification (including that on the FAFSA) that they received the credential and a copy of the certification must be kept on file. This certification need not be a separate document. It may be collected on the college's admissions application. The college may also require the student to provide supporting documentation.

Recognized Equivalent of a High School Diploma

The following are the equivalent of a high school diploma:

- A GED certificate
- A state certificate awarded after passing an authorized test and that the state recognizes as equivalent to a high school diploma. This includes evidence of a passing score on tests recognized by the state and similar to the GED, such as the High School Equivalency Test or HiSET and the Test Assessing Secondary Completion or TASC
- An academic transcript showing that the student has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree (including a previously earned bachelor's degree)
- For a student seeking enrollment in a program of at least the associate degree level, documentation showing that they excelled academically in high school and met the formalized written admissions policies of the college

Checking the Validity of High School Completion

As stated in [34 CFR 668.16\(p\)](#), a college must develop and follow adequate procedures to evaluate the validity of a student's high school completion if the college or the Department has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education. This is discussed in detail in *Volume 1, Chapter 1* of the *FSA Handbook*.

The college must develop and follow adequate procedures to evaluate the validity of a student's high school diploma if it or the Department has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, consistent with the following requirements:

Obtaining documentation from the high school that confirms the validity of the high school diploma, including at least one of the following:

- Transcripts;
- Written descriptions of course requirements; or
- Written and signed statements by principals or executive officers at the high school attesting to the rigor and quality of coursework at the high school.

If the high school is regulated or overseen by a State agency, Tribal agency, or Bureau of Indian Education, the college must confirm with, or receive documentation from that agency that the high school is recognized or meets requirements established by that agency.

If the Department has published a list of high schools that issue invalid high school diplomas, the college must confirm that the high school does not appear on that list.

A high school diploma is not valid if it:

- Did not meet the applicable requirements established by the appropriate State agency, Tribal agency, or Bureau of Indian Education in the State where the high school is located;
- Has been determined to be invalid by the Department, the appropriate State agency in the State where the high school was located, or through a court proceeding; or
- Was obtained from an entity that requires little or no secondary instruction or coursework to obtain a high school diploma, including through a test that does not meet the requirements for a recognized equivalent of a high school diploma under [34 CFR 600.2](#)

Homeschooled Students and Compulsory School Attendance

The Department considers a homeschooled student to be beyond the age of compulsory school attendance if the state in which the college is located does not consider them truant once they have completed homeschooling.

For instance, if your state requires children to attend school until age 17, you may admit as a regular student a child who completes their secondary homeschooling curriculum at age 16 if your state would not consider them truant and would not require them to go to high school or continue homeschooling until age 17.

You may rely on a homeschooled student's self-certification that he completed secondary school in a homeschool setting, as discussed in *Volume 1, Chapter 1*, under "Academic Qualifications."

Ability To Benefit - Eligible Career Pathway Programs (ATB ECPPs)

Effective July 1, 2024, the regulations at [34 CFR 668.2](#) added a new definition of an eligible career pathway program (ECCP). An ECCP is defined as a program that combines rigorous and high-quality education, training, and other services that:

- Align with the skill needs of industries in the economy of the state or regional economy involved;
- Prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the *Act of August 16, 1937* (commonly known as the "*National Apprenticeship Act*"; 50 Stat. 664, chapter 663; [29 U.S.C. 50 et seq.](#));
- Include counseling to support an individual in achieving the individual's education and career goals;
- Include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- Enable an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- Help an individual enter or advance within a specific occupation or occupational cluster.

Students enrolled in an eligible Ability to Benefit (ATB) career pathway program who are not high school graduates and don't have a diploma equivalent may be eligible to receive *Title IV* aid if they fulfill one of the following ATB alternatives:

- pass an independently administered, ATB test approved by the Department,

- complete at least six credit hours or 225 clock hours that apply to a degree or certificate offered by the school, or
- enroll through a state process that has been approved by the Department. [34 CFR 668.156]

Institutions relying on the ATB ECPP alternatives to establish student eligibility for *Title IV* funds must be able to document that each ATB ECPP offered by the institution meets the eligibility requirements detailed in the cited regulation. That documentation must be provided to the Department when obtaining initial approval for the ATB ECPP or when requested by the Department.

Institutions Offering ATB ECPPs Prior to July 1, 2024

Institutions that offered one or more ATB ECPPs prior to July 1, 2024, must apply to the Department to have one of its ECPPs certified as eligible for *Title IV* purposes by the earlier of:

1. The submission of any update the institution makes to the Electronic Eligibility Application (E-App) on or after January 1, 2025; or
2. The submission of the institution's recertification application on or after January 1, 2025.

At that time, institutions will need to upload documentation using the E-App to demonstrate that one of its ECPPs meets the eligibility requirements. The institution will also be expected to provide a list of all other ATB ECPPs and certify that they meet the regulatory requirements. The Department reserves the right to request documentation for other programs if circumstances warrant. If the Department determines that the ECPPs don't meet the regulatory requirements, students enrolling in the programs may not use the ATB alternatives to establish *Title IV* eligibility. Students already enrolled under the ATB ECPP alternatives will remain eligible for *Title IV* funding.

Institutions That Have Not Offered an ATB ECPP Prior to July 1, 2024

For institutions that have not offered an ATB ECPP prior to July 1, 2024, the institution must submit an E-App with supporting documentation and receive approval from the Department prior to awarding *Title IV* aid to prospective students. After the first ECPP has been approved as eligible, the institution can offer more ATB ECPPs without approval. The institution must notify the Department of additional programs and certify that all other ATB ECPPs meet the regulatory eligibility requirements. The Department may choose to review any subsequent ATB ECPPs offered by your institution for any reason.

If the Department does not approve an ATB ECPP for eligibility purposes, the institution may appeal that decision by contacting its appropriate regional office to initiate the appeal.

See [DCL GEN-24-08](#) Ability to Benefit State Process and Eligible Career Pathway Programs for more information, including a list of Q's and A's about eligible career pathway programs.

Preparatory Programs for Students Without a High School Diploma or Equivalent

A school that admits students without a high school diploma or its recognized equivalent (except homeschooled students) must make available to them a program that has proven successful in helping students obtain the equivalent of a high school diploma.

For example, such a program might assist a student in obtaining a GED certificate or the state certificate mentioned earlier. It could be a preparatory program conducted by state and local secondary school authorities, or any other program for which the school has documentation that statistically demonstrates success. The school must provide information about the availability of the program to interested students.

The school does not have to provide the program or pay for its cost. The program must be offered at a place that is convenient for students, and the school must take reasonable steps to ensure that they have access to it, such as coordinating the timing of school programs and the preparatory program.

The law does not require a school to verify that a student is enrolled in a preparatory program or to monitor his progress in it. A student who does not have a high school diploma or its recognized equivalent is not required by law to enroll in

such a program, but the school may make this an admission requirement.

A student may not receive *Title IV* funds for the program, and a school cannot include the cost of the program in a student's cost of attendance.

"Two-Year" Rule for New Proprietary or Vocational Schools

To be eligible as a proprietary institution or a postsecondary vocational institution, a school must be legally authorized to give (and have continuously been giving) the same postsecondary instruction for at least two consecutive years prior to its application. The educational program(s) offered must remain substantially the same in length and subject matter except for changes made because of new technology or requirements of other federal agencies. A school subject to the two-year rule may not award *Title IV* funds to a student in a program that is not included in the school's approval documents.

If a school is subject to the two-year rule, during the school's initial period of participation in the *Title IV* programs, the Department will not approve additional programs that would expand the institution's eligibility. An exception would be considered if the school demonstrates that the program has been legally authorized and continuously provided for at least two years prior to the date of the request.

A branch campus of an eligible proprietary institution or postsecondary vocational institution seeking status as a main campus or freestanding institution is subject to the two-year rule. It must be designated as a branch campus for two years after certification as such by the Department before it can seek certification as a main or freestanding school.

An additional location must obtain approval from the Department to become a branch campus. A branch campus then must satisfy the two-year rule before it may be considered for status as a freestanding institution. Time as an additional location of an eligible proprietary institution or postsecondary vocational institution does not count toward the two years.

Two-Year Rule

[34 CFR 600.5\(a\)\(7\)](#) and [\(b\)](#)

[34 CFR 600.6\(a\)\(6\)](#) and [\(b\)](#)

Losing Eligibility

Limitations

An otherwise eligible institution becomes ineligible if it violates, among other requirements,

- the 50% limit on students without a high school diploma or equivalent (for schools that don't offer a 4-year bachelor's degree program or a 2-year associate degree program),
- the incarcerated student limitation (25%), or
- the correspondence course limitation (50%) or correspondence student limitation (50%).

The school must demonstrate compliance with these limitations, and its calculations must be attested to by the independent auditor. Under certain circumstances, waivers are available for each limitation. *Chapter 4* explains the calculations and waivers and how the school must notify the Department of a failure to meet any of these requirements. See also 34 CFR 600.7(h).

Conditions of Institutional Ineligibility

Bankruptcy or Crimes Involving *Title IV* Programs

A school is not eligible if it files for relief in bankruptcy or has entered against it an order for bankruptcy. The school is also ineligible if either of these circumstances apply to an affiliate of the school that has the power, by contract or ownership interest, to direct or cause the direction of the management of policies of the school.

A school also loses eligibility if it, its owner, or its executive officer has

- pled guilty or *nolo contendere* to, or is found guilty of, a crime involving the acquisition, use, or expenditure of *Title IV* funds; or
- been judicially determined to have committed fraud involving *Title IV* funds.

If a school becomes ineligible for any of these reasons, it must notify the Department of the change within 10 days. A school that becomes ineligible because of one of these factors must immediately stop awarding *Title IV* funds and must follow the requirements for a school that has lost its *Title IV* participation (see *Chapter 8*). The loss of eligibility is effective as of the date of the bankruptcy or the date the school or individual pleads guilty to, or is found responsible for, the crime, as applicable. A loss of eligibility for these two reasons is permanent—the school’s eligibility cannot be reinstated.

See Chapter 3 for information about the prohibition on schools having as principals—or contracting with other organizations that employ—individuals who have been involved in crimes pertaining to the use of government funds generally.

Participating in the TEACH Grant Program

Eligibility for the Teacher Education Assistance for College and Higher Education (TEACH) Grant program is not automatically extended to a *Title IV*-eligible postsecondary school. A school qualifies as a “TEACH Grant-eligible institution” if it offers a high-quality teacher preparation program at either the baccalaureate or master’s level that provides supervision and support services to teachers (or assists in the provision of such services). The teacher preparation program must also be accredited by a specialized accrediting agency recognized by the Department for the accreditation of professional teacher education programs or be approved by a state and meet certain other requirements.

TEACH Grant Program

[34 CFR Part 686](#)

Definition of TEACH Grant-eligible institution

[34 CFR 686.2\(d\)](#)

If a school does not have a teacher preparation program, it can qualify as a TEACH Grants-eligible institution if it

- provides one or more 2-year programs of study that are acceptable for full credit to either a baccalaureate teacher preparation degree program or a baccalaureate degree program in a high-need field at another TEACH-eligible school with which it has an agreement;
- offers a baccalaureate degree that, in combination with other training or experience, will prepare a student to teach in a high-need field and has an agreement with another institution that offers a teacher preparation program or a post-baccalaureate program that prepares students to teach; or
- offers a post-baccalaureate program that will prepare a student to teach, but does not offer a baccalaureate teacher preparation program.

Accreditation of Teacher Preparation Programs

At present, there are no agencies for the accreditation of high-quality teacher preparation programs that are recognized by the Department. Thus, a school that offers a high-quality teacher preparation program at the baccalaureate or master's degree level can only qualify as a TEACH Grant-eligible institution if the teacher preparation program is approved by a state, includes a minimum of 10 weeks of full-time pre-clinical experience, or its equivalent, and provides either pedagogical coursework or assistance in the provision of such coursework. See DCL [GEN-08-07](#).

Applying as an Eligible Nonparticipating School

Some schools choose to establish their eligibility for *Title IV* programs but elect not to participate in them because designation as an eligible institution qualifies a school or its students to take advantage of non-*Title IV* programs or benefits, such as the American Opportunity and Lifetime Learning tax credits. In addition, only students attending eligible institutions qualify for in-school deferments of payments on their federal education loans.

A school wishing to be designated an eligible nonparticipating institution may submit an E-App to the Department at any time. The application must be materially complete.

The Department will contact the school, generally within 90 days of receiving the application, if it has additional questions. If it approves the school's application, it will send an electronic notice to the president and financial aid officer stating that the school is eligible and that its approval letter and ECAR must be printed and maintained. If the Department does not approve the school's application, it will tell the school why.

Withdrawal Rates

Students are considered to have withdrawn if they officially withdraw, unofficially drop out, are expelled from the school, or receive a 100% refund of their tuition and fees. Those who withdraw from one or more courses or programs but do not withdraw entirely from the school (e.g., the students reduced their credit hours from 12 to 6) do not meet the definition of withdrawn. Instead, this action is considered a change in enrollment status.

New schools (those seeking to participate in a *Title IV* program for the first time) must have an undergraduate withdrawal rate for regular students of no more than 33% during the last completed award year.

When calculating the withdrawal rate, the school must include all regular, enrolled students. For the purpose of withdrawal rates, students are considered enrolled when they complete the school's registration requirements. Correspondence students are enrolled if they have been admitted to the program and have submitted one lesson (that was completed without the assistance of a school representative). The definition of enrolled does not require either payment of tuition or class attendance; therefore, the withdrawal rate calculation must include enrolled students who have not yet paid tuition or begun attending classes.

The Program Participation Agreement

To be *Title IV*-eligible, schools must have a current program participation agreement (PPA), signed by their president, chief executive officer, or chancellor and an authorized representative of the Secretary of Education. Note that the PPA and the E-App (see *Chapter 5*) are not the same thing. The E-App is used to apply to participate in the *Title IV* programs initially (which results in a PPA) and to update a current approval; it's also used for recertification, reinstatement, change in ownership, and designation as an eligible nonparticipating institution.

Program Participation Agreement

HEA Sec. 487
20 U.S.C. 1085
20 U.S.C. 1088
20 U.S.C. 1091

20 U.S.C. 1092
20 U.S.C. 1094
20 U.S.C. 1099a-3
20 U.S.C. 1099c
20 U.S.C. 1141
[34 CFR 668.14](#)

Purpose and Scope of the PPA

By entering into the PPA the school agrees to comply with the laws, regulations, and policies governing the *Title IV* programs. After being certified for *Title IV* program participation, the school must administer *Title IV* program funds in a prudent and responsible manner. A PPA contains critical information such as the effective date of a school's approval, the date when the approval expires, and the date by which the school must reapply for participation; the PPA also includes the *Title IV* programs in which the school is eligible to participate. The *Title IV* programs are:

- Federal Pell Grant
- Certain Dependents of Deceased Servicemembers or Public Safety Officers (Special Rule for Pell Grants)
- TEACH Grant
- Federal Supplemental Educational Opportunity Grant
- Federal Work-Study
- Federal Direct Loan Program

Beginning to Disburse Funds When First Signing the PPA

A school may make Pell and TEACH Grant disbursements to students for the payment period in which the PPA is signed by the Secretary. Schools receiving initial certification can participate in the Campus-Based programs in the next award year that funds become available (provided the Fiscal Operations Report and Application to Participate is completed by the deadline for that year). Direct Loan disbursements may begin in the loan period that the PPA is signed.

PPA Signature Requirements

A PPA must be signed by the official at the institution who has the authority to sign on behalf of the institution. That individual is typically the institution's chief executive officer, president, chancellor, or other designated official. In appropriate cases, FSA also requires an authorized representative of any entity with direct or indirect ownership of a private institution to sign a PPA.

By entering into a PPA, an institution agrees that it will comply with the provisions of [34 CFR Part 668, Subpart L](#) relating to factors of financial responsibility and that it will comply with the provisions of [34 CFR 668.16](#) relating to standards of administrative capability. Thus, to ensure financial responsibility, the Department may in certain cases require signatures from corporations or other legal entities that have, or could have, a direct or indirect effect on the institution's financial responsibility.

For more information about these signature requirements, please review Electronic Announcement ([GENERAL-22-16](#)) and Electronic Announcement ([GENERAL-23-11](#)).

Expiration or Termination of the Agreement

Either the school or the Department may terminate the PPA. The agreement automatically terminates if the school loses eligibility. The PPA also expires on the date that

- the school changes ownership that results in a change in control (see Chapter 5),
- the school closes or stops offering educational programs for a reason other than a normal vacation period or natural disaster that directly affects it or its students (see closure procedures in *Chapter 8*),
- the school ceases to meet the eligibility requirements (see Chapter 4 and "Losing Eligibility" earlier in this chapter),

- the school's period of participation expires, or
- its provisional certification is revoked (Chapters 4, 5, and 8).

A school's PPA no longer covers an additional location as of the date on which that location ceases to be a part of the school.

Selected Provisions of the PPA

Most of the provisions of the Program Participation Agreement (PPA) are discussed in detail in *Volume 2* and other volumes of the *Federal Student Aid Handbook*. In this section, we highlight some of the general school requirements in the PPA that may not be as familiar to financial aid professionals.

Note that the PPA may list additional requirements that are school-specific; schools must carefully review all of the requirements listed on their PPA.

General Terms and Conditions

- The school certifies that it will comply with
 1. [Title VI of the Civil Rights Act of 1964](#), as amended, barring discrimination on the basis of race, color, or national origin;
 2. [Title IX of the Education Amendments of 1972](#), barring discrimination on the basis of sex;
 3. The *Family Educational Rights and Privacy Act of 1974* (see Chapter 7)
 4. Sections 501 and 505(b)(2) of the [Gramm-Leach-Bliley Act](#), on safeguarding information (see Chapter 7)
 5. Section 504 of the [Rehabilitation Act of 1973](#), barring discrimination on the basis of physical handicap ([34 CFR Part 104](#)); and
 6. The *Age Discrimination Act of 1975* ([34 CFR Part 110](#)).
- The school acknowledges that the Department, states, and accrediting agencies may share information about the school without limitation.
- The school must agree to submit any dispute involving an adverse action, such as the final denial, withdrawal, or termination of accreditation, to arbitration before initiating any other legal action.

General Provisions

- The school will use funds received under any *Title IV* program, as well as any interest and other earnings thereon, solely for the purposes specified for that program.
- If the school is permitted to request *Title IV* program funds under an advance payment method, the school will time its requests for funds to meet only the school's immediate *Title IV* program needs (see *Volume 4*, Chapter 1).
- The school will not charge for processing or handling any application, form, or data used to determine a student's *Title IV* eligibility (see Chapter 3).
- The school will establish administrative/fiscal procedures and reports that are necessary for the proper and efficient management of *Title IV* funds, and it will provide timely information on its administrative capability and financial responsibility to the Department and to the appropriate state, guaranty, and accrediting agencies (see Chapter 6).
- The school must acknowledge the authority of the Department and all Federal agencies and State attorneys general to share information regarding fraud, abuse, or the school's eligibility for participation in *Title IV* programs (see Chapter 8).
- The school must, in a timely manner, complete reports, surveys, and any other data collection effort of the Department including surveys under the Integrated Postsecondary Education Data System (see Chapter 6).
- If the school advertises job placement rates as a means of attracting students to enroll in the institution, the school will make available to prospective students (at or before the time that those students apply for enrollment) the most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements and the relevant State

licensing requirements of the State in which the institution is located for any job for which the course of instruction is designed to prepare such prospective students (see [34 CFR 668.501 Subpart R](#)).

- The school cannot penalize in any way a student who is unable to pay school costs due to compliance with the *Title IV* program requirements or due to a delay in a *Title IV* loan disbursement caused by the school.
- The school must comply with the program integrity requirements established by the Department, state authorizing bodies, and accrediting agencies (see Chapter 8).
- The school is liable for all improperly administered funds received or returned under the *Title IV* programs, including any funds administered by a third-party servicer (see Chapter 3).
- If the program offered by the school is preparing students for gainful employment in a recognized occupation, the school will
 1. demonstrate a reasonable relationship [as defined in [34 CFR 668.14\(b\)\(26\)](#) with recent updates explained in [Dear Colleague Letter GEN-24-06](#)] between the length of the program and entry level requirements for the recognized occupation; and
 2. establish the need for the training for students to obtain employment in the recognized occupation.

Certifications

Three certifications are included in the PPA:

- Lobbying; Debarment, Suspension, and other responsibility matters; and Drug-Free Workplace Requirements (see Chapter 6).
- Drug Prevention Certification (see Chapter 6).
- Certification regarding Debarment, Suspension, Eligibility, and Voluntary Exclusion—lower-tier covered transactions.

Direct Loans

- The school will not charge any fees of any kind to student or parent borrowers for loan application, origination activities, or the provision and processing of any information needed to receive a Direct Loan.
- The note or evidence of obligation of the loan shall be the property of the Secretary.
- The school accepts responsibility and financial liability stemming from its failure to perform its functions under the Program Participation Agreement.

Additional Requirements

In addition to the requirements listed on the PPA, a school must meet any requirements for participation in the General Provisions ([34 CFR Part 668](#)), as well as those specific to an individual *Title IV* program:

- Federal Pell Grant Program—20 USC 1070a et seq., [34 CFR Part 690](#)
- Federal Direct Student Loan Program—20 USC 1087a et seq., [34 CFR Part 685](#)
- Federal Supplemental Educational Opportunity Grant Program—20 USC 1070b et seq., [34 CFR Part 676](#)
- Federal Work-Study Program—42 USC 2751 et seq., [34 CFR Part 675](#)

Experimental Sites

The Experimental Sites Initiative permits statutory and regulatory flexibility for schools participating in the experiments. This gives the Department data for judging the effectiveness of certain laws and regulations and whether they should change. For example, the Second Chance Pell Experiment allows participating colleges to provide Federal Pell Grant funding to otherwise eligible students who are incarcerated in Federal or State penal institutions. [Visit the ESI website](#) for more information and to review a listing of other experiments.

Chapter 2

Program Eligibility, Written Arrangements, and Distance Education

Many of the program eligibility requirements are derived from the institutional definitions that we discussed in Chapter 1. However, bear in mind that institutional eligibility does not mean that all programs at the school are eligible. A financial aid office should have a process to confirm the eligibility of an educational program before paying any *Title IV* funds to students enrolled in that program and should promptly report changes to the Department following the procedures in Chapter 5.

Determining Program Eligibility

To qualify as eligible institutions, schools must offer at least one eligible program. Not all programs at a school must be eligible, but at least one must meet the eligible program requirements. And students must be enrolled in an eligible program to receive *Title IV* funds (except for students enrolled in certain preparatory or teacher certification courses; see [Volume 1, Chapter 1](#)). Schools are responsible for ensuring a program is eligible before awarding *Title IV* funds to students in that program.

In addition to determining that the program meets the eligible program criteria given in this chapter, the school should make certain that the program is included under the notice of accreditation from a nationally recognized accrediting agency (unless the agency does not require that particular program be accredited).

The school should also make certain that it is authorized by the appropriate state to offer the program (if the state licenses individual programs at postsecondary institutions). In some instances a school or program may need a general authorization as well as licensure for a specific program approval. (See the chart on eligible institutions and the discussion under “Legal Authorization by a State” in Chapter 1.)

A school’s eligibility extends to all eligible programs and locations on its E-App, unless the School Participation Division (SPD) determines that certain programs or locations did not meet the eligibility requirements or it has not approved the expansion’s FSA eligibility. Generally, the school’s eligible nondegree programs and locations are specifically named on the *Eligibility and Certification Approval Report* (ECAR). Additional locations and programs may be added later. Once the SPD has approved the program/location, it will notify the school and an updated ECAR can be printed. See the discussion under “Changes to Educational Programs” in Chapter 5 for a discussion of when and how a school must notify the Department when adding programs and when the school must wait for approval from the Department. Note that all GE programs must be reported to ED. All comprehensive transition and postsecondary programs and short-term programs must be reported to and approved by ED. Approval is required when the institution offers a direct assessment program at a different level of offering than what was previously approved.

If a program offered through distance or continuing education meets the definition of an eligible program, students enrolled in that program must be considered for *Title IV* program assistance on the same basis as students enrolled in eligible programs offered through traditional modes. With some limitations, if a correspondence program meets the definition of an eligible program, students enrolled in that program are considered eligible (see “Distance Education & Correspondence Study” in this chapter).

Program Eligibility

[34 CFR 668.8](#)

[34 CFR 600.10](#)

[34 CFR 668.232](#)

Schools Must Accurately Report Their Programs’ Published Length

The Department's regulations require each school to have established a normal time for completion for each of its academic programs. [34 CFR 668.41\(a\)](#) defines normal time as "the amount of time necessary for a student to complete all requirements for a degree or certificate according to the school's catalog." The definition goes on to say, "This is typically four years for a bachelor's degree...two years for an associate degree... and the various scheduled times for certificate programs." **Therefore, a school must have established a program's published length in time (years, months, or weeks), not just in credit or clock hours,** to comply with [34 CFR 668.41\(d\)\(4\)](#) and [668.45](#) and must report that published length in time to COD and NSLDS.

- If the school has published, in its catalog, on its website, or in any promotional materials, the length of the program in weeks, months, or years, the program length to be reported to COD and NSLDS must be the same as the program length that the school has published. Note: For gainful employment programs, the school must have published the program's length in weeks, months, or years on the school's website.
- If the school has not published a program length and the program is an associate or bachelor's degree program, the program length to be reported should be 2 years or 4 years, respectively, unless the academic design of the program makes it longer or shorter than the typical, 2-year associate degree program or 4-year bachelor's degree program.
- For all other programs for which the school has not published a program length, the program length is based on the school's determination of how long, in weeks, months, or years, the program is designed for a full-time student to complete.

Basic Types of Eligible Programs

There is a wide variety of programs eligible for *Title IV* funds. This section explains some of the most common for each type of institution. Later in the chapter we explain other, less common programs, such as direct assessment programs and comprehensive transition and postsecondary programs.

Eligible Programs at an Institution of Higher Education

At a public or private nonprofit institution of higher education, the following types of programs are *Title IV*-eligible:

- a program that leads to an associate, bachelor's, professional, or graduate degree,
- a transfer program of at least two academic years in duration that does not award a credential and is acceptable for full credit toward a bachelor's degree,
- a program of at least one academic year in duration that leads to a certificate or other non-degree recognized credential and prepares students for gainful employment in a recognized occupation,
- a program consisting of courses required for elementary or secondary teacher certification or recertification in the state where the student plans to teach that is offered in credit or clock hours, or
- a certificate or diploma training program that is less than one year and prepares students for gainful employment in a recognized occupation (if the school also meets the definition of a postsecondary vocational institution).

Note that with a few exceptions detailed later in this chapter, a nondegree program at a public or private nonprofit institution is subject to the rules for a gainful employment (GE) program.

Eligible Programs at a Proprietary or Postsecondary Vocational Institution

There are several types of eligible programs at a proprietary institution or a postsecondary vocational institution. Generally, these programs must have a specified number of weeks of instruction and must provide training that prepares a student for gainful employment in a recognized occupation.

- The program provides at least 600 clock hours, 16 semester or trimester hours, or 24 quarter hours of undergraduate instruction offered during a minimum of 15 weeks of instruction. The program may admit as regular students persons who have not completed the equivalent of an associate degree.
- The program provides at least 300 clock hours, 8 semester hours, or 12 quarter hours of instruction during a minimum of 10 weeks of instruction. The program must be a graduate or professional program or must admit as regular students only persons who have completed the equivalent of an associate degree.
- The program is known as a short-term program, which qualifies for the Direct Loan program only. This type of program must provide at least 300 but less than 600 clock hours of instruction offered during a minimum of 10

weeks of instruction. The program must admit as regular students some persons who have not completed the equivalent of an associate degree. It must also have been in existence for at least one year, have verified completion and placement rates of at least 70% (see below), and comply with the relevant program length requirements, which have been recently updated, as explained in Dear Colleague Letter [GEN-24-06](#).

Completion and Placement Rates for Short-Term Programs

For the purpose of demonstrating compliance with the standards for short-term (at least 300 but less than 600 clock hours), a school must calculate the completion and placement rates for the award year. The independent auditor who prepares the school's compliance audit report must attest to the accuracy of the school's calculation of completion and placement rates. See [34 CFR 668.8\(e\)](#), [\(f\)](#), and [\(g\)](#).

Completion rate: Number of regular students who earned credentials for successfully completing the program within 150% of its length ÷ Number of regular students enrolled in the program for the award year, including the number of regular students who withdrew with a 100% refund of tuition and fees and the number of regular students enrolled at the end of the award year = Completion Rate.

Placement rate: Number of students who obtained employment* within 180 days of receiving credential and who are employed (or have been employed) for at least 13 weeks following receipt of credential ÷ Number of regular students who received credential for successfully completing the program during the award year = Placement Rate.

*In the recognized occupation for which they were trained or in a related comparable occupation.

The school must document the employment of any student it includes as employed in the placement rate calculation. Examples of such documentation include but are not limited to a written statement from the employer, signed copies of state or federal income tax forms, or written evidence of payment of Social Security taxes.

The school must reasonably determine whether a related occupation is comparable. For instance, for a student who was trained as an auto mechanic, it is reasonable to determine that a job as a boat mechanic is comparable. However, for a person trained in retail sales management, a counter-service job at a fast-food restaurant is not comparable.

An auditor may use their discretion to choose the award year used to calculate a program's completion and placement rates under [34 CFR 668.8\(e\)](#), [\(f\)](#), and [\(g\)](#) based on the circumstances and appropriate audit standards, with these caveats:

- The auditor must use the same procedure from year to year; and
- The auditor may not use the rates from award years that ended more than two years prior to the institution's fiscal year end date.

For example, for a fiscal year that ends on 8/31/23, the auditor could calculate rates from the 2022-2023 award year or the 2021-2022 award year, but not from the 2020-2021 award year or any award year prior to that.

It is possible that an institution of higher education may also qualify as a postsecondary vocational institution by offering both degree programs and/or non-degree programs that are at least an academic year in duration and programs that are less than an academic year in length that lead to a certificate or other non-degree recognized credential.

Lastly, a program that leads to a baccalaureate degree in liberal arts at an accredited proprietary institution is an eligible (non-GE) program. The school must have been continuously accredited by a recognized regional accrediting agency or association since at least October 1, 2007, and have provided the program continuously since January 1, 2009.

Programs Leading to Gainful Employment

To be eligible for *Title IV* funding, an educational program at a postsecondary school must lead to a degree—associate, bachelor’s, graduate, or professional degree from a public or non-profit institution— or prepare students for gainful employment in a recognized occupation. We refer to the latter as gainful employment programs (GE programs). They include non-degree programs offered by public and private nonprofit institutions and almost all academic programs offered by proprietary institutions; see below for details. See the [Dear Colleague Letter GEN-24-04](#), that provides additional information about GE programs.

Programs Offered by For-Profit Institutions

All educational programs offered by for-profit (proprietary) institutions are GE programs with the following three exceptions:

1. Preparatory coursework necessary for enrollment in a *Title IV*-eligible program [34 CFR 668.32\(a\)\(1\)\(ii\)](#);
2. Approved Comprehensive Transition and Postsecondary (CTP) programs for students with intellectual disabilities [34 CFR 668.231\(a\)](#); and
3. A limited number of liberal arts bachelor degree programs if offered since January 2009 and the school has been continuously regionally accredited since October 2007 [34 CFR 600.5\(a\)\(5\)\(i\)\(B\)](#).

Programs Offered by Public and Private Nonprofit Institutions

All **non-degree** educational programs offered by public or private non-profit institutions are GE programs with the following four exceptions:

1. Preparatory coursework as noted under (1) above;
2. Approved CTP programs as noted under (2) above;
3. Approved prison education programs [[34 CFR Part 668, Subpart P](#)];
4. Programs that are at least two years long and designed to be fully transferable to a bachelor’s degree program and for which the school does not confer a credential [34 CFR 668.8\(b\)\(1\)\(ii\)](#); and
5. Teacher certification programs the institution does not award a credential for [34 CFR 668.32\(a\)\(1\)\(iii\)](#).

Program Leading to a Baccalaureate Degree in Liberal Arts

A general instructional program falling within one or more of the following generally accepted instructional categories:

1. A program that is a structured combination of the arts, biological and physical sciences, social sciences, and humanities, emphasizing breadth of study.
2. An undifferentiated program that includes instruction in the general arts or general science.
3. A program that focuses on combined studies and research in humanities subjects as distinguished from the social and physical sciences, emphasizing languages, literature, art, music, philosophy, and religion.
4. Any single instructional program in liberal arts and sciences, general studies, and humanities not listed in 1 through 3 above.

Instruction must be in a regular program, not an independently designed or individualized program or unstructured studies. [\[34 CFR 600.5\(e\)\]](#)

Recognized Occupation

One that is

- identified by a Standard Occupational Classification (SOC) code established by the Office of Management and Budget or an Occupational Information Network O*NET-SOC code established by the Department of Labor and available at [ONET OnLine](#) or its successor site, or
- considered by ED, in consultation with the Department of Labor, to be a recognized occupation.

If the title of the program does not clearly indicate the specific occupation that the program prepares the student for, that information must appear on the E-App.

Student With an Intellectual Disability

One who

1. has a cognitive impairment characterized by significant limitations in
 - intellectual and cognitive functioning and
 - adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and
2. is currently, or was formerly, eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1401), including a student who was determined eligible for special education or related services under the IDEA but was home-schooled or attended private school.

Some public and private nonprofit institutions offer degree programs in which students may also be awarded a non-degree credential (e.g., certificate, diploma) after completing a portion of the degree program. These are **not** GE programs as long as a significant number of the students enrolled in the program earn the degree rather than withdraw after obtaining the certificate. If a significant number of students enrolled in the program do not earn the degree, all of the students are considered to be enrolled in a non-degree program, that is, a GE program.

Gainful Employment Programs at Foreign Schools

The only programs at foreign proprietary institutions that are eligible for funds from the Direct Loan program are degree programs in medicine, nursing, and veterinary science. All *Title IV*-eligible programs at these schools are GE programs. The determination of a GE program at a foreign public or nonprofit institution is the same as for domestic public and nonprofit institutions.

State Requirements and Program Length

Temporary Injunction on Program Length Regulations

On June 21, 2024, the United States District Court for the Northern District of Texas, in *360 Degrees Education, LLC, et al. v. U.S. Department of Education, et al.*, granted the plaintiff's motion for a preliminary injunction preventing the Department from enforcing the changes to 34 CFR 668.14(b)(26) discussed below, pending a decision by the Court.

Therefore, until further notice institutions must continue to comply with the maximum program length regulations that were in effect prior to July 1, 2024. The existing regulations limit the maximum program length of GE

programs to 150 percent of a state’s minimum educational requirements for licensure, or 100 percent of the requirements of an adjacent state, whichever is greater.

See [Electronic Announcement GEN-24-83](#) and [subscribe to receive updates from FSA’s Knowledge Center](#) for new information on this issue as it’s published.

The [Financial Responsibility, Administrative Capability, Certification Procedures, and Ability to Benefit Final Rule](#) published by the Department on October 31, 2023, amends the program length restrictions at § 668.14(b)(26) effective July 1, 2024 ([88 FR 74568, 74696](#)). The revised regulations rescind the 150 percent rule that existed prior to this date, further limiting the length of GE programs to the greater of –

- The required minimum number of clock hours, credit hours, or the equivalent required for training in the recognized occupation for which the program prepares the student, as established by the state in which the institution is located, if the state has established such a requirement or as established by any Federal agency; or
- Another State's required minimum number of clock hours, credit hours, or the equivalent required for training in the recognized occupation for which the program prepares the student, if the institution documents, with substantiation by a certified public accountant who prepares the institution's compliance audit report as required under § 668.23 that—
 1. A majority of students resided in that State while enrolled in the program during the most recently completed award year;
 2. A majority of students who completed the program in the most recently completed award year were employed in that State; or
 3. The other State is part of the same metropolitan statistical area as the institution's home State and a majority of students, upon enrollment in the program during the most recently completed award year, stated in writing that they intended to work in that other State.

This GE program length limitation does not apply for occupations where the state entry-level requirements include the completion of an associate or higher-level degree, or where the program is delivered entirely through distance education or correspondence courses.

Applicable GE programs that exceed these length restrictions by any amount are ineligible in their entirety to participate in the *Title IV* programs.

See [Dear Colleague Letter GEN-24-06](#) for additional information including guidance for programs that become short-term programs under the new regulations.

GE Program Length

[34 CFR 668.14\(b\)\(26\)](#)

Financial Value Transparency and Gainful Employment

The Financial Value Transparency and Gainful Employment Final Rule, published October 10, 2023, will take effect on a phased implementation schedule, with the majority taking effect on July 1, 2024. These regulations establish transparency metrics in 34 CFR 668 Subpart Q to make meaningful information available to students and the general public for nearly all *Title IV*-eligible programs, making comparable data available for both GE programs and non-GE programs. 34 CFR 668 Subpart S contains additional accountability provisions for GE programs linked to program eligibility. For more information on the regulations, including details on exceptions and on which programs are considered GE programs, see [Dear Colleague Letter GEN-24-04](#). The Department will update guidance and provide answers to Frequently Asked Questions throughout the implementation process at a dedicated [Financial Value Transparency and Gainful Employment Information](#)

topics page on the Knowledge Center.

Financial Value Transparency (FVT) Metrics

The Financial Value Transparency metrics apply to nearly all *Title IV*-eligible programs and consist of Debt-to-Earnings (D/E) rates and an Earnings Premium as a measure of program outcomes.

Debt-to-Earnings rates serve as a measure of how well program graduates' earnings, on average, leave them situated to afford repaying an approximation of a median loan debt payment resulting from the program. The D/E rates include both an Annual D/E rate and a Discretionary D/E rate.

- The Annual D/E Rate compares a calculated annual loan payment, based on median debt for the program, credential level, and program length, to median earnings of program completers. An Annual D/E Rate is considered passing if it is less than or equal to 8 percent, or if both the denominator (Earnings) and numerator (Annual Loan Payment) are zero.
- The Discretionary D/E Rate accounts for the fact that graduates of programs with higher earnings have more discretionary income, and therefore graduates of programs with higher debt and higher earnings could potentially still afford their loan debt if it is a higher percentage of their earnings. The Discretionary D/E rate uses the same annual loan payment in the numerator, with the denominator subtracting 150% of the HHS Poverty Guideline from median annual earnings to determine Discretionary Earnings. A Discretionary D/E rate is considered passing if it is less than or equal to 20 percent, or if both the numerator (Annual Loan Payment) and denominator (Discretionary Earnings) are zero.

If either the Annual D/E Rate or the Discretionary D/E Rate passes, the program has a passing D/E rate.

The Earnings Premium measures whether a program offers completers improved earnings prospects by comparing the median earnings of program graduates to an Earnings Threshold broadly representing the earnings of those who did not pursue postsecondary education. The Earnings Threshold is based upon the state or national median earnings for adults aged 25-34 with only a high school diploma or recognized equivalent who either worked or were unemployed seeking work. If the difference resulting from taking the program's Median Earnings and subtracting the applicable Earnings Threshold is greater than zero, the program passes the Earnings Premium measure.

If a GE program fails the same metric twice within three consecutive calculations, it can lose eligibility based on the FVT/GE measures of program outcomes. Therefore, once program warning requirements take effect on July 1, 2026, any GE program failing a metric in either of the two most recent award years for which it had metrics calculated will be required to provide warnings to prospective and current students.

For a more detailed explanation of these calculations and consequences, see [Dear Colleague Letter GEN-24-04](#).

Reporting Requirements

The Department will use administrative data already available in our systems where possible, such as data for Direct Loans stored in NSLDS. Other information, such as program costs and institutional grants or institutional scholarships, must be reported by the institution. Following an extension announced in [Electronic Announcement GE-24-01](#), data originally due July 31, 2024 will now be due October 1, 2024.

For initial FVT/GE reporting, institutions can choose between standard and transitional reporting options. The decision to report transitional data or standard data is made by the institution at the 6-digit OPEID level. Institutions electing to use transitional reporting must submit reporting for award years 2022-2023 and 2023-2024. For institutions electing to use standard reporting, data for award years 2017-2018 through 2023-2024 will be due October 1, 2024, with reporting for award year 2016-2017 additionally required in the case of qualifying graduate programs.

All FVT/GE metrics will source earnings data from the most recently available calendar year for completers from either a 2-year or 4-year cohort period. For institutions using standard reporting, the completers used for debt calculations will be completers from the same cohort period used for earnings data. For institutions using transitional reporting, the completers used for debt calculations will be taken from award years covered by transitional reporting.

Further guidance for reporting, including a User Guide and updated FAQs, will be available on the [Financial Value](#)

Elements Taking Effect July 1, 2026

Several provisions included in the FVT/GE Final Rule will become effective July 1, 2026. These provisions include acknowledgements (for any certificate or graduate-level program with failing D/E rates), warnings (for any GE program at risk of losing *Title IV* eligibility based on its next set of calculations), and the Department-hosted program information website.

Additional Eligibility Requirements

There are additional *Title IV* program eligibility requirements for specific educational programs. For example, only undergraduate educational programs are eligible under the Pell Grant and FSEOG programs. Correspondence programs are not eligible unless they meet the general requirements for an eligible program and are required for the student's regular program of study leading to a degree.

Programs Eligible for TEACH Grants

One of the eligibility requirements for a student to receive a TEACH Grant is that the student must be enrolled in a TEACH Grant-eligible program. A TEACH Grant-eligible program is an eligible program at a TEACH Grant-eligible school that is

- designed to prepare an individual to teach as a highly qualified teacher in a high-need field and lead to a baccalaureate or master's degree (including 2-year programs of study that are acceptable for full credit toward a baccalaureate degree), or
- post-baccalaureate program of study for students who have completed a baccalaureate degree.

A postbaccalaureate program consists of courses required by a state for a student to receive a professional certification or licensing credential that is needed for employment as a teacher in an elementary or secondary school in that state. It must be a program that is treated as an undergraduate program for FSA purposes and may not lead to a graduate degree. Note that the program cannot be considered a postbaccalaureate program if the school offers a baccalaureate degree in education.

For additional TEACH grant student eligibility requirements, see *Volume 9*.

Programs for Students With Intellectual Disabilities

A student with an intellectual disability who enrolls in a comprehensive transition and postsecondary (CTP) program at a school that participates in the *Title IV* programs is eligible for non-loan assistance (Pell Grants, FSEOG, and Federal Work-Study). As discussed in *Volume 1*, the student is exempt from some student eligibility requirements.

A CTP program is a degree, certificate, non-degree, or non-certificate program that is designed to support students with intellectual disabilities who want to continue their instruction (academic, career and technical, and independent living) at a postsecondary school to prepare for gainful employment. Schools must apply to the Department to have such a program judged eligible. To do so, they must follow the procedures in [34 CFR 600.20](#) and provide the information described in [34 CFR 668.232](#). See the [June 6, 2011, announcement](#).

The program must be delivered to students physically attending the institution, include an advising and curriculum structure, and provide students with intellectual disabilities opportunities to participate in coursework and other activities with students without disabilities.

Such programs must require that at least half of the students' participation in the program, as determined by the school, focuses on academic components through one or more of the following activities:

- taking credit-bearing courses with students without disabilities,
- auditing, or otherwise participating in, courses the student does not receive regular academic credit for with students without disabilities,
- taking non-credit-bearing, nondegree courses with students without disabilities, and

- participating in internships or work-based training in settings with individuals without disabilities.

English as a Second Language Programs

Students enrolled in a program that consists solely of English as a second language (ESL) instruction are only eligible for Pell Grants. An ESL program must meet the general requirements for eligible programs (e.g., it must lead to a degree or other credential), and a school must request an eligibility determination for it from the Department. The program may admit only students who need instruction in English to be able to use the knowledge, training, or skills they already have. The school must document its determination that the ESL instruction is necessary for each student enrolled.

Schools should pay attention to the effect that awarding Pell Grants for more than one academic year of attendance in an ESL program has on a student's Pell LEU (See Volume 7).

See *Chapter 3* for a discussion of the requirement that schools define the effect of non-credit remedial courses (including ESL on a student's academic progress).

Competency-Based Education Programs

Competency-based education (CBE) is an innovative approach in higher education that organizes academic content according to competencies—what a student knows and can do—rather than following a more traditional scheme, such as by course.

As with all *Title IV*-eligible programs (except correspondence programs), CBE programs must be designed to ensure that there is regular and substantive interaction between students and instructors. Interaction that is wholly optional, initiated primarily by the student, or occurring only upon the request of the student is not sufficient.

Some schools use a CBE model where instructors perform different roles and no single faculty member is responsible for all aspects of a course or competency. Such a model may be used, but schools must ensure that regular and substantive interaction between students and instructors occurs, that instructors meet accrediting agency standards for instruction in their subject, and that the faculty resources dedicated to the program are sufficient for the accrediting agency. Interactions between students and personnel who don't meet accrediting agency standards for providing instruction in the subject area would not be considered substantive interaction with an instructor.

Title IV funds may be awarded only for learning that results from instruction provided or overseen by the school. *Title IV* funds cannot be awarded for any portion of the program based on study or life experience prior to enrollment in the program or based on tests of learning that are not associated with educational activities overseen by the school.

A school must ensure that the instructional materials and faculty support necessary for academic engagement are available to students every week that the school counts toward its defined payment period or academic year. Instructional activity in a CBE program includes but is not limited to

- attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students);
- submitting an academic assignment;
- taking an assessment or an exam;
- participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- attending a study group, group project, or an online discussion that is assigned by the institution;
- interacting with an instructor about academic matters;
- consultations with a faculty mentor regarding the content of a course or competency; and
- other instructional activities approved by the institution's or program's accrediting agency.

For direct assessment programs only, educational activity also includes development, in consultation with a qualified faculty member, of an academic action plan that addresses competencies identified by the school.

As with other types of eligible programs, CBE programs may be offered as nonterm or as standard or nonstandard term programs. Such programs may also last less than a year if all applicable requirements are met. See [DCL GEN-24-02](#) for more information, including guidance about CBE programs and cost of attendance, satisfactory academic progress, return of *Title IV* funds, and direct assessment programs.

Currently, many programs using subscription periods are CBE programs. Subscription-based programs are not synonymous with CBE programs, but many CBE programs may be subscription-based. See the discussion of *subscription-based programs* later in this chapter.

Types of CBE Programs

There are two types of CBE programs: those that measure progress using clock or credit hours and direct assessment programs.

Credit- or Clock-Hour CBE Programs

These are organized by competency but measure student progress using clock or credit hours. In such programs, *Title IV* aid must be administered under normal statutory and regulatory provisions for credit-or clock-hour programs.

An institution offering a CBE program using credit hours must ensure that for *Title IV* purposes each credit hour in the program requires sufficient educational activity to fulfill the federal definition of a credit hour (See the discussion under “Determining Program Eligibility” and “Clock-Hour to Credit-Hour Conversions” later in this chapter) and must reasonably approximate not less than one hour of classroom instruction and two hours of out-of-class work each week. A credit hour in a CBE program might not require structured class sessions but must still require sufficient academic activity—for instance, reading and writing assignments with feedback from an instructor—to reasonably approximate three hours of expected academic engagement per week for each credit hour. The CBE program could allow this work to be completed more flexibly and at the student’s pace as long as he is making satisfactory academic progress.

Direct Assessment Programs

These are a type of CBE program that can be offered using a combination of credit hours and direct assessment (with credit hour equivalencies) or using a combination of clock hours and direct assessment (using clock hour equivalencies). Progress in a direct assessment program is measured solely by assessing a student’s knowledge, skills, and abilities designed to provide evidence of the student’s proficiency in the relevant subject area.

Direct Assessment Programs

[34 CFR 668.10](#)

[DCL GEN-24-02](#)

Because direct assessment programs can be offered using a combination of credit or clock hours equivalencies, schools must establish credit or clock hour equivalencies for the programs and provide a factual basis for that to the Department as part of the application process for direct assessment programs. The equivalencies must be approved by a school’s accrediting agency, and the school must document that approval. See [GEN-24-02](#) for more about equivalencies.

The school must establish a methodology to reasonably equate each module in the direct assessment program to either credit hours or clock hours. This methodology must be consistent with the requirements of the school’s accrediting agency or State approval agency.

Direct assessment programs can be offered using a combination of credit hours and direct assessment (with credit hour equivalencies) or using a combination of clock hours and direct assessment (using clock hour equivalencies). A program is not required to be provided entirely using direct assessment.

A direct assessment program may use learning resources (e.g., courses or portions of courses) that are provided by entities other than the school providing the direct assessment program without regard to the limitations on contracting for part of an educational program (see “Written Arrangements Between Schools” later in this chapter).

Programs at foreign schools cannot be offered using direct assessment. Additionally, several types of programs and coursework that might otherwise be eligible for FSA purposes are not eligible if they involve direct assessment unless the institution has otherwise been approved to offer at least one direct assessment program:

- Preparatory coursework required for entry into an eligible program (see Volume 8).
- Courses necessary for an elementary or secondary school teaching credential or certificate (see Volumes 6, 7, and 8).
- Postbaccalaureate teacher certificate or licensing program as described in [34 CFR 690.6\(c\)](#).
- Remedial coursework as described in [34 CFR 668.20](#), if offered using direct assessment.

A school that wishes to award *Title IV* funds for a program using direct assessment must submit an updated [E-App](#) to the Department to apply for approval of the program. In addition to updating the E-App, the school will send an email to CaseTeams@ed.gov with supporting documentation: a detailed program description (recommended length not to exceed 20 pages), a detailed description of financial aid administration (not to exceed 5 pages), and documentation that the school's accrediting agency has evaluated and approved the program and agrees with the school's credit- or clock-hour equivalency. See DCL [GEN-24-02](#) for complete instructions.

The detailed program description will be a succinct narrative clearly indicating the name of the program, the educational credential being offered (degree level or certificate), the field of study, and how it meets the regulatory requirements of [34 CFR 668.10\(b\)](#). Each requirement must be specifically identified in the narrative; for example, there must be a description of how the direct assessment program is structured, including information about how and when the school determines on an individual basis what each student enrolled in the program needs to learn and how the school excludes from consideration of a student's eligibility for *Title IV*, HEA program funds any credits or competencies earned on the basis of prior learning. [34 CFR 668.10\(b\)\(2\)\(ii\)](#).

The detailed description of financial aid administration for the program explains how the program meets the *Title IV* requirements. For example, the school must provide a basis for its credit- or clock-hour equivalency methodology for the program or portion thereof (the clock or credit hours will be used as the basis for the FSA award calculations described in *Volume 3, Chapter 1*). A school is also required to explain how it excludes credit earned through prior learning assessment from consideration of a student's eligibility for *Title IV* aid.

Following the approval of the school's direct assessment program by the Department, additional direct assessment programs at an equivalent or lower academic level may be determined to be eligible without further approvals from the Department. However, these programs must be reported to the Department within 10 days of the change. Approval is required when the institution offers a direct assessment program at different level of offering than what was previously approved.

Even if it is determined that Department approval of an additional direct assessment program is not required, each new direct assessment program must be evaluated by the institution's accrediting agency and included in the institution's accreditation. Additionally, the accrediting agency must review and approve the institution's claim of the institution's clock or credit hour equivalency methodology for each direct assessment program.

Apprenticeships

An apprenticeship combines job-related instruction with on-the-job experience. Postsecondary schools may provide related classroom instruction, technical training, or other certified training. If all or part of an apprenticeship meets an academic requirement of a *Title IV*-eligible educational program, students enrolled in that program may receive *Title IV* aid for the entire program, including for the apprenticeship portion. For more information see Dear Colleague Letter [GEN-14-22](#) and *Volume 6, Chapter 2*, of the *FSA Handbook*.

Since student aid is partly determined by the number of credit or clock hours in the program, the structured on-the-job portion must be associated with a defined number of credit or clock hours. For clock-hour programs, students' completion of the clock hours associated with the on-the-job training must be under the supervision of school faculty.

Except as may be required by the accrediting agency or state, there is no limit on the percentage of the program that consists of on-the-job training as long as the school provides the training. Note that schools must report to the Department any location at which 50% or more of an educational program is provided, including any on-the-job component. If an entity other than the school provides the on-the-job training, that component must be 25% of the

program or less with specific permission of the institution's accrediting agency, or over 25% and up to 50% of the program, if the school reports the agreement as a substantive change and receives approval from its accrediting agency.

In such contracted situations, the school must enter into a written arrangement with the entity providing the on-the-job training. If the program is offered in credit hours, the written arrangement should establish the equivalent credit hours for the non-coursework portion of the program. A school's policies for establishing credit hours must meet all requirements and standards set by its accrediting agency. See the discussion under "Written Arrangements Between Schools" later in this chapter for additional information.

Study-Abroad Programs

A participating institution may establish study-abroad programs for which students are eligible to receive *Title IV* funds. The study-abroad program does not have to be a *required* part of the eligible program at the home school for the student to be eligible to receive *Title IV* funds, but the credits earned through the study-abroad or exchange program must apply toward graduation in the student's program at the home school. In addition, students in the study-abroad program must remain concurrently enrolled at their home school. Moreover, the school must mention the availability of *Title IV* funds in the information it provides to students about the study-abroad program.

Study-Abroad References

Arrangements with a study-abroad organization

[34 CFR 668.5\(b\)](#)

Student eligibility in study-abroad programs

[34 CFR 668.39](#)

FSEOG maximum awards

[34 CFR 676.20](#)

Types of Study-Abroad Programs

Types of study-abroad programs include the following:

- A home school sends students to a study-abroad program at an eligible or ineligible foreign host school. The home school must have a contractual agreement with the foreign school. A written arrangement between a domestic institution and one in another country is always considered a contractual agreement in which the domestic institution is the home school.
- A home school has, instead of a separate agreement with each foreign school, a written arrangement with a study-abroad organization that represents one or more foreign schools. The arrangement must adequately describe the duties and responsibilities of each entity and meet the requirements of the regulations.
- A variant of the study-abroad program occurs when a home school sends faculty and students to a foreign site. This is not a consortium or contractual study-abroad program; rather, the foreign site is considered an additional location under [34 CFR 600.32](#).

Academic Year

In a direct assessment program, this consists of a minimum of 30 weeks of instructional time, during which a full-

time student is expected to complete the equivalent of at least 24 semester or trimester credit hours or 36 quarter credit hours for an undergraduate program.

Note: There is an updated definition of a “week of instructional time”, in the academic year regulations at [34 CFR 668.3\(b\)](#). Please refer to [Volume 3, Chapter 1](#) for more information.

Independent Study

This occurs when a student follows a course of study and works with a faculty member to decide how the student will meet defined course objectives. Both agree on what the student will do (e.g., readings, research, and work products), how the student’s work will be evaluated, and the time frame for completion. The student must interact with the faculty member on a regular and substantive basis to assure progress within the course or program.

Full-Time Student

One who is carrying a full-time academic workload, as determined by the school, that is the standard for all students in the program. For undergraduate students, the school’s standard must equal or exceed the minimum requirements in the definition of full-time student in [34 CFR 668.2](#), based on the credit- or clock-hour equivalency for the program.

A study-abroad program must be part of a written contractual agreement between two or more schools. If a study-abroad program has higher costs than the home school, those should be reflected in the student’s cost of attendance. This may result in the student being eligible for additional *Title IV* funds.

The maximum FSEOG for a full academic year is usually \$4,000. However, a school may award as much as \$4,400 to a student participating in a study-abroad program that is approved for credit by the home school.

Some eligible students have had problems receiving *Title IV* funds for study-abroad programs because neither their home school nor the school they were temporarily attending documented that they were enrolled in an eligible program of study. The Program Participation Agreement requires participating schools to establish procedures that ensure that students participating in study-abroad programs receive the *Title IV* funds to which they are entitled.

Flight School Programs

A flight school program must maintain current valid certification by the Federal Aviation Administration to be eligible.

Flight School Programs

[34 CFR 668.8\(i\)](#)

Limited-Access Programs

In some programs, there are different requirements for initial admission to the program and admission to upper-division

or upper-level coursework associated with the program's major. In these programs, students who have not yet been admitted to the upper-division coursework are described as being in a "pre-major" or a "pre-program."

An otherwise eligible student enrolled in a limited-access program may be considered a regular student enrolled in an eligible program if, provided the appropriate academic requirements are met, enrollment in the early stage of the program assures the student admission to the full program at a later point. If this is the case, the Department considers the early stage of the program to be the first part of the formal program in which the student will ultimately matriculate.

However, if initial admission to the limited-access program does not guarantee admission to the upper-division coursework (assuming the student has met all applicable academic requirements), then the Department treats the initial part of the program as not considered leading to a credential, and therefore not an eligible program.

For example, consider a "pre-nursing" program that consists entirely of coursework acceptable toward completion of a Bachelor of Nursing (BSN) program at the institution. Students must successfully complete all of these courses with a grade of "B" or higher, and pass a written exam in order to transition into the BSN program. However, admission of even those pre-nursing students who have met all academic requirements is contingent on the availability of clinical slots, with the result that not all of them will matriculate into the BSN program. Accordingly, students who successfully complete the pre-nursing requirements must apply to the BSN program with no guarantee of acceptance. In this circumstance, students who are enrolled in the "pre-nursing" portion of the program are not considered to be enrolled in an eligible program.

Prison Education Programs

The *FAFSA Simplification Act* (the Act), signed into law in December 2020, restored Pell Grant eligibility to confined or incarcerated individuals for the first time since 1994. The law requires a confined or incarcerated individual to enroll in an eligible prison education program (PEP) in order to access a Federal Pell Grant. The Department provided a comprehensive description of the law and applicable regulations in [DCL GEN-23-05](#) that was published in March 2023.

The Department also published a [Prison Education Program Application Form](#) to assist institutions with the PEP application process. The form includes required information to be completed and submitted with the E-App. Institutions must submit applicable sections of the PEP Application Form for every eligible PEP offered.

The first two PEPs at the first two additional locations must be approved by the Department prior to becoming Pell eligible. Subsequent PEPs do not require Department approval but sections 1, 2, and 4 of the application must still be completed and submitted to the Department along with all applicable supporting documentation.

An institution must also report every correctional facility where it enrolls a confined or incarcerated individual for *Title IV* (Pell) purposes as additional location. See EA - [GENERAL-23-52](#)

Additional Program Eligibility Requirements

In each state in which the institution is located; students enrolled by the institution in distance education or correspondence courses are located, as determined *at the time of initial enrollment* in accordance with [34 CFR 600.9\(c\) \(2\)](#); or for the purposes of [34 CFR 668.14\(b\)\(32\)\(i\) and \(ii\)](#), each student who enrolls in a program on or after July 1, 2024, **and attests that they intend to seek employment**, the institution must determine that each program eligible for *Title IV* funds:

- Is programmatically accredited if the state or a federal agency requires such accreditation, including as a condition for employment in the occupation for which the program prepares the student, or is programmatically pre-accredited when programmatic pre-accreditation is sufficient according to the state or federal agency;
- Satisfies the applicable educational requirements for professional licensure or certification requirements in the state so that a student who enrolls in the program, and seeks employment in that state after completing the program, qualifies to take any licensure or certification exam that is needed for the student to practice or find employment in an occupation that the program prepares students to enter; and
- Complies with all state laws related to closure, including record retention, teach-out plans or agreements, and tuition recovery funds or surety bonds;

Please review the Frequently Asked Questions ([FAQs](#)) related to these requirements on the [Office of Post Secondary Education website](#).

Written Arrangements Between Schools

Under a consortium or contractual agreement (including those for study-abroad programs), the home school must give credit for courses taken at the other schools on the same basis as if it provided the training. The assumption of such an agreement is that the home school has found the other school's or organization's academic standards equivalent to its own and the instruction an acceptable substitute for its own.

Written Arrangements

[34 CFR 668.5](#)

A home school may decline to give credit for courses in which a student earns a grade that is not acceptable at the home school even though the host school has a policy of accepting that grade for its resident students. Also, although grades received through consortium or contractual agreements do not have to be included in a student's grade point average, they must be included when calculating the quantitative component (the percentage of credits earned vs. attempted) of their satisfactory academic progress.

If not written for an individual student or group of students, agreements between schools can go on indefinitely. These agreements do not have to be renewed unless the terms of the agreement change.

A school must provide enrolled and prospective students with a description of the written arrangements it has entered into, including

- the portion of the educational program that the school that grants the degree or certificate is not providing,
- the name and location of the other schools or organizations that are providing that portion of the educational program,
- the method of delivery of that part of the educational program, and
- estimated additional costs students may incur by enrolling in an educational program provided under the written arrangement.

Requirement to Inform Students of an Arrangement

[34 CFR 668.43\(a\)\(12\)](#)

Consortium Agreement

A consortium agreement can apply to all *Title IV* programs. Under a consortium agreement, a student may take courses at another school and have them count toward the degree or certificate at the home school. A student can receive *Title IV* funds only for courses that apply to his certificate or degree program.

A consortium agreement can be a blanket agreement between two or more eligible schools, or it can be written for a specific student. Such an agreement is often used when a student takes related courses at neighboring schools or when a student is enrolled in an exchange program with another eligible school for a term or more. A school could have one agreement for each student, a separate agreement with each host school, or a blanket agreement with a group of schools.

In a consortium agreement there is no limit on the portion of the eligible program that may be provided by eligible schools other than the home school, except that the home school must offer at least some part of the eligible program.

Agreement contents can vary widely and will depend upon the interests of the schools involved and the accrediting or state agency standards. The Department does not dictate the format of the agreement (which can be executed by several different offices) or where the agreement is kept. However, the following information should be included in all agreements:

- The school that will grant the degree or certificate
- The student's tuition, fees, and food and housing at each school
- The student's enrollment status at each school
- The school that will be responsible for disbursing aid and monitoring student eligibility
- The procedures for calculating awards, disbursing aid, monitoring satisfactory progress and other student eligibility requirements, keeping records, and returning funds when the student withdraws

The school that disburses an FSA award is responsible for maintaining information on the student's eligibility, how the award was calculated, what money has been disbursed, and any other documentation associated with the award, even if some of that documentation comes from other schools. Moreover, the school paying the student must return *Title IV* funds if required, for example, in refund/return or overpayment situations. For determining enrollment status under a consortium agreement, see Volume 7.

Usually, the home school is responsible for disbursing funds, but if the student is enrolled for a full term or academic year at the host school, it may be easier for the host school to monitor his eligibility and make payments.

When there is a written arrangement between eligible schools, any of the schools participating in the written arrangement may make FSA calculations and disbursements without that school being considered a third-party servicer. This is true even if the student is not currently taking courses at the school that is calculating and disbursing the aid.

Contractual Agreement

If the limitations in the following paragraphs are adhered to, an eligible school may enter into a contractual agreement with an ineligible school or organization that provides part of the educational program of students enrolled at the eligible school.

Such a contract is prohibited with an ineligible school or organization whose

- eligibility or certification to participate in the *Title IV* programs has been terminated or revoked by the Department or
- application for certification or recertification to participate in the *Title IV* programs was denied by the Department.

Similarly, an eligible school is prohibited from entering into a contract with an ineligible school or organization that has voluntarily withdrawn from participation in the *Title IV* programs under a termination, show-cause, suspension, or similar proceeding initiated by the Department or the school's state licensing agency, accrediting agency, or guarantor.

Under a contractual agreement, the eligible school is always the home school. It performs all the aid processing and disbursement for students attending the ineligible school and is responsible for maintaining all records necessary to document student eligibility and receipt of aid (see *Chapter 7*).

With a contractual agreement, the ineligible school can in general provide up to 25% of the educational program without explicit approval from the home school's accrediting agency. However, if the home school has been placed on probation or equivalent status, has been subject to negative action by the agency over the prior three academic years, or is under a provisional certification, as provided in [34 CFR 668.13](#), it must receive prior approval by the agency before entering into a written arrangement under [34 CFR 668.5](#) under which the school or organization not certified to participate in the *Title IV* programs offers up to 25 percent of one or more of the home school's educational programs. Otherwise, the home school must report this agreement within 30 days to their accrediting agency.

However, the ineligible school may provide more than 25% but less than 50% of the program if the home school reports the agreement as a substantive change and receives prior approval from its accrediting agency in accordance with [34 CFR 602.22\(a\)\(1\)\(ii\)\(I\)](#). In addition, the home and ineligible schools must **not** be owned or controlled by the same individual, partnership, or corporation; and the home school's accrediting agency or state agency (in the case of a public postsecondary vocational institution) must determine and confirm in writing that the agreement meets its standards for executing written arrangements with ineligible institutions or organizations.

Some institutions offer programs in which incoming students are expected to transfer in a minimum number or percentage of credits toward completion of the program. For purposes of determining whether the amount of a program offered by the ineligible organization exceeds the limitations in [34 CFR 668.5\(c\)](#), the home school should exclude from the denominator of that calculation the amount of transfer credit that all students in the program are required to enter the program with. These credits would never be taught by the home school's own instructors and would not be considered part of the educational program being provided by the home school. Therefore, those credits would not count towards the percentage of educational offering by the home school.

Calculating the Percentage of a Program Offered by an Ineligible Entity

The regulations under [34 CFR 668.5\(g\)](#) describe how, under a contractual agreement, an ineligible entity's portion of a program is calculated. The hours, whether credit or clock hours, that comprise the academic program must be attributed to one of the partners in the arrangement, either the eligible institution or the ineligible entity. The ineligible entity provides the course if it has authority over the design, administration, or instruction of the course, which may include (among other things):

- establishing the requirements for completion of the course;
- delivering instruction or mandatory tutoring;
- assessing student learning, including through electronic means; or
- developing curricula or course materials, where the institution and its instructors cannot make changes to the materials.

If any part of the compensation of an instructor for a course is paid directly or indirectly by the ineligible entity, the hours associated with that course are attributable to the ineligible entity. An instructor may be indirectly compensated by an ineligible entity where the ineligible entity reimburses the institution for compensation to the instructor. In that case, the hours in that course would be attributable to the ineligible entity.

Some schools may contract with providers of software platforms designed to support distance education programs. When such a contractor provides only the software or platform for coursework and instruction in the program is still performed by the institution's own faculty under the institution's supervision, such an arrangement is not considered a written arrangement under [34 CFR 668.5](#). However, if the contractor's staff performs any of the activities described above as part of its provision of software or other services (including through indirect compensation of instructors at the institution), the institution must have a contractual agreement in place that establishes the proportion of the program provided by the contractor and ensures it does not exceed the legal limits.

It is important that institutions and their accrediting agencies accurately account for the percentage of a program that is provided by an ineligible entity. Written arrangements where the ineligible entity provides services or activities related to credit or clock hours should be attributed to the ineligible entity, and not attributed to the eligible institution. If the Department determines that an educational program operated through an arrangement with an ineligible entity has exceeded the regulatory threshold, the program may be treated as ineligible for *Title IV*, HEA funds and liabilities may be assessed for all funds disbursed through that program while the arrangement was in place. In addition, if the Department determines that the institution misrepresented the portion of the program offered by the ineligible entity, a fine or administrative action may be initiated to terminate the institution's ability to continue in the *Title IV*, HEA programs.

Please review DCL [GEN-22-07](#) for more information.

Accreditation Requirements for Written Arrangements Involving Distance Education

When a school offers distance education for the first time, under [34 CFR 668.8\(m\)](#) it must obtain approval from a recognized accrediting agency that has distance education within the scope of its recognition from the Secretary. However, a school's accrediting agency is not permitted to evaluate an ineligible entity's offering of distance education in the context of a written arrangement for *Title IV* purposes if it does not also accredit that entity. Therefore, an institution must ensure that when it offers a program that uses distance education for the first time, the coursework provided using distance education is not provided by an unaccredited ineligible entity.

Written Arrangements Between Domestic and Foreign Schools

An eligible U.S. school may have a written arrangement with a foreign school or organization that is acting on behalf of a foreign school, but such an arrangement is always considered to be one between an eligible domestic school where the student enrolls and an ineligible foreign school, even if the latter is otherwise *Title IV*-eligible. Therefore, these arrangements are considered contractual agreements that must follow the rules that apply to such. See DCL [GEN-23-07](#) for more information about *Title IV* eligibility of programs offered through written arrangements between U.S. and foreign schools including new Frequently Asked Questions.

An eligible foreign institution may also enter into a written arrangement with an eligible institution in the United States where the student is enrolling in the coursework, research, work, or special studies offered by the eligible U.S. institution. The eligible institution in the United States is considered the host institution and can offer no more than 25 percent of the program (see paragraph (1)(ii)(B) of the definition of a "foreign institution" in [34 CFR 600.52](#)).

Internships and Externships

Internships and externships that are part of a program and are provided by organizations other than the institution are subject to the written arrangement requirements. However, an internship or externship portion of a program does not have to meet the written arrangement requirements if it is governed by explicit accrediting agency standards that require the oversight and supervision of the school, which is responsible for the internship or externship, and where students are monitored by qualified school personnel.

Note: [34 CFR 668.16\(r\)](#) requires a school to provide students with geographically accessible clinical or externship opportunities related to and required for completion of the credential or licensure in a recognized occupation, within 45 days of the completion of other required coursework.

Consortium Agreement

a written agreement between two or more eligible schools.

Contractual Agreement

a written agreement between an eligible school and an ineligible school.

Home School

the school where the student is enrolled in a degree or certificate program.

Host School

the school where the student is taking part of their program requirements through either a consortium or contractual agreement.

Two Plus Two Program

a partnership between a two-year and a four-year school that facilitates a student's completing the last two years of the student's four-year degree.

Distance Education and Correspondence Study

Schools use distance education and correspondence courses to respond to students' needs for alternatives to the schedules and locations at which courses traditionally have been offered. A school may not refuse to provide *Title IV* funds to a student because she is enrolled in correspondence or distance education courses unless the courses are not part of an eligible program.

Some participating institutions contract with distance education providers that are not eligible to participate in the *Title IV* programs. These participating institutions must ensure that they do not exceed the limitations on contractual arrangements (see the previous section).

Distance Education

A distance education program at a domestic school is considered an eligible *Title IV* program if it has been accredited by an accrediting agency recognized by the Department for accreditation of distance education. It is not subject to the rules that apply to correspondence coursework, which are discussed in the next section. Distance education programs must be evaluated by an accrediting agency that is recognized by ED for the purpose of evaluating distance education, just as an agency must be specifically reviewed and recognized for the evaluation of correspondence education. Schools that wish to offer *any* portion of a program via distance education should confirm that their institutional accrediting agency has distance education within its scope of recognition. Schools should work with their accrediting agency to determine the agency's requirements for evaluating whether the school is capable of effective delivery of distance education programs.

Institutions should refer to Electronic Announcement [EA—23-09](#) for updated guidance on accreditation and eligibility requirements for distance education.

Distance education means education that uses certain technologies to deliver instruction to students who are separated from the instructor or instructors and **to support regular and substantive interaction between the students and the instructor or instructors**. The interaction may be synchronous (student and instructor are in communication at the same time) or asynchronous. The technologies that may be used to offer distance education include

1. the internet;
2. audio conferencing; or
3. one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.

A course taught through other media is also considered a distance education course but only if used in conjunction with one of the three technologies listed to support interaction between the students and the instructor.

There are various applications of the term "academic engagement" throughout the *Title IV* regulations. The Return of *Title IV* Funds (R2T4) regulations refer to this definition when describing "academic attendance" and "academically-related activities." Please see *Volume 5* for more information related to this term as it applies to R2T4.

The updated definition of "clock hour" (discussed later in this chapter) refers to academic engagement for distance education purposes. In addition, the updated definition of an "academic year" refers to academic engagement for distance education purposes.

Academic engagement is defined as: active participation by a student in an instructional activity related to the student's course of study that:

- is defined by the institution in accordance with any applicable requirements of its State or accrediting agency;
- includes, but is not limited to:
 - attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
 - submitting an academic assignment;
 - taking an assessment or an exam;
 - participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
 - participating in a study group, group project, or an online discussion that is assigned by the school; or
 - interacting with an instructor about academic matters; and
- does not include, for example:
 - living in institutional housing;
 - participating in the institution’s meal plan;
 - logging into an online class or tutorial without any further participation; or
 - participating in academic counseling or advisement

In distance education, “an instructor” is defined as an individual responsible for delivering course content and who meets the qualifications for instruction established by a school’s accrediting agency.

In addition, **substantive interaction** is defined as engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- providing direct instruction
- assessing or providing feedback on a student’s coursework
- providing information or responding to questions about the content of a course or competency
- facilitating a group discussion regarding the content of a course or competency; or
- other instructional activities approved by the institution’s or program’s accrediting agency

A school ensures **regular interaction** between a student and an instructor or instructors by, prior to the student’s completion of a course or competency:

- providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student

Instructors must engage in at least two forms of substantive interaction meeting the regulatory requirements **during each course or competency**. The regulations do not prescribe a specific frequency or combination of each type of interaction except that they must be “predictable and scheduled.”

Monitoring a student’s “**academic engagement and success**” may include:

- evaluating a student’s level of participation in synchronous sessions
- monitoring the student’s activity on course websites or materials
- considering the quality of the student’s coursework or understanding; or
- other forms of monitoring the student’s engagement and success

Correspondence Courses

Correspondence Courses and Institutional Eligibility

“Correspondence course”

[34 CFR 600.2](#)

[34 CFR 600.7\(a\)\(1\)\(i\)](#) and [\(ii\)](#)

Unlike distance education courses, which are treated the same as all other eligible programs, some restrictions apply to correspondence courses. A correspondence program at a domestic school is considered an eligible *Title IV* program if it has been accredited by an accrediting agency recognized by the Department for accreditation of correspondence education.

A correspondence course is a home-study course for which the school provides instructional materials, including examinations on the materials, to students who are not physically attending classes at the school. Interaction between instructors and students is limited, not regular and substantive, and primarily initiated by the student.

When a student completes a portion of the instructional materials, the student takes the examinations that relate to that portion of the materials and returns the examinations to the school for grading.

If a course is part correspondence and part residential training, the course is considered to be a correspondence course. For example, a school offers a truck driving program, the first part of which is offered via correspondence. After completing that part of the program, the student has to attend a residential site where he learns how to drive trucks. This is a correspondence program.

If a school adds distance education technology, such as electronic delivery of course materials or an online discussion board, to a correspondence course, the school must ascertain the predominant method of instruction (correspondence or distance education), keeping in mind that a distance education course must use technology to support regular and substantive interaction between the students and instructor. The school must use the rules for the predominant method in administering the *Title IV* programs.

If a school offers more than 50% of its courses by correspondence or if 50% or more of its students are enrolled in its correspondence courses, the school loses its eligibility to participate in the *Title IV* programs (see *Chapter 1*).

Note that correspondence students enrolled in certificate programs are not eligible for *Title IV* funds. For a full discussion of when a school may pay a student for correspondence study, see Volume 1, Chapter 1. Also see Volume 3, Chapter 2 for limitations on the cost of attendance for correspondence students and Volume 3, Chapter 1 for the timing of disbursements to correspondence students.

Subscription-Based Programs

Traditionally, postsecondary education has been completed using courses with defined start and end dates. However, recent technological developments have allowed students to engage in coursework with more flexible timeframes without a need for explicit start and end dates.

Some schools have begun offering programs in which students are charged for a specific period of calendar time without reference to the specific courses or competencies the student must complete during that timeframe. These are called “subscription-based programs.”

The Department created the rules for subscription-based programs to accommodate self-paced programs with highly flexible timeframes for courses. Currently, many programs using subscription periods are “competency-based education programs.” Subscription-based programs are not synonymous with competency-based programs, but many competency-based programs are also subscription-based. Programs with more traditional coursework could also be defined as subscription-based programs if they meet all of the criteria in the regulatory definition. Subscription-based programs can be offered on campus, through distance education, or through correspondence.

Reporting Requirements for Subscription-Based Programs

Subscription-based programs are subject to the same program eligibility requirements as all other programs. There are no

differences in program approval and reporting requirements. If a school offers multiple versions of the same subscription-based program, it is only required to report the one with the highest enrollment status (and shortest published length) on the E-App.

For NSLDS enrollment reporting purposes, schools should report the published length for the specific version of the program that the student is attending.

Please refer to *Volume 3* for more information pertaining to disbursement requirements for subscription-based programs.

The Department conducted a webinar on subscription-based programs. The PowerPoint presentation, recording and transcript can be accessed at the Department's training website. More information on how to access the training materials can be found in [Dear Colleague Letter ANN-21-07](#).

Subscription-Based Programs

[34 CFR 668.2](#)

Determining Program Eligibility and Clock-Hour to Credit-Hour Conversions

The credit hour definition and the clock-hour to credit-hour conversion rules serve two purposes: to determine program eligibility and to determine the award amount for certain *Title IV* programs. See the [program integrity Q&A's](#) for more information.

In this section, we discuss the first of these topics—the use of the **clock-hour to credit-hour** conversion rules in determining if a program meets the minimum program length requirements discussed earlier in the chapter.

Definition of a Clock Hour

A clock hour is defined as a period of time consisting of:

1. a 50- to 60-minute class, lecture, or recitation in a 60-minute period;
2. a 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or
3. sixty minutes of preparation in a correspondence course; or
4. in distance education, 50 to 60 minutes in a 60-minute period of attendance in:
 - a synchronous or asynchronous class, lecture, or recitation where there is opportunity for direct interaction between the instructor and students; or
 - an asynchronous learning activity involving academic engagement in which the student interacts with technology that can monitor and document the amount of time that the student participates in the activity

A clock hour in a distance education program does not meet the requirements of this definition if it does not meet all accrediting agency and State requirements or if it exceeds an agency's or State's restrictions on the number of clock hours in a program that may be offered through distance education.

An institution must be capable of monitoring a student's attendance in 50 out of 60 minutes for each clock hour under this definition.

Definition of a Credit Hour

Except as provided in [34 CFR 668.8\(k\)](#) and [\(l\)](#), a credit hour is an amount of student work defined by an institution, as

approved by the institution's accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education.

A credit hour is an amount of work that reasonably approximates not less than

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or at least the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Note that the classroom/direct faculty instruction time and outof- class student work requirement in #1 does not mean you must have a certain number of hours of those specific types of instruction every week; it is an average required over the length of the course and may be institutionally established equivalencies that reasonably approximate the minimum standard using different measures of student work.

You may set a higher standard that requires more student work per credit-hour, and you may use a measure or metric different from this definition for academic and non-federal aid purposes. The regulations make an exception to this definition in the case of programs that the clock-hour to credit-hour conversion formula, as described in the following text.

Measuring Attendance in Clock Hours

A student's period of attendance is measured according to one of several commonly accepted academic standards. A clock hour is based on an actual hour of attendance (though each hour may include a 10-minute break). Credit hours are typically based on two hours of homework for each hour of class attendance.

A school is not permitted to count more than one clock hour per 60-minute period; in other words, a school may not schedule several hours of instruction without breaks and then count clock hours in 50-minute increments. For instance, a school could not consider seven consecutive hours of instruction to be 8.4 hours by dividing 50 minutes into 420 minutes. Seven 60-minute periods of instruction may not count for more than seven clock hours.

Clock-Hour to Credit-Hour Conversions in Determining Program Eligibility

If your school offers an undergraduate educational non-degree program in credit hours, it must use the conversion formula unless

- the program is at least two academic years in length and provides an associate degree, a bachelor's degree, a professional degree, or an equivalent degree as determined by the Department (note that this does not permit a school to ask for a determination that a non-degree program is equivalent to a degree program); or
- each course within the program is acceptable for full credit toward completion of a single eligible program offered by the school that provides an associate degree, bachelor's degree, professional degree, or equivalent degree as determined by the Department, provided that 1) the eligible program requires at least two academic years of study; and 2) the school can demonstrate that at least one student graduated from the program during the current award year or the two preceding award years.

Clock-Hour to Credit-Hour Conversions

[34 CFR 668.8\(k\) & \(l\)](#)

Definitions of clock hour and credit hour

[34 CFR 600.2](#)

The formula will determine if, after the conversion, the program includes the minimum number of credit hours to qualify as an eligible program for *Title IV* purposes. The formula also determines the number of *Title IV* credit hours associated with each class that an institution can use to determine a student's enrollment status during the program.

For determining the number of credit hours in that educational program

- a semester hour must include at least 30 clock hours of instruction,
- a trimester hour must include at least 30 clock hours of instruction, and
- a quarter hour must include at least 20 clock hours of instruction.

For more information on how to perform the clock-hour/credit-hour conversion, see the "Clock-Hour to Credit-Hour Conversion Example" at the end of this chapter. In addition, please review the Electronic Announcement ([EA-GENERAL-21-34](#)) that provides additional guidance related to the implementation of the updated clock-to-credit hour conversion requirements that were effective on July 1, 2021.

Credits Approved by State and Accrediting Agencies

When states and accrediting agencies approve programs, they sometimes also approve the number of credits in those programs. The credits approved by states and accrediting agencies are not necessarily the credits that will be approved if the program becomes eligible for *Title IV* aid. For *Title IV* purposes, the number of credits in the program will be those determined by the clock-hour to credit-hour conversion formula, but they will never exceed those approved by a state or accrediting agency, or the number of credits awarded by the institution itself. The regulations for states and accreditation agencies explain how an agency reviews a school's assignment of credit hours.

State/Accrediting Agency Criteria

[34 CFR 602.24](#)

[34 CFR 603.24](#)

State Requirements and Clock-Hour to Credit-Hour Conversions

Temporary Injunction on Program Length Regulations

On June 21, 2024, the United States District Court for the Northern District of Texas, in 360 Degrees Education, LLC, et al. v. U.S. Department of Education, et al., granted the plaintiff's motion for a preliminary injunction preventing the Department from enforcing the changes to 34 CFR 668.14(b)(26) discussed below and in the example at the end of this chapter, pending a decision by the Court. Therefore, until further notice institutions must continue to comply with the maximum program length regulations that were in effect prior to July 1, 2024. The existing regulations limit the maximum program length of GE programs to 150 percent of a state's minimum educational requirements for licensure, or 100 percent of the requirements of an adjacent state, whichever is greater. See [Electronic Announcement GEN-24-83](#) and subscribe to receive updates from FSA's Knowledge Center for new information on this issue as it's published.

If a state requires that a program that prepares students for a recognized occupation be composed of a minimum number of hours of training and a school offers a GE program that prepares a student for that occupation, the number of hours in the program cannot exceed the *greater of*:

- The required minimum number of clock hours, credit hours, or the equivalent required for training in the recognized

occupation for which the program prepares the student, as established by the state in which the institution is located, if the state has established such a requirement or as established by any federal agency; or

- Another state's required minimum number of clock hours, credit hours, or the equivalent required for training in the recognized occupation for which the program prepares the student, if the institution documents, with substantiation by a certified public accountant who prepares the institution's compliance audit report as required under § 668.23 that—
 1. A majority of students resided in that state while enrolled in the program during the most recently completed award year;
 2. A majority of students who completed the program in the most recently completed award year were employed in that state; or
 3. The other state is part of the same metropolitan statistical area as the institution's home state and a majority of students, upon enrollment in the program during the most recently completed award year, stated in writing that they intended to work in that other state.

When demonstrating compliance with this requirement for a credit-hour GE program that is subject to the clock-to-credit conversion, a school must compare the state's minimum requirements with the total number of in-class clock hours in the program. Note that this may not be the same as the number of hours that were actually used in the conversion calculation. This is because there are occasions where the number of clock hours used in the conversion calculation are fewer than the total number of clock hours in the program (for example, if the program includes an internship with a substantial number of hours, but a small number of credits). A school must always be aware of the total number of clock hours in a credit-hour GE program that is subject to the conversion.

If a school's credit-hour GE program is not subject to the conversion but is still subject to the limitation because its state has established a minimum number of clock hours required for training, the school is not required to be aware of the total number of clock hours in the program, but has other options for demonstrating compliance. If the state has established its own clock-to-credit hour equivalency, the school may use that equivalency to demonstrate that the program's hours do not exceed the limitation. If the school is aware of the total number of clock hours in the program, the school can also show that those in-class hours associated with the program's coursework do not exceed the maximum allowed. If no other method can be used to demonstrate compliance, the school must multiply the number of credit hours in the program by 30 (if a semester or trimester hour program) or 20 (if a quarter-hour program) and ensure that the result does not exceed the maximum allowed.

If a school applies the formula and finds that a program is eligible, the converted credit hours are used to determine the amount of *Title IV* funds that a student who is enrolled in the program is eligible to receive as explained in Volume 3, Chapter 1.

Out-of-Class Student Work

If a school provides a credit-hour non-degree program that is subject to the clock-hour to credit-hour conversion, the school no longer uses out-of-class hours in the conversion calculation.

Rounding

A school must have a policy that specifies the number of decimal places it will use in the steps of its calculation, and round at each of the steps in the calculation to that number.

Because the results of these formulas determine the eligibility of a program, the resulting number of credit hours both in each step and final result may not be rounded up.

Since the E-App accepts whole numbers only, when reporting on the E-App, a school must round down to the whole number.

In determining a student's enrollment level, a school must use the exact number of decimal places specified in its policy on rounding.

A public community college located in Texas that offers its courses in a semester format, has been told by the state that it must begin offering a 29 semester-hour career-training program previously offered in a clock-hour format by a post-secondary vocational-technical school. The program does not lead to a degree, and all of its courses do not transfer into a single degree program at the institution. Therefore, the program is subject to the clock-to-credit conversion.

Neither the state or the institution's accrediting agency specifies rounding rules, but the institution's policies and procedures state that it performs calculations to 2 decimal points and awards credits using whole credit hours.

Course	Hours of Classroom Instruction	Credits assigned by school
1	105	4
2	83	4
3	85	4
4	111	4
5	141	6
Externship	375	7
Total	900	29

The first four courses are offered in the first semester, and the fifth course and the externship are offered in the second semester.

To apply the formula, the school divides the number of hours of in-class instruction by 30. As it performs the calculation, it must keep in mind the following rules:

Using the Formula for the Conversion

- A school must perform the calculations on each individual component (course) in the program.
- Regardless of the results of the conversion calculation, a school cannot award more credit for *Title IV* purposes than the academic credit assigned to a course by the school and/or approved by its state or accrediting agency.
- A school must have a policy that specifies the number of decimal places (fractions of credit hours) it will use in its calculation.
- If the school uses decimals, it is not required to round down and may use the decimal result of the conversion regardless of how it awards credits.
- A school that elects to round its calculations, when determining student eligibility, must round at the level of each individual course or educational activity. The school must not wait until the last step and round the total.

Formula

Semester 1

Course	Hours of Classroom Instruction	Credits assigned by school	Conversion Calculation
1	105	4	$105 \div 30 = 3.50$
2	83	4	$83 \div 30 = 2.76$
3	85	4	$85 \div 30 = 2.83$
4	111	4	$111 \div 30 = 3.70$
Totals	384	16	12.79

Semester 2

Course	Hours of Classroom Instruction	Credits assigned by school	Conversion Calculation
5	141	6	$141 \div 30 = 4.7$
Externship	375	7	$375 \div 30 = 12.50$ limited to 7 ¹
Totals	516	13	11.7
Program Totals	900	29	24.49

¹ Regardless of the results of the conversion calculation, a school cannot award more credit for *Title IV* purposes than the academic credit assigned to a course by the institution, and/or approved by a state or accrediting agency.

After applying the conversion formula, the school finds that during the first semester students can be paid as full-time students, but students must be paid as three-quarters-time students in the second semester.

Introduction

This chapter describes aid-related requirements, many of which involve coordination with other school offices. For instance, the requirements for adequate staffing, the incentive compensation prohibition, and hiring restrictions related to the misuse of government funds might apply to the human resources office. Similarly, your school's academic divisions and business office will need to be aware of the satisfactory academic progress standards, readmission of service members, and in-state tuition rates for service members, foreign service members and their families, and citizens of the three Freely Associated States.

Administrative Requirements for the Financial Aid Office

Consistency of Information and conflicting information

To participate in the *Title IV* programs, a school must demonstrate that it is administratively capable of providing the education it promises and of properly managing the *Title IV* programs. It must have a system of identifying and resolving discrepancies in all FSA-related information received by any school office. It must resolve discrepancies for all students, not just those selected for verification. Resolution includes determining what information is correct and documenting the findings in the student's file.

Administrative Capability and Resolving Conflicting Information

[34 CFR 668.16\(f\)](#)

Such a system must include a review of:

- All student aid applications, need analysis documents, Statements of Educational Purpose, and eligibility notification documents presented by or on behalf of each applicant.
- The FAFSA Submission Summary/ISIR for a student. Even if a school has already verified the information on a student's FAFSA Submission Summary/ISIR, it must review all information on subsequent FAFSA Submission Summaries/ISIRs.
- Any documents, including copies of federal tax return and tax account transcripts, that are normally collected by the school to verify information received from the student or other sources.
- Any other information submitted or normally available to the school regarding a student's citizenship, previous educational experience, or Social Security number, as well as other factors relating to the student's eligibility for *Title IV* funds.

For instance, if a student receives an academic scholarship through one school office, that office must notify the aid administrator of these benefits to ensure that the amounts are correctly reported on the student's aid application and are counted as other financial assistance for the Campus-Based and Direct Loan programs.

Another example is that a school's admissions or registrar's office must provide the aid office with any information it has that might affect a student's eligibility, such as his enrollment in an ineligible program or in summer classes immediately preceding a fall term of enrollment.

There is a distinction between how long you need to be alert for conflicting information and how long you have to actually resolve a conflict. Even if the processing year has ended, you must continue to resolve conflicting information unless:

- all aid for the period of enrollment has been disbursed,
- at the time of disbursement there was no conflicting information, and
- the student is no longer enrolled at the school (and is not intending to reenroll).

You also are not required to resolve conflicting information if the student dies during the award year.

You may not ignore a document in your files unless a student is no longer enrolled. If you have conflicting information in your files, you must resolve it as expeditiously as possible. If you become aware of conflicting information for a student who is no longer enrolled and there is aid to be disbursed, you must resolve the conflict before making the late or post-withdrawal disbursement.

If aid that the school was unaware of is received after the end of a period of enrollment for a student who is intending to re-enroll, that aid must be treated as other financial assistance for either the period of enrollment just completed or for the subsequent period of enrollment. See the discussion of other financial assistance and packaging in *Volume 3*.

Remember, if any office at your school has information that might affect a student's eligibility for *Title IV* funds, it must provide that information to the school's designated coordinating official (described later). That person must forward it to the financial aid office, where procedures must be in place to ensure that any conflicting information is resolved and documented before the student receives any (or any additional) *Title IV* funds.

To assess your school's compliance with these requirements, review "Verification Activity 1" within the Verification Assessment of the [FSA Assessments](#). See also the guidance on conflicting information in Chapter 5 of the *Application and Verification Guide*.

Sources and Examples of Conflicting Information

Sources of conflicting information include:

- tax returns or schedules;
- federal tax transcripts;
- other information provided by the student to the financial aid office;
- supplemental financial aid applications;
- other offices within the school;
- offices at other educational institutions (not just aid offices);
- the Department;
- scholarships and information from outside sources;
- state agencies such as scholarship and vocational rehabilitation agencies, Workforce Investment Act offices, etc.;
- tips from outside sources;
- transcripts from other colleges;
- FAFSA Submission Summaries or ISIRs;
- verification;
- C flags;
- reject codes; and
- comment codes.

Examples of conflicting information include:

- citizenship status,
- accuracy of SSN,
- default or overpayment status,
- changes in student's academic status (including grade level progression),
- elements considered in determining cost of attendance,
- other student financial assistance or resources, and

- inconsistent information used in calculating the student's Student Aid Index (SAI).

Conflicting information does not include such things as:

- a family size that differs from the number of exemptions on a tax return;
- dependency under IRS rules vs. ED definition of dependency;
- a roster of candidates for an outside scholarship, as opposed to a list of recipients;
- privacy-protected information, such as information from professional counselors, chaplains, doctors, etc.;
- assumptions made by the FAFSA Processing System; and
- a student who has an expired immigration document but whose secondary confirmation match is successful.

Note: The Department anticipates a reduction in conflicting information related to tax and financial information due to the direct transfer of federal tax information via the Financial Aid Direct Data Exchange (FA-DDX).

If your school has conflicting information for a student or has reason to believe his/her application is incorrect, it must resolve such discrepancies before disbursing *Title IV* funds.

Students who Turn out to be Ineligible

Sometimes resolving conflicting information will reveal that a previously eligible student who received *Title IV* aid was actually ineligible, for example, a student who indicated on their FAFSA that they had a high school diploma when they really did not. In such cases, the student must return all the *Title IV* aid they received while ineligible (except earned FWS wages), even if it was in a previous award year. While the student is generally responsible for repaying aid in such cases, there might be situations where the school is responsible; see [DHC-Q4 under the high school diploma Q&A section](#). Also, you are required to update COD data to reflect the adjustments. If you suspect that the student intended to deceive rather than made a mistake, see "OIG referrals" below.

OIG Referrals

A school must refer to the Department's Office of Inspector General (OIG) any credible information indicating that an applicant for *Title IV* may have engaged in fraud or other criminal misconduct in connection with his or her application. Common misconduct includes false claims of independent student status, false claims of citizenship, use of false identities, forgery of signatures or certifications, and false statements of income. Remember that fraud is the intent to deceive as opposed to a mistake. If you suspect such intent on the part of a student, report it to the OIG by phoning 1-800-MISUSED.

Schools must also refer to the OIG any third-party servicer who may have engaged in fraud, breach of fiduciary responsibility, or other illegal conduct involving the *Title IV* programs.

It is always appropriate for a financial aid administrator to consult with a school's legal counsel prior to referring suspected cases of fraud or misconduct to an agency outside of the school. Referrals to the OIG are also mentioned in the *Application and Verification Guide*.

OIG Referrals

[34 CFR 668.16\(g\)](#)

The regulations provide the following examples of criminal misconduct:

- false claims by the school for *Title IV* program assistance;

- false claims of independent student status;
- false claims of citizenship;
- use of false identities;
- forgery of signatures or certifications;
- false statements of income; and
- any credible information indicating that any employee, third-party servicer, or other agent of the institution that acts in a capacity that involves the administration of the *Title IV* programs, or the receipt of funds under those programs, may have engaged in fraud, misrepresentation, conversion or breach of fiduciary responsibility, or other illegal conduct involving the *Title IV* programs. The type of information that an institution must refer is that which is relevant to the eligibility of funding of the institution and its students through the *Title IV* programs.

Fraud Rings in Distance Education

One area in which the Department has discovered significant fraud has been distance education. Typically in such cases, a ringleader gets the personal information from a group of people who agree to be straw students, enrolls in a distance education program on their behalf, and then participates in just enough online interaction under the school's procedures to obtain *Title IV* disbursements. Rather than using the funds to complete the program, the people in the fraud ring keep it and give a portion of the money to the ringleader.

In November of 2022, the OIG released [Updated Guidance](#) on how it receives and processes suspected fraud rings complaints as a follow up to Dear Colleague Letter [GEN-11-17](#). Institutions must now submit fraud ring complaints through the Department's OIG encrypted complaint web portal at <https://oighotlineportal.ed.gov>. The portal provides consistency and improves communication delivery. As the portal is encrypted, institutions no longer need to encrypt submitted documents. Guidance is given to schools about how to detect this kind of fraud and report it to help maintain the integrity of the *Title IV* programs.

Coordinating Official

A school must designate a capable individual to be the coordinating official. An individual is "capable" if he or she is certified by the state in which the school is located, if the state requires certification of financial aid administrators. Other factors that may be considered in determining whether an individual is capable include the individual's successful completion of *Title IV* program training provided or approved by the Department and previous experience and documented success in *Title IV* program administration.

Coordinating Official

[34 CFR 668.16\(b\)\(1\)](#)

This person performs a key role in demonstrating the school's administrative capability. They administer *Title IV* programs and coordinate the aid from those programs with that from all other sources (federal, state, school, and private). As noted earlier, all of the information the school receives and any changes processed by an office of the school that might affect a student's *Title IV* eligibility must be communicated to the financial aid office via the coordinating official.

For example, when aid administrators create a student's financial aid package, they must consider financial assistance (scholarships, grants, awards, etc.) the student is receiving from external and internal sources to ensure that he is not overawarded. Therefore, any information the school's admissions office or an academic department obtains about financial assistance a student is receiving must be made available to the coordinating official. Another example is that the financial aid office must be informed of any changes in a student's enrollment status. Therefore, whenever he adds or drops a class, changes from credit to audit, or withdraws from school, the change must be communicated to the coordinating official.

Counseling

Schools must provide adequate financial aid counseling with clear and accurate information to enrolled and prospective students and their families. This counseling must advise students and families to accept the most beneficial types of financial assistance available to them and include information about:

- the cost of attendance;
- sources and amounts of each type of aid separated by the type of aid and whether it must be earned or repaid;
- the net price; and
- instructions and applicable deadlines for accepting, declining, or adjusting award amounts.

In addition, schools must also provide entrance and exit counseling for student borrowers in the Direct Loan programs and exit counseling for borrowers in the Perkins Loan program. For a complete discussion of Direct Loan counseling requirements, see [Volume 8](#). For a discussion of Perkins counseling and disclosure requirements, see [Volume 6](#).

Adequate Staffing

To manage a school's aid programs effectively, the aid administrator must be supported by an adequate number of professional and clerical personnel. The number of staff that is adequate depends on the number of students aided, the number and types of programs in which the school participates, the number of applicants evaluated and processed, the amount of funds administered, and the type of financial aid delivery system the school uses. What may be adequate at one school may be insufficient at another. The Department will determine on a case-by-case basis whether a school has an adequate number of qualified persons, based on program reviews, audits, complaints, and information provided on the school's [Application to Participate in the Federal Student Financial Aid Programs \(E-App\)](#).

System of Checks and Balances

In addition to having a well-organized financial aid office staffed by qualified personnel, a school must ensure that its administrative procedures for the *Title IV* programs include an adequate system of internal checks and balances. This system, at a minimum, must separate the functions of authorizing payment and disbursing or delivering funds so that no single person or office exercises both functions for any student receiving *Title IV* funds.

Small schools are not exempt from this requirement even though they may have limited staff. Individuals working in either authorization or disbursement may perform other functions as well but not both authorization and disbursement. These two functions must be performed by individuals who are not members of the same family and who do not together exercise substantial control over the school. If a school performs any aspect of these functions via computer, no one person may have the ability to change data that affect both authorization and disbursement.

While electronic processes enhance accuracy and efficiency, they also can blur separation of functions so the awarding and disbursement occur virtually simultaneously. Schools must set up controls that prevent an individual or an office from having the authority or the ability to perform both functions.

In addition, your system also should have controls that prevent cross-functional tampering. For example, financial aid office employees should not be able to change data elements that are entered by the registrar's office. Finally, your system should only allow individuals with special security classifications to make changes to the programs that determine student need and awards, and it should be able to identify the individuals who make such changes. For further guidance on the separation of functions, contact your School Participation Division. Contact information is available in the [Knowledge Center](#). (see *Volume 4*, Appendix B for additional guidance on Administrative Requirements)

Transcript Withholding

Effective July 1, 2024, schools must certify that they will not withhold transcripts or take any other negative action against a student related to a balance owed by the student due to an error in the school's administration of the *Title IV* programs, or any fraud or misconduct by the institution or its personnel. [34 CFR 668.14\(b\)\(33\)](#).

Additionally, schools are required to provide an official transcript that includes all the credit or clock hours for payment periods in which a student received *Title IV* funds and for which all institutional charges were paid or included in an

agreement to repay at the time the request is made.

For purposes of determining whether a student is entitled to an official transcript that includes credits earned for a particular payment period, a school must consider a student to have fully paid for a payment period if an institutional payment plan has been established by the student, or on the student's behalf, to cover the charges and the responsible individual is current on the plan (i.e., has not missed any payments). An institution's policy on payment plans must be consistent for all students, including a student who is interested in an agreement to pay their outstanding balance in return for their transcript. An institution is permitted to wait for the student to make their first payment from their agreement before providing them with their transcript. A school is not required to transcript credits for a payment period where institutional charges were paid with a payment plan but the student has missed a payment or is otherwise not meeting the requirements of the plan. Please review the Frequently Asked Questions ([FAQs](#)) related to these new requirements on the [Office of Postsecondary Education website](#).

Career Services

Schools must provide adequate career services to their students. In determining whether a school provides adequate career services, the Department considers the following:

- The share of students enrolled in programs designed to prepare students for gainful employment in a recognized occupation;
- The number and distribution of career services staff;
- The career services the school has promised to its students; and
- The presence of institutional partnerships with recruiters and employers who regularly hire graduates of the school.

Timely Funds Disbursement

Schools must disburse funds in a timely manner that best meets the students' needs. The Department does not consider this requirement met if the school has:

- Multiple valid and relevant student complaints;
- High rates of withdrawals attributable to delays in disbursements;
- Delayed disbursements until after the point at which students have earned 100% of the Title IV eligibility in accordance with [34 CFR 668.22](#); or
- Delayed disbursements with the effect of ensuring the school passes the 90/10 ratio.

Ownership, Employees, and Contractors

Debarment and Suspension

To protect the public interest, it is the policy of the federal government to conduct business only with responsible individuals. To implement this policy, the government takes debarment and suspension actions against individuals who it determines constitute a current risk to federal agencies. If any individual who exercises substantial control that engages in any crime/fraud involving Federal, State, Tribal, or local government, is prohibited from participating in any FSA program as long as the agency's procedures include due process protections that are equivalent to those provided by the Department.

Debarment and Suspension

Executive Order 12549
Federal Acquisition Regulations
[48 CFR Part 9, Subpart 9.4](#)
[34 CFR 668.16\(k\)](#)
[34 CFR 668.82](#)

The principals of a school include its owners, directors, officers, partners, employees, and anyone else with management or supervisory responsibilities. A principal may also be someone who is not employed by the school but who has critical influence on or substantive influence over a covered transaction (such as the receipt of Pell Grant or Campus-Based funds). For example, a principal may be someone, employed by the school or not, who

- is in a position to handle federal funds,
- is in a position to influence or control the use of those funds, or
- occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.

For purposes of the debarment/suspension rules, covered transactions include:

- being convicted of or pleading nolo contendere or guilty to a crime involving governmental funds,
- disbursement of *Title IV* funds to a student or borrower,
- certification by an educational institution of eligibility for an FSA loan, and
- acquisition or exercise of any servicing responsibility for a grant, loan, or work study assistance under an FSA program.

Schools participating in the *Title IV* programs have a fiduciary responsibility to safeguard *Title IV* funds and ensure those funds are used for the benefit of the students for whom they are intended. We expect participating institutions to thoroughly examine the background of individuals they employ (or are considering employing) in management or supervisory positions. If a school discovers that a person employed in a management or supervisory capacity has been suspended or debarred by a federal agency, the school must remove that person from such a position or risk losing its *Title IV* eligibility.

Moreover, similar debarment and suspension limitations apply to lenders, third-party servicers, loan servicers, and any individuals who provide services described in [34 CFR 668.2](#) or [34 CFR 682.200](#) to an FSA recipient whether or not they are employed by the school. A school may not enter into a relationship—or must terminate an ongoing relationship—with such a person or entity who the school determines has been debarred or suspended.

You can check debarment/suspension status online by searching the entity registration and exclusion records on the [System for Award Management \(SAM\) website](#).

Certifying Current or Prospective Employees or Contractors

Before a school may receive FSA funding, it must certify that neither the school nor its employees have been debarred or suspended by a federal agency. You can find this certification in the Program Participation Agreement (PPA).

Disqualified Individuals & PPA

[34 CFR 668.14\(b\)\(18\)\(i\)](#)

The certification provided by the school is a material representation of fact relied upon by the Department when it enters into a participation agreement with the school. Moreover, a school is expected to have knowledge and information normally possessed by a prudent person in the ordinary course of business dealings. Although the Department does not dictate how a school must ensure that its principals/employees have not been debarred or suspended by a federal agency, we do hold the school responsible for any information it could reasonably have been expected to know in the course of ordinary operations. In addition, we expect the school to expend a reasonable amount of effort ensuring that it and its employees are in compliance. If the Department learns that a prospective participant knowingly rendered an

erroneous certification, in addition to other remedies available, the Department may terminate the participation of the institution.

A school chooses the method and frequency for making a determination about the eligibility of its principals. This might include asking current and prospective employees and contractors, in person or in writing, about their debarment or suspension histories. In addition, a school might also examine the List of Parties Excluded from Federal Procurement and Nonprocurement Programs to find out if an individual or organization is debarred or suspended. A school should discuss with its attorney the procedures appropriate to its circumstances.

The employees who award *Title IV* funds and those who disburse them should always be included in those whose backgrounds are examined. In addition, employees who participate in other transactions from which the regulations exclude individuals who have been debarred or suspended should be included. A school should consult with its attorney on the individuals it must certify.

The debarment or suspension of a person who is not a principal of the school and who does not work in the financial aid office will not affect the school's FSA eligibility so long as that person is not involved in any covered transactions.

Lower-Tier Covered Transactions

A school must not enter into lower-tier covered transactions with a debarred or suspended individual or organization. A lower-tier covered transaction is any transaction between a participant in a covered transaction (such as the school) and another individual or organization, if that transaction stems from a covered transaction. Examples of common lower-tier covered transactions are a school's contracts with a financial aid consultant service or with a loan collection or billing agency. A school must obtain a certification from any lower-tier organization if the amount of the lower-tier transaction is \$25,000 or more. The lower-tier organization must inform the school in writing if the organization or its principals are debarred or suspended. Therefore, the certification does not need to be renewed from year to year.

The Department disseminated the following language in April 1989 as a model that schools may use to obtain the required certification statement from a lower-tier organization:

"The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal."

Lower-Tier Covered Transactions

[Federal Register, May 26, 1988, page 19211](#)

Dear Colleague Letter GEN-89-21.

Crimes Involving *Title IV* Program Funds

Schools are prohibited from having as principals those who have engaged in the misuse of government funds or from employing or contracting with other organizations that employ such persons. Specifically, a school must not knowingly

- employ, in a capacity that involves the administration of the *Title IV* programs or the receipt of funds under those programs, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of federal, state, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving federal, state, or local government funds;
- contract with a school or third-party servicer that has been limited, suspended, or terminated by the Department

- within the preceding five years; or terminated from the *Title IV* programs for a reason involving the acquisition, use, or expenditure of federal, state, or local government funds or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving federal, state, or local government funds;
- contract with a school or third-party servicer that has had, during the servicer's two most recent audits, a finding that resulted in the servicer being required to repay an amount greater than five percent of the funds that the servicer administered under the *Title IV* programs for any year; or has been cited during the preceding five years for failure to submit audit reports required under *Title IV* in a timely fashion; or
 - contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been: (1) convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of federal, state, or local government funds; or (2) administratively or judicially determined to have committed fraud or any other material violation of law involving federal, state, or local government funds.

Code of Conduct

If a school participates in a Direct Loan program, it must publish and enforce a code of conduct that includes bans on the following:

- revenue-sharing arrangements with any lender,
- directing borrowers to particular lenders or delaying loan certifications, and
- offers of funds for private loans to students in exchange for providing concessions or promises to the lender for a specific number of FSA loans or private education loans, a specified loan volume, or a preferred lender arrangement.

The code of conduct applies to the officers, employees, and agents of the school and must also prohibit employees of the financial aid office from receiving gifts from a lender, guaranty agency, or loan servicer. This includes gifts given to their family members, or any other individual, if there is reason to believe the gift was knowingly given because of the official position of the agent.

The code must also prohibit financial aid office staff (or other employees or agents with responsibilities with respect to education loans) from accepting compensation for

- any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans; and
- service on an advisory board, commission, or group established by lenders or guarantors, except for reimbursement for reasonable expenses.

Compensation for Serving on an Advisory Board

Any employee who is employed in the financial aid office of the institution, or who otherwise has responsibilities with respect to FSA Program loans or private education loans or other student financial aid of the institution, and who serves on an advisory board, commission, or group established by a lender, guarantor, or group of lenders or guarantors, must not receive anything of value from the lender, guarantor, or group of lenders or guarantors, except that the employee may be reimbursed for reasonable expenses, as that term is defined in [§ 668.16\(d\)\(2\)\(ii\)](#), incurred in serving on such advisory board, commission, or group.

A school must report annually to the Department any such reasonable expenses paid or provided to any employee who is employed in the financial aid office or who otherwise has responsibilities with respect to education loans or other financial aid of the institution.

The report must include the following:

- the amount of each specific instance of reasonable expenses paid or provided;
- the name of the financial aid official, other employee, or agent to whom the expenses were paid or provided;
- the dates of the activity for which the expenses were paid or provided; and
- a brief description of that activity.

Advisory Board Compensation

HEOA section 1011
HEA section 485(m)
15 USC 1650(d)

Contracts With Third-Party Servicers

Schools may contract with consultants to help with administering the *Title IV* programs. Such a consultant—aka a third-party servicer—is any individual or a state or a private, for-profit or nonprofit organization that enters into a contract with an eligible school to administer, through manual or automated processing, any aspect of the school’s participation in any *Title IV* program. Examples of functions that third-party servicers perform include the following:

- processing student financial aid applications, performing need analysis, and determining student eligibility or related activities;
- originating loans, servicing loans, or collecting loans;
- processing output documents for payment to students, and receiving, disbursing, or delivering *Title IV* funds;
- conducting required student consumer information services;
- preparing and certifying requests for cash monitoring or reimbursement funding;
- preparing and submitting notices and applications required of eligible and participating schools, or preparing the *Fiscal Operations Report and Application to Participate* (FISAP);
- performing default prevention/aversion activities, such as contacting student loan borrowers to discuss repayment options or borrower account history, assisting with completion and/or collection of borrower deferment or forbearance forms, doing entrance/exit loan counseling, implementation and oversight of a written default management plan, and /or accessing borrower information contained in Department systems;
- accessing Department systems (NSLDS, COD, FPS, etc.) that contain personally identifiable student information, and/or accessing personally identifiable student information downloaded from a Department system to perform any *Title IV* function or service on behalf of an eligible institution;
- determining student eligibility and related activities, such as completing verification, performing satisfactory academic progress evaluations, determining award amounts, performing Return of *Title IV* aid calculations, and/or reconciling *Title IV* program accounts; and
- processing enrollment verification for deferment forms or NSLDS enrollment reporting.

For more examples see DCL [GEN-23-03](#).

Both the school and third-party servicer are liable for all FSA-related actions by the servicer on the school’s behalf. However, the school is ultimately responsible for the use of *Title IV* program funds and will be held accountable if the consultant mismanages the programs.

Schools must notify the Department of new third-party servicer contracts as well as changes to and termination of existing contracts, as described in Chapter 5. No additional submission is required if a school has already submitted the same information as part of a recent application for certification or recertification.

Third-Party Servicer

34 CFR 668.2(b) (definition) and 668.25
DCL GEN-12-08 and GEN-15-01

Requirements of a Third-Party Servicer Contract

Under a contract with a school, a third-party servicer agrees to comply with all *Title IV* provisions, which includes those that refer solely to schools as well as to servicers, and to be jointly and severally liable with the school for a violation by the servicer of any of those provisions.

A school must ensure that its contracts accurately and specifically detail the functions that the servicer (or its subcontractor(s), if applicable) performs on behalf of the institution, and those functions that are required to be completed by the institution. The contract must identify the third-party servicer by its legal name and include any other name the servicer does business as (d/b/a). The contract must provide the physical address and primary phone number of the servicer's primary location, as well as the name, title, phone number, and e-mail address of the president or chief executive officer of the entity. If a third-party servicer subcontracts any of its contractual responsibilities, the contract must identify the subcontractor and clearly describe the functions performed on behalf of the servicer and institution by the subcontractor.

The servicer agrees to use any *Title IV* funds (and interest or earnings on them) in accordance with the regulations and, if it disburses those funds, to confirm student eligibility and make the required returns to *Title IV* funds (see Volume 5) when a student withdraws.

A third-party servicer must refer to the Department's inspector general any suspicion of crime relating to FSA program administration, including any information that there is reasonable cause to believe the school might have engaged in fraud or other criminal misconduct pertaining to the *Title IV* programs (see the examples under "OIG referrals" earlier in this chapter).

If the contract is terminated or the servicer files for bankruptcy or ceases for any reason to perform any functions prescribed under the contract, the servicer must return to the school all unexpended *Title IV* funds and records related to the servicer's administration of the school's participation in the *Title IV* programs.

For more information about elements to include in third-party servicer contracts, see DCL [GEN 23-03](#).

All contracts between schools and their third-party servicers must contain specific language under which the servicer agrees to

- comply with all applicable statutory, regulatory, and other *Title IV* requirements;
- refer any suspicion of fraudulent or criminal conduct in relation to the school's *Title IV* program administration to the Department's Office of the Inspector General;
- return all records related to the servicer's administration of the school's participation in the *Title IV* programs to the school;
- confirm student eligibility and, if the servicer disburses funds, return *Title IV* funds (if required) when a student withdraws;
- if the servicer disburses or releases *Title IV* funds, return all unexpended *Title IV* funds to the institution if the contract with the school is terminated or the servicer ceases to perform any functions prescribed under the contract;
- be jointly and severally liable with the institution for any violation of *Title IV* requirements resulting from the functions performed by the servicer.

Excluded Functions

Examples of functions that are not considered administering the participation in a *Title IV* program include:

- performing lockbox processing of loan payments,
- performing normal electronic fund transfers (EFTs) after being initiated by the school,
- acting as a Multiple Data Entry Processor (MDE),
- required *Title IV* financial and compliance auditing,
- mailing documents prepared by a school or warehousing school records,
- participating in a written arrangement with other eligible schools to make eligibility determinations and FSA awards for certain students (see *Chapter 2*), and
- providing computer services or software.

A person or organization performing these functions is not considered to be a third-party servicer and is not subject to third-party servicer requirements.

Excluded Entities

An employee of a school is not a third-party servicer. For this purpose, an employee is one who: is paid directly by the school; works full or part time or on a temporary basis; performs all duties under school supervision, whether on site or remotely; is not employed by or associated with a third-party servicer; and is not a third-party servicer for any other school.

A school may not have as a third-party servicer one that

- has been limited, suspended, or terminated by the Department within the preceding five years;
- has had, during the servicer's two most recent audits, a finding that resulted in the servicer being required to repay an amount greater than five percent of the funds that the servicer administered under the *Title IV* programs for any year; or
- has been cited during the preceding five years for failure to submit audit reports required under *Title IV* in a timely fashion.

Servicer Reporting and Audits

A servicer must update its Third-Party Servicer Data Form within 10 days of the date that the servicer

- changes its name,
- changes the address or contact information for its primary or additional location,
- adds or terminates a contract with an eligible *Title IV* school, or
- buys, sells, or merges with another third-party servicer.

See [34 CFR 668.25\(e\)\(1\)\(i\)](#) and the [March 9, 2018, announcement](#). For questions call or email the Third-Party Servicer Oversight Group at (816) 268-0543 or fsapc3rdpartyserviceroversight@ed.gov.

A third-party servicer must submit a compliance audit each year. If it contracts with several schools, a single audit can be submitted that covers its administrative services for all those schools. See 34 CFR 668.23 and the [audit page for proprietary and foreign schools and third-party servicers](#).

Servicer Security and Privacy

Schools are subject to the information security requirements established by the Federal Trade Commission (FTC) for financial institutions. Third-party servicers must provide the same security. They must also comply with all aspects of the Family Educational Rights and Privacy Act (FERPA) with regard to the receipt and use of any education records provided by the school. (see Volume 4 for details regarding Tier One Arrangements)

Incentive Compensation Prohibition

Schools may not provide any commission, bonus, or other incentive payment based directly or indirectly upon success in securing enrollments or the award of financial aid to any individual or entity engaged in any recruiting or admission activities or in making decisions about awarding FSA program funds. Only these two types of activities are subject to the incentive compensation ban: securing enrollment (recruitment) and securing financial aid. No other activities are subject to the ban.

Incentive compensation

HEA section 487(a)(20)

[34 CFR 668.14\(b\)\(22\)](#)

This two-part test determines if a payment is incentive compensation:

1. Is the payment a commission, bonus, or other incentive payment, defined as an award of a sum of money or something of value paid to or given to a person or entity for services rendered?
2. Is the commission, bonus, or other incentive payment provided to any person based, in any part directly or indirectly, upon success in securing enrollments or the award of financial aid?

If the answer to both questions is “yes,” the payment would be prohibited.

The incentive compensation prohibition applies to all individuals with responsibility for recruitment or admission of students or making decisions about awarding *Title IV* funds, even if their work also includes other activities. As shown in Table 1, the Department draws a distinction between recruitment activities that involve working with individual students and policy-level determinations that affect recruitment, admission, or the awarding of *Title IV* funds, even if their work also includes other activities. The Department expects that employees who have titles such as enrollment counselors, recruitment specialists, recruiters, and enrollment managers have sufficiently direct involvement in recruitment that the incentive compensation ban applies to them. Senior managers and executive level employees who are only involved in the development of policy and do not engage in individual student contact or the other covered activities listed in Table 1 will not generally be subject to the incentive compensation ban.

When other activities are coupled with recruitment or securing financial aid, a school must consider how they compensate persons or entities to avoid payments that are prohibited. Table 1 illustrates how these principles would be applied to activities that schools carry out in support of recruitment and financial aid. Payments to persons or entities that undertake or have responsibility for recruitment and decisions related to securing financial aid are subject to the incentive compensation ban even if their work also includes other activities.

Schools may use factors such as seniority or length of employment as a basis for compensating employees covered by the incentive compensation prohibition. Many other qualitative factors may also be used so long as they are not related to the employee’s success in securing student enrollments or the award of financial aid. These factors may include such things as job knowledge and professionalism; skills such as analytic ability, initiative in work improvement, clarity in communications, and use and understanding of technology; traits such as accuracy, thoroughness, dependability, punctuality, and adaptability; peer rankings; student evaluations; and interpersonal relations.

A [November 27, 2015 Federal Register notice \(FRN\)](#) provided clarification of regulations related to incentive compensation. In addition, the Department issued additional guidance on incentive compensation in [GEN-11-05](#). In addition to the tables included in this text, that DCL provided examples of how the incentive compensation rules are applied, as well as guidance on tuition sharing and profit sharing and other forms of compensation. Since that time, the Department posted additional [related questions and answers](#) to address study-abroad situations for *Title IV*-eligible students and to clarify when bundled services provided by a third party are subject to the incentive compensation ban.

On March 22, 2013, the Department [published a revision](#) to the preamble of the October 29, 2010, final regulations in accordance with the remand in “Association of Private Sector Colleges and Universities v. Duncan” 683F.3d 427 (D.C. Cir. 2012).

Table 1: Activities Covered by Prohibition on Incentive Compensation

Covered Activities	Exempt Activities
Activities that are ALWAYS subject to the ban on incentive compensation	Activities NOT subject to the ban on incentive compensation include the following, unless the activities of the employee or entity also involve a covered activity
Recruitment activities, including: <ul style="list-style-type: none"> • Targeted information dissemination to individuals; 	Marketing activities, including: <ul style="list-style-type: none"> • Broad information dissemination;

<ul style="list-style-type: none"> • Solicitations to individuals; • Contacting potential enrollment applicants; and • Aiding students in filling out enrollment application information 	<ul style="list-style-type: none"> • Advertising programs that disseminate information to groups of potential students; • Collecting contact information; • Screening pre-enrollment information to determine whether a prospective student meets the requirements that an institution has established for enrollment in an academic program; and • Determining whether an enrollment application is materially complete, as long as the enrollment decision remains with the institution
<p>Services related to securing financial aid, including completing financial aid applications on behalf of prospective applicants (including activities that are authorized by the Department, such as the FAFSA Partner Portal, which can be used to enter, correct, verify, or analyze financial aid application data)</p>	<p>Student support services offered after the point at which financial aid is allowed to be disbursed for a payment period, including:</p> <ul style="list-style-type: none"> • General student counseling; • Career counseling; • Financial aid counseling, including loan management; • Online course support—both professional services and computer hardware and software; • Academic support services, including tutoring, aimed at student retention, whether that support is provided prior to attendance in classes or after attendance has begun. <p>Policy decisions made by senior executives and managers related to the manner in which recruitment, enrollment, or financial aid will be pursued or provided, such as decisions to admit only high school graduates.</p>

Table 2: Types of Payments Covered by Prohibition on Incentive Compensation

Types of payments that are direct or indirect payment of incentive compensation	Types of payments that are not direct or indirect payment of incentive compensation
<p>“Tuition sharing” as a measure of compensation when based on a formula that relates the amount payable to the entity to the number of students enrolled as a result of the activity of the entity.</p>	<p>Tuition as a source of revenue from which compensation is paid to an unrelated third party for a variety of bundled services (Example 2-B in GEN-11-05).</p>
<p>Profit sharing plans from which distributions are made to individuals based on the number of students enrolled by virtue of covered activities by the recipient 34 CFR 668.14(b)(22)(ii)(B).</p>	<p>Profit sharing plans, including 401(k) type plans, from which distributions are made to individuals on a basis that is neutral with respect to the role the recipient plays in student recruitment or the securing of financial aid.</p>
<p>Salary adjustments that take the form of incentive</p>	<p>Employee benefits plans offered to all employees on a basis</p>

payments based directly or indirectly on success in securing enrollments or financial aid.	that is neutral with respect to the role the recipient plays in student recruitment or the securing of financial aid.
Payments based on the application of an admissions policy.	Cost of living adjustments (COLAs).
Bonus or other payments based on success in securing enrollments or financial aid.	Compensation adjustments based upon seniority.
	Payments to faculty based upon student class size or academic achievement.
	Payments to senior executives with responsibility for the development of policies that affect recruitment, enrollment, or financial aid.
	Payments based upon securing student housing or other student services, including career counseling.
	Volume-driven arrangements based on services that are not recruitment or securing of financial aid.

Table 3: Definitions

<p>Commission, bonus, or other incentive payment</p> <p>A sum of money or something of value, other than a fixed salary or wages, paid to or given to a person or an entity for services rendered.</p> <p>Securing enrollments or the award of financial aid</p> <p>Activities that a person or entity engages in at any point in time through completion of an educational program for the purpose of the admission or matriculation of students for any period of time or the award of financial aid to students.</p> <p>(1) These activities include contact in any form with a prospective student, such as, but not limited to, contact through preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution, attendance at such an appointment, or involvement in a prospective student’s signing of an enrollment agreement or financial aid application.</p> <p>(2) These activities do not include making a payment to a third party for the provision of student contact information for prospective students provided that such payment is not based on</p> <p>(i) Any additional conduct or action by the third party or the prospective students, such as participation in preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution or attendance at such an appointment, or the signing, or being involved in the signing, of a prospective student’s enrollment agreement or financial aid application; or</p> <p>(ii) The number of students (calculated at any point in time of an educational program) who apply for enrollment, are awarded financial aid, or are enrolled for any period of time, including through completion of an educational program.</p> <p>Entity or person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid</p> <p>(1) With respect to an entity engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any institution or organization that undertakes the recruiting or the admitting of students or that makes decisions about and awards <i>Title IV</i> funds; and</p>
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(2) With respect to a person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any employee who undertakes recruiting or admitting of students or who makes decisions about and awards *Title IV* funds, and any higher level employee with responsibility for recruitment or admission of students, or making decisions about awarding *Title IV* funds.

Enrollment

The admission or matriculation of a student into an eligible institution.

Student and Alumni Referral Programs

Many colleges offer discounts or incentives to students or alumni who refer other students to the college. If the students enroll, incentives in the form of tuition discounts are offered to both students. It is important to note that the two-part test to determine if the payment is incentive compensation must be applied in these cases. The tuition discount provided to both students by the college is **something of value**. In addition, the students in these situations are receiving something of value for **successfully securing enrollment**, an activity that would be prohibited under the incentive compensation regulations under [34 CFR 668.14\(b\)\(22\)](#). The Department has consistently taken the position that the incentive compensation regulations extend to **any persons engaged in recruiting prospective students, including currently enrolled students**.

Required Electronic Processes

Schools must be able to use FSA electronic processes to be considered administratively capable of participating in *Title IV* programs. To exchange data with the FSA systems, schools must have internet access through their network or an internet service provider. Schools need to enroll in the Student Aid Internet Gateway (SAIG) and establish a data mailbox. (Doing this and other tasks related to electronic processing is the most frequent duty for third-party servicers.) Most schools prepare student data records in a software package such as EExpress and transmit the records as batch files to the SAIG mailbox. The Department's systems send edited records back to that mailbox, and the school downloads the records and uses its software to update the records in its own database.

Electronic Processes

[Federal Register, 9/14/04](#), 55418-55420

[34 CFR 668.16\(o\)](#)

DCL [GEN-04-08](#), September 2004

Schools must use COD's common record format, complying with the published schema for the corresponding award year, to send and receive origination and disbursement data for Pell Grants, TEACH Grants, Federal Work Study and Direct Loans. This format uses Extensible Markup Language (XML).

To create and edit student records, your school may use the Department's EExpress software, develop its own software, or rely on a third-party software vendor. If you are not using EExpress software to prepare your records, it is your responsibility to ensure that the software you use is capable of generating COD records in XML format. As an alternative, you can now create and edit student records directly on many of our websites, such as COD, FPS, and NSLDS. When creating and editing records on the Web, you do not use PC software and you do not have to transmit the changes through your SAIG mailbox.

The [FSA Partner and School Relations Center](#) will make available COD testing to give schools, third-party servicers, and software providers an opportunity to test Pell Grants, TEACH Grants, Federal Work Study and Direct Loan business processes and system software with the COD System. This will allow for corrections or enhancements to those processes and software before the transmission of actual production data using the common record XML schema. See the [December](#)

[12, 2022 announcement](#) about COD testing for 2023–2024.

See the [Software and Other Tools webpage](#) in the Knowledge Center for links to software, desk references, technical references for programmers, and other materials that pertain to SAIG, EDEXpress, FPS, and other Department systems. For questions about specific systems, such as application processing and software (FPS/SAIG), COD, and NSLDS, see the [Help page](#) on the Knowledge Center site. Within the help page, the [FSA Customer Service Center](#) provides contact information for specific topics covering many areas of the *Title IV* program.

Knowledge Center

Important information is communicated through our [Knowledge Center](#) as Electronic Announcements, Dear Colleague Letters, and Federal Register Notices. A useful feature of the site is its [subscription service](#), which sends daily or weekly emails that summarize recent publications.

Even if you use a third-party servicer to manage your student aid activities, you are responsible for knowing about all new statutory, regulatory, and procedural requirements. The Knowledge Center is a comprehensive place to get that information. It also has links to all major FSA websites and services as well as contact information for [service centers for schools and FSA offices](#).

Two-Factor Authentication (TFA)

For greater security FSA systems use two-factor authentication (TFA), which employs a token to generate single-use passwords. We encourage users to download the “soft” token, which is an application for their mobile device, but the “hard” token or key fob is also still available. See the [December 29, 2014, electronic announcement](#). For questions about TFA and tokens, you can contact the FPS/SAIG Technical Support and the TFA Support Center at (800) 330-5947 or by email at TFASupport@ed.gov.

Annual Validation of TG Numbers Required by December 7, 2023

On October 2023, FSA initiated the annual active confirmation process that required every organization enrolled for a Student Aid Internet Gateway (SAIG) account to review and validate its assigned TG numbers by Dec. 7, 2023. This included TG numbers (SAIG mailboxes) with access to the [NSLDS Professional Access website](#), the [COD website](#), and all [FAFSA Partner Portal](#) and EDconnect user accounts. It also included TG numbers enrolled for SAIG batch services for the National Student Loan Data System (NSLDS®), the FAFSA Processing System (FPS), the Common Origination and Disbursement (COD) System, and the Financial Management System (FMS). An [Electronic Announcement posted on Oct. 16](#) to the Knowledge Center website, as well as reminder email notifications, provided detailed instructions for completing this confirmation process.

Summary of Required Electronic Processes

To comply with the administrative capability requirements of [34 CFR 668.16\(o\)](#), a school must

- use the E-App to submit and update the school’s eligibility information: eligcert.ed.gov.
- use the Document Center to securely upload program compliance documentation via the [COD website](#)
- enroll in the Student Aid Internet Gateway (SAIG): fsawebenroll.ed.gov/.
- use FAFSA Partner Portal or its SAIG mailbox to exchange FAFSA or ISIR data with the Department’s FAFSA Processing System: fafsa.partnerportal.ed.gov or saigportal.ed.gov/.
- use the COD website or its SAIG mailbox to exchange award and disbursement data for Pell Grants, TEACH grants, and Direct Loans: cod.ed.gov/ or saigportal.ed.gov/.
- use the COD website at: cod.ed.gov/ to file the [FISAP application and report](#), the Work Colleges application and report, and the report of disbursements made to students with intellectual disabilities in approved

Comprehensive Transition and Postsecondary (CTP) programs (see *Volume 6*).

- use the National Student Loan Data System (NSLDS) at nslds.fap.ed.gov to submit student enrollment records, FSA program overpayments, and NSLDS transfer student monitoring records.
- electronically submit the school's annual compliance and financial statement audits and any other required audits: ezaudit.ed.gov.
- use the Default Management website to receive its draft and official cohort default rate data electronically: fsapartners.ed.gov/knowledge-center/topics/msursd-catalog-reference-documents/default-management-prevention.
- use the Knowledge Center website to review Dear Colleague Letters, announcements, or Federal Registers: fsapartners.ed.gov/knowledge-center.

The Access and Identity Management System (AIMS) provides the authentication process for several of Federal Student Aid's systems—COD, eCDR Appeals, FAFSA Partner Portal, NSLDS Professional Access, SAIG Enrollment, and EDconnect software. Users (destination point administrators or DPAs) can log in once with an FSA User ID, password, and TFA token security code and access all of the above systems during a single session.

However, when access is disabled due to inactivity, that only occurs on a per-system basis. After 90 days of inactivity (simply not logging in) on any of the above systems, the user loses access just to that system. To restore access the user must call the customer service center for that system. However, after 365 days of inactivity, the user's access will be permanently deactivated. The school's primary DPA will have to re-enroll the person via the SAIG Enrollment website to restore access.

Primary DPAs receive monthly reports that list the activity status, "Active" or "Disabled," for each of the school's DPAs and all of the systems they are authorized to use. The report will allow primary DPAs to monitor the activity of the school's other DPAs and help them avoid permanent deactivation. For more information about access to systems behind AIMS, see the [May 17, 2019, announcement \(updated July 15, 2021\)](#).

Minimum System Requirements

In the past ED has issued the minimum system requirements schools must meet to participate in the Department's electronic processes. (The most recent issuance was for 2005–2006 and gave an optimal configuration of a 2.8 GHz/333 MHz processor and 80 GB hard drive with a high-speed Internet connection.) When reviewing your office's computer needs, you should be aware that its system requirements (processor speed, RAM, hard-drive storage, etc.) will depend on which FSA functions the school uses, the number of records processed, and school database interfaces.

Sharing Information With NSLDS, Federal Loan Servicers, And Guarantors

Reporting Student Enrollment Data to NSLDS

Student enrollment information is important, and all schools participating or approved to participate in the *Title IV* programs must have online enrollment access and have some arrangement to report student enrollment data to the National Student Loan Data System (NSLDS) through an enrollment roster file. Enrollment information is used to determine if the student is still considered in school, must be moved into repayment, or is eligible for an in-school deferment. Program-level enrollment data is also used to determine a student's eligibility for Direct Subsidized Loans. For students moving into repayment, the out-of-school status effective date determines when the grace period begins and how soon a student must begin repaying loan funds. You're required to report changes in the student's enrollment status, the effective date of the status, and an anticipated completion date.

Enrollment Reporting

[34 CFR 682.610\(c\)](#) FFEL

[34 CFR 685.309\(b\)](#) Direct Loans

DCLs [GEN-12-06](#) and [GEN-14-07](#)

[34 CFR 674.16\(j\)](#) Perkins

You must report enrollment status at both the school and program level. For this purpose, an academic program is defined as the combination of your school's Office of Postsecondary Education Identification (OPEID) number and the program's Classification of Instructional Program (CIP) code, credential level, and published program length. When a student is enrolled in more than one major (or comparable designation under your school's academic policies), each is considered an academic program and is reported separately whether the student receives separate degrees or certificates for each major or only receives one for completing the requirements for all majors. Enrollment in a minor is not a separate program and therefore would not be reported as such. Report a student's "active enrollment status" (full-time, three-quarter time, half-time, and less than half-time) based on the total number of credit or clock hours in which he or she is enrolled at the institution, regardless of whether specific credits apply to the academic program being reported. See [DCL GEN-14-17](#) for examples and more information.

A school or its servicer must sign up to receive roster files through the [SAIG Enrollment site](#). NSLDS will send a roster file electronically to the school or its designated servicer every 60 days (or more frequently depending on your schedule) through its SAIG mailbox. The file includes all of the school's students who are identified in NSLDS as Pell recipients, Direct and FFEL Loan borrowers or the beneficiaries of a PLUS loan. The file is not necessarily connected to loans made at your school— it may also report information for students who received some or all of their FSA loans at other schools but are currently attending your school.

Your school or servicer must certify the information and return the roster file within 15 days of receiving it. You may also go to [nslsdfap.ed.gov](#) and update information for students online. You must report enrollment changes within 30 days; however, if a roster file is expected within 60 days, you may provide the updated data on that file.

If the roster file that you are returning contains records that don't pass the NSLDS enrollment reporting edits, you will receive a response file with the records that didn't pass. Within 10 days you'll need to make the necessary corrections to these records and resubmit them. If you are using a servicer, you may need to assist the servicer in correcting these errors. Please remember that your school is ultimately responsible for notifying NSLDS of student enrollment changes.

When your school reports enrollment data to NSLDS, it does not have to complete enrollment reporting rosters received directly from guaranty agencies. Additionally, your school may request that a lender confirm a borrower's enrollment status using NSLDS rather than completing an in-school deferment form.

For NSLDS newsletters, updates, and other information, go to Library > Publication by Resource Type > NSLDS User Resources on the Knowledge Center website. Click on the [NSLDS Enrollment Reporting Guide](#), which has more on reporting enrollment information to NSLDS, including record layouts, error codes, etc.

Updating Enrollment Information on the Web

As already noted, you can create or update student enrollment status on the [NSLDS Professional Access site](#); use the Enroll tab. Phone support is available at 1-800-999-8219.

It is critical to completely and accurately report students' program- level enrollment information to NSLDS. This information is used to determine whether the student is still in school, or if the student must be moved into repayment. The student's out-of-school status effective date determines when the student's grace period begins and how soon the student must begin repaying funds.

These codes are used for enrollment reporting and are listed in the [NSLDS Reporting Guide](#):

F = Full time

Q = At least three-quarter time but less than full time

H = At least half time but less than three-quarter time

L = Less than half time

G = Graduated

W = Withdrawn (voluntary or involuntary)

A = Approved leave of absence

D = Deceased

X = Never attended

Z = No Record found

Updating Borrower Information When Student's Enrollment Status Changes

If a student who received a Direct Loan disbursement either fails to begin attendance or drops to a less than half-time status, the school must report the change in the student's enrollment status to the Department according to the NSLDS enrollment reporting process and time frames. Upon receiving the revised enrollment status from NSLDS, the student's federal loan servicer will change the student's loan status as follows:

- In-school status will change to grace period status.
- In-school deferment status will change to repayment status.

Reporting Enrollment Changes in NSLDS

[34 CFR 685.309\(b\)](#)

[DCL GEN-13-02](#)

Updating Borrower Information at Separation

Schools that conduct their own exit counseling rather than have students complete it on **StudentAid.gov** must, within 60 days after the exit counseling session, provide the appropriate federal loan servicer or the guaranty agency for FFEL Loans that is listed in the borrower's student aid records any updated information about: the borrower's name, address, references, future permanent address, Social Security number, the identity and address of their expected employer, the address of their next of kin, and their driver's license number and state of issuance. This information may be uploaded with the NSLDS Exit Counseling Submittal template. NSLDS will then provide the data to the appropriate loan holders.

Enrollment Status During the Summer

A student is considered to be continuously enrolled at least half time during the summer, or in another period in which students are not generally expected to attend classes, as long as

- there is no reason for the school to believe that the student will not enroll on an at least half time basis for the next regularly scheduled term; and
- the student was enrolled at least half time at the end of the previous regularly scheduled term.

Therefore, a student should not be reported to NSLDS as withdrawn as of the end of the spring term if the student was enrolled at least half time during the spring term and is expected to enroll at least half time for the upcoming fall term.

Loan Information From the Guarantor

Information About Students in FFEL Default

[34 CFR 682.401\(b\)\(15\)](#)

Lender Requests of Preclaims Assistance

[34 CFR 682.404\(a\)\(4\)](#)

Sec. 428(c)(2)(H) of the HEA

Notification of Loans That Are Transferred

Sec. 428(b)(2)(F) of the HEA

[34 CFR 682.401\(b\)\(16\)](#)

Sharing Information About Delinquent and Defaulted Borrowers

To promote loan repayment, schools are encouraged to notify the appropriate Direct Loan servicer with new information about a delinquent borrower's location or employment and to work with defaulted borrowers to bring their loans out of default.

The Direct Loan servicers send electronic reports to participating schools listing all delinquent and defaulted Direct Loan borrowers who took out loans while attending the school. The report, which contains the borrowers' names, addresses, and phone numbers, is organized by the number of days past due so that schools can contact and counsel borrowers to avoid default. Schools can also request delinquency reports through NSLDS (viewable online or for delivery to their TG mailbox) for all their borrowers with any of the DL servicers.

A former FFEL school may agree to provide the holders of delinquent loans information about delinquent borrowers' location or employment. The school may also try to contact borrowers and counsel them to avoid default.

Former FFEL schools may ask a guaranty agency to provide information about their previously enrolled students who have defaulted on their Stafford loans. The guarantor may not charge for this information. A school may also ask the guarantor to notify it whenever a lender requests default aversion assistance on a loan made at the school, and provide the borrower's name, address, and Social Security number. The guaranty agency may charge a reasonable fee for this service. Schools may only use the information to remind the borrower to repay her loan(s).

If you've requested it, the guaranty agency must also notify your school when loans to its students are sold, transferred, or assigned to another holder. The notification must include the address and telephone number of the new loan holder. This notification requirement only applies to loans that are in the grace period or repayment and only if your school was the last the borrower attended before the loan entered repayment. For instance, if a student received Stafford Loans earning a bachelor's degree at your school but pursued a master's degree at another school before those loans entered repayment, the guarantor is not required to notify you if the loans are sold.

Financial Aid History and Transfer Monitoring

A school must consider a student's financial aid history in making FSA program awards. The regulations require that schools use NSLDS data to obtain information about a student's financial aid history.

To receive a student's financial aid history, your school must register for the Transfer Student Monitoring Process. Through this process, NSLDS will monitor a transfer student's financial aid history and alert you to any relevant changes—other than the default and overpayment information reported in the post-screening process—that may affect the student's current award(s). You may send information for students who have just expressed an interest in attending your school even if they have not yet formally applied for admission.

[34 CFR 668.19](#)

Transfer Student Monitoring

DCL [GEN-01-09](#)

To verify the eligibility of transfer students for *Title IV* funds, you may either check the student's financial aid history on the [NSLDS Professional Access site](#) or wait seven days after you've submitted the student's information for monitoring to receive a response from NSLDS. To begin using the "inform" feature, you must designate a contact on the "School Transfer Profile" page on the NSLDS site.

You can find a complete discussion of this requirement and the transfer student monitoring process in *Volume 1*, Chapter 3.

Satisfactory Academic Progress (SAP)

To be considered administratively capable, a school must have a satisfactory academic progress policy for an FSA recipient that is the same as or stricter than the school's standards for a student enrolled in the same educational program who is not receiving *Title IV* funds.

Because satisfactory academic progress issues are most often raised in specific student eligibility cases, we discuss the details of SAP standards in *Volume 1, Chapter 1*, of the FSA Handbook. You should carefully review that discussion if your school is developing or amending its SAP policy.

Satisfactory Academic Progress

School Policy:

[34 CFR 668.16](#)

Student Eligibility:

[34 CFR 668.32\(f\)](#)

[34 CFR 668.34](#)

Basic Elements of an SAP Policy

As discussed in *Volume 1* of the *FSA Handbook*, a school's policy must include evaluations at least annually for programs longer than one year and every payment period for programs of one year or less. There must be a qualitative component consisting of a minimum grade point average or comparable factor that is measurable against a norm. For programs longer than two academic years, the policy must stipulate that a student must have at the end of the second year a GPA of at least a "C" or its equivalent or have an academic standing consistent with the school's requirements for graduation. There must also be a quantitative component that consists of a maximum time frame in which a student must complete their educational program and a pace of completion that ensures they will complete the program within the time frame. Nonterm credit, subscription-based, and clock-hour programs are exempt from the quantitative/pace evaluation. For these exempt programs, your school may, at its option, include the exempt programs/credits in an SAP calculation for the quantitative component of SAP.

In addition, your school's policy must explain

- the effect of ESL and remedial courses on progress,
- how progress is measured if a student changes majors or seeks to earn additional degrees,

- how course repetitions are handled,
- whether you have appeals for an adverse SAP determination and the procedures for any such appeals, and
- the procedures for otherwise re-establishing SAP.

The policy must include provisions for consistent application of the standards to all students within categories (e.g., full-time, part-time, undergraduate, and graduate students) and educational programs established by the school. Generally, the quantitative and qualitative standards used to judge academic progress include all periods of the student's enrollment. Even periods in which the student did not receive *Title IV* funds must be counted.

Subscription-based programs follow general SAP requirements associated with term-based programs, except that an institution is not required to perform a quantitative/pace measurement for students in such programs. In addition, coursework completed in the middle of a subscription period (term) will be factored in the next SAP evaluation checkpoint. See *Volume 1, Chapter 1* for more detailed SAP information including SAP requirements for subscription-based programs.

In-State Tuition and Title IV Eligibility for Citizens of the Freely Associated States

In-state tuition

Per section 209 (b)(1)(E) of *Title II of Division G of The Consolidated Appropriations Act of 2024* (Public Law 118-42), effective on July 1, 2024, for the 2024-25 award year and each award year thereafter, a public institution of higher education (IHE) (not a private IHE that offers in-state tuition) may not charge more than its in-state tuition rate to citizens of the three Freely Associated States, which are:

- the Federated States of Micronesia (FSM),
- the Republic of the Marshall Islands (RMI), and
- the Republic of Palau.

This requirement applies to tuition charged to students on or after July 1, 2024.

Title IV Eligibility

Citizens of all three Freely Associated States are eligible for the following three *Title IV*, HEA programs:

- Pell Grants,
- Federal Work Study (FWS), and
- Federal Supplemental Educational Opportunity Grant (FSEOG). The law also provides that IHEs located in the Freely Associated States may participate in these three programs: Pell Grants, FWS, and FSEOG.

Eligible students who are citizens of the Republic of Palau continue to remain eligible to receive awards under the FSEOG and FWS programs. Effective for the 2024-25 award year, citizens of FSM and RMI are newly eligible for awards under FSEOG and FWS. Students from the Freely Associated States remain ineligible for Direct Loan and TEACH Grant funds.

Additionally, the Amended Compacts between the United States and FSM and RMI discontinue the Supplemental Education Grants (SEG) which were previously provided by the Department directly to the governments of FSM and RMI

For additional information on this topic see [Electronic Announcement \(GEN-24-50\)](#).

Provisions For U.S. Armed Forces Members and Family

In-State Tuition For Members of the Armed Forces, Foreign Service, and Their Families

A public postsecondary school may not charge a member of the armed forces, or foreign service, who is on active duty for a period of more than 30 days more than the school's tuition rate for residents of the state. Similarly, the spouse and dependent children of both armed forces members and foreign service members, are entitled to the in-state tuition rate under the following two circumstances:

1. When their permanent duty station is in the state, irrespective of how long they have been physically present at that location, or
2. When that is their state of domicile, irrespective of how long it has been since they were last physically present in that state.

In this section, the term "member of a qualifying federal service" means—

1. a member of the armed forces (as defined in section 101 of title 10, United States Code) who is on active duty for a period of more than 30 days (as defined in section 101 of title 10, United States Code); or
2. a member of the Foreign Service (as defined in section 103 of the Foreign Service Act of 1980 (22 U.S.C. 3903)) who is on active duty for a period of more than 30 days.

In addition, if the service member, spouse, or dependent child pays the in-state tuition rate, the public institution must allow the person to continue to pay such a rate as long as the individual is continuously enrolled, even if there is a subsequent change in the permanent duty station of the service member to a location outside of the state.

Readmission of Service Members

A school must promptly readmit a service member with the same academic status they had when last attending the school or accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service. Please reference the [Frequently Asked Questions: Institutional Readmission Requirements for Servicemembers](#) guidance available on the U.S. Department of Education's website.

Definitions

Military service (or service in the uniformed services)—Voluntary or involuntary service in the armed forces, including service by a member of the National Guard or Reserve on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. This does not include National Guard service under state authority.

Service member—someone who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services.

Foreign service member—someone employed in one of several federal agencies: the Department of State, the U.S. Agency for International Development, the Foreign Commercial Service of the Department of Commerce, the Foreign Agricultural Service and the Animal and Plant Health Inspection Service of the Department of Agriculture, or the U.S. Agency for Global Media. These members possess, and must present, a U.S. government Official Form 126 "Foreign Service Residence and Dependency Report" issued by their agency as confirmation of the status.

Appropriate officer—A warrant, commissioned, or noncommissioned officer authorized to give such notice by the military service concerned.

Armed Forces—the U.S. Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard.

Active duty—full-time duty in the active military service of the United States. Active duty includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Active duty does not include full-time National Guard duty.

The student must notify the school of his military service and intention to return to school as follows:

- *Notification of military service.* The student (or an appropriate officer of the armed forces or official of the Department of Defense) must give oral or written notice of such service to the school as far in advance as is reasonable under the circumstances. This notice does not have to indicate whether the student intends to return to the school and may not be subject to any rule of timeliness. (Timeliness must be determined by the facts in each case.) Alternatively, at the time of readmission, the student may submit an attestation of military service that necessitated his absence from school. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice.

Notification of intent to return to school. The student must also give oral or written notice of her intent to return to the school within three years after the completion of the period of service. A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the end of the period needed for recovery from the illness or injury. A student who fails to apply for readmission within these periods does not automatically forfeit eligibility for readmission but is subject to the school's established leave of absence policy and general practices.

A school must designate one or more offices that a student may contact to provide notification of service and notification of intent to return. The school may not require that these notices follow a particular format.

The school must promptly readmit the student into the next class or classes in the program beginning after he provides notice of intent to reenroll, unless he requests a later date or unusual circumstances require the school to admit him at a later date. This requirement supersedes state law—for example, a school must readmit a qualifying service member to the next class even if that class is at the maximum enrollment level set by the state.

The school must admit the student with the same academic status, which means

- to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar to that program, unless she chooses a different program;
- at the same enrollment status, unless the student wants to enroll at a different enrollment status;
- with the same number of credit hours or clock hours previously completed, unless the student is readmitted to a different program to which the completed credit hours or clock hours are not transferable, and
- with the same academic standing (e.g., with the same satisfactory academic progress status) the student previously had.

If the student is readmitted to the same program, for the first academic year in which he returns, the school must assess the tuition and fee charges that he was or would have been assessed for the academic year during which he left the school. However, if his veterans education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, the school may assess those charges to the student as well.

If the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the school must assess no more than the tuition and fee charges that other students in the program are assessed for that academic year.

The cumulative length of the absence and of all previous absences from the school for military service may not exceed five years. Only the time the student spends actually performing service is counted. See the following additional information section for more about cumulative length of absence.

Helping Students to be Readmitted and When it Might Not Occur

If the school determines that the student is not prepared to resume the program with the same academic status at the point where she left off or will not be able to complete the program, the school must make reasonable efforts at no extra cost to help her become prepared or to enable her to complete the program. This includes providing refresher courses and allowing the student to retake a pretest at no extra cost.

The school is not required to readmit the student if it determines

- that there are no reasonable efforts it can take to prepare her to resume the program at the point where she left off or to enable her to complete the program, or
- that after it makes reasonable efforts (those that do not place an undue hardship on the institution), the student is not prepared to resume or complete the program.

“Undue hardship” means an action requiring significant difficulty or expense considering the overall financial resources of the school and the impact of such action on its operation.

The school has the burden to prove by a preponderance of the evidence that the student is not prepared to resume the program with the same academic status at the point where she left off or that she will not be able to complete the program.

Finally, a student's readmission rights terminate in the case of a dishonorable or bad conduct discharge, general court-martial, federal or state prison sentence, or other reasons as described in [34 CFR 668.18\(h\)](#).

Readmission for Service Members—Additional Information

[34 CFR 668.18 \(a\)](#) General

(3) This section applies to an institution that has continued in operation since the student ceased attending or was last admitted to the institution but did not begin attendance, notwithstanding any changes of ownership of the institution since the student ceased attendance.

(4) The requirements of this section supersede any State law (including any local law or ordinance), contract, agreement, policy, plan, practice, or other matter that reduces, limits, or eliminates in any manner any right or benefit provided by this section for the period of enrollment during which the student resumes attendance, and continuing so long as the institution is unable to comply with such requirements through other means.

[34 CFR 668.18 \(e\)](#) Cumulative length of absence.

For purposes of paragraph (c)(1)(ii) of this section, a student's cumulative length of absence from an institution does not include any service—

1. That is required, beyond five years, to complete an initial period of obligated service;
2. During which the student was unable to obtain orders releasing the student from a period of service in the uniformed services before the expiration of the five-year period and such inability was through no fault of the student; or
3. Performed by a member of the Armed Forces (including the National Guard and Reserves) who is—
 - (i) Ordered to or retained on active duty under -
 - 10 U.S.C. 688 (involuntary active duty by a military retiree);
 - 10 U.S.C. 12301(a) (involuntary active duty in wartime);
 - 10 U.S.C. 12301(g) (retention on active duty while in captive status);
 - 10 U.S.C. 12302 (involuntary active duty during a national emergency for up to 24 months);
 - 10 U.S.C. 12304 (involuntary active duty for an operational mission for up to 270 days);
 - 10 U.S.C. 12305 (involuntary retention on active duty of a critical person during time of crisis or other specific conditions);
 - 14 U.S.C. 331 (involuntary active duty by retired Coast Guard officer);
 - 14 U.S.C. 332 (voluntary active duty by retired Coast Guard officer);
 - 14 U.S.C. 359 (involuntary active duty by retired Coast Guard enlisted member);
 - 14 U.S.C. 360 (voluntary active duty by retired Coast Guard enlisted member);
 - 14 U.S.C. 367 (involuntary retention of Coast Guard enlisted member on active duty); or
 - 14 U.S.C. 712 (involuntary active duty by Coast Guard Reserve member for natural or man-made disasters);
 - (ii) Ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency declared by the President or the Congress, as determined by the Secretary concerned;
 - (iii) Ordered to active duty (other than for training) in support, as determined by the Secretary concerned, of an operational mission for which personnel have been ordered to active duty under section 12304 of title 10, United States Code;
 - (iv) Ordered to active duty in support, as determined by the Secretary concerned, of a critical mission or requirement of the Armed Forces (including the National Guard or Reserve); or
 - (v) Called into Federal service as a member of the National Guard under chapter 15 of title 10, United States

Code, or section 12406 of title 10, United States Code (i.e., called to respond to an invasion, danger of invasion, rebellion, danger of rebellion, insurrection, or the inability of the President with regular forces to execute the laws of the United States).

34 CFR 668.18 (g) Documentation.

(1) A student who submits an application for readmission to an institution under paragraph (c)(1)(iii) of this section shall provide to the institution documentation to establish that—

- (i) The student has not exceeded the service limitation in paragraph (c)(1)(ii) of this section; and
- (ii) The student's eligibility for readmission has not been terminated due to an exception in paragraph (h) of this section.

(2)(i) Documents that satisfy the requirements of paragraph (g)(1) of this section include, but are not limited to, the following:

- (A) DD (Department of Defense) 214 Certificate of Release or Discharge from Active Duty.
 - (B) Copy of duty orders prepared by the facility where the orders were fulfilled carrying an endorsement indicating completion of the described service.
 - (C) Letter from the commanding officer of a Personnel Support Activity or someone of comparable authority.
 - (D) Certificate of completion from military training school.
 - (E) Discharge certificate showing character of service.
 - (F) Copy of extracts from payroll documents showing periods of service.
 - (G) Letter from National Disaster Medical System (NDMS) Team Leader or Administrative Officer verifying dates and times of NDMS training or Federal activations
- (ii) The types of documents that are necessary to establish eligibility for readmission will vary from case to case. Not all of these documents are available or necessary in every instance to establish readmission eligibility.
- (3) An institution may not delay or attempt to avoid a readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

Executive Order 13607: Principles of Excellence

On April 27, 2012, the White House issued [EO 13607](#), which created the Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members. The principles apply to all postsecondary schools that receive funding from federal military and veterans educational benefits programs. They strengthen consumer protections for students who receive these benefits and provide access to information to help them make informed choices about their college education. Adoption of the principles is voluntary but encouraged.

The principles describe requirements in the following key areas: (1) providing a standardized cost form, (2) providing federal aid information, (3) aggressive and fraudulent recruiting, (4) state authorization, (5) misrepresentation, (6) incentive compensation, (7) accreditation, (8) readmission, (9) refunds, (10) individual education plans, and (11) academic and financial counseling points of contact.

Title IV schools are likely already complying with many of the principles through their participation in the *Title IV* programs (for example, the refund requirement). One principle requires institutions to provide affected students with a personalized and standardized form describing the students' educational costs and how those may be covered by financial aid. The College Financing Plan (see the relevant section under "General Student Disclosures" in *Chapter 6*) helps schools satisfy that principle.

Chapter 4

Audits, Standards, Limitations, & Cohort Default Rates

This chapter discusses the requirement for annual compliance and financial statement audits. It also discusses the financial standards and limitations that pertain to schools' FSA eligibility as well as the annual calculation of school cohort default rates. Many regulations regarding financial responsibility, administrative capability, certification procedures and ability to benefit were amended or added on October 31, 2023. These regulations will be effective July 1, 2024. Further details can be found in the [Federal Register](#) and [DCL-GEN-24-07](#).

FSA Audit Requirements for Schools

A school that participates in any FSA program, including a participating foreign school, generally must have an independent public accountant or a government auditor conduct an annual audit of its compliance with the laws and regulations for *Title IV* programs that it participates in (a compliance audit) and an audit of its financial statements. While a compliance audit covers the school's administration of *Title IV* programs, a financial statement audit provides the Department with information necessary to evaluate a school's status vis-a-vis the financial standards that are discussed later in this chapter. For information about compliance and accounting issues, a school can contact the School Participation Division (SPD) for its region. Contact information for each SPD is available in the [Knowledge Center](#).

Audit Requirements & Waiver

HEA Sec. 487(c)

20 USC 1094

[34 CFR 668.23\(a\)](#)(1) to (5)

Waiver

[34 CFR 668.27](#)

The audits must be conducted in accordance with the Generally Accepted Accounting Principles (GAAP) and the Generally Accepted Government Auditing Standards (GAGAS). They must be prepared by an independent public accountant or a government auditor, except that a government auditor must meet the government auditing standards qualification and independence standard, including standards related to organizational independence. The compliance audit and financial statement audit may be performed by different auditors, but they must be submitted as one package via the Department's [eZ-Audit website](#).

The source of guidance for the audits depends on the entity:

- Proprietary schools and third-party servicers must have their audits conducted under the Office of Inspector General's (OIG) *Guide For Financial Statement Audits of Proprietary Schools and For Compliance Attestation Examination Engagements of Proprietary Schools and Third-Party Servicers Administering Title IV Programs* (Audit Guide).
- Foreign schools use the *Guide for Financial Statement Audits and Compliance Attestation Engagements of Foreign Schools* (Foreign School Audit Guide).
- Public and private nonprofit schools follow the regulations that implement the Single Audit Act: [2 CFR Part 200 Subpart F](#)— Audit Requirements. These regulations require schools to have audits conducted in accord with the [2023 Compliance Supplement – 2 CFR Part 200 Appendix XI](#), published annually by the Office of Management and Budget (OMB). For many schools, this is a combined audit of all the federal programs they participate in. Note that [2 CFR Part 200 Subpart F](#) does allow an FSA compliance audit under the criteria of the Audit Guide in certain circumstances.

Audit Requirements for Federal Awards

[2 CFR Part 200 Subpart F](#)

Requirements

[2 CFR 200.501](#)

Relation to other audit requirements

[2 CFR 200.503](#)

The Audit Guide and Foreign School Audit Guide are available on the [webpage for audits of proprietary and foreign schools and third-party servicers](#). The Compliance Supplement is available at [2023 Compliance Supplement - 2 CFR Part 200 Appendix XI](#).

The Office of Inspector General (OIG) also conducts audits of postsecondary institutions. The OIG has the authority to audit any program or entity that relates to the Department's programs and operations or that receives funds from the Department, including colleges and universities that receive *Title IV* funds. An OIG or other federal audit does not satisfy the requirement that a school have annual compliance and financial statement audits performed by an independent public accountant.

As noted, audit requirements also apply to third-party servicers. However, a school may never use a third-party servicer's audit in place of its own required audit because the school is ultimately liable for its own violations as well as those incurred by its third-party servicers.

Audit Guidelines and Waivers

Audited Financial Statements

A school's financial statement must cover its most recently completed fiscal year and be prepared on an accrual basis according to GAAP. It must be audited by an independent public accountant according to GAGAS and the instructions in the guide appropriate for the school, as noted.

The Department uses the information in a school's audited financial statement to evaluate the school's status vis-a-vis the financial standards discussed in this chapter. In addition to a school's audited financial statement, the Department may require that the school submit additional information. For example, the Department may require a school to submit or provide access to the auditor's work papers. Also, if the Department finds it necessary to evaluate a particular school's financial condition, the Department can require a school to submit audited financial statements more frequently than once a year.

FSA Compliance Audits

Compliance audits must be done by an independent public accountant or a government auditor according to GAGAS and the guidance contained in the Compliance Supplement or the appropriate audit guide. The auditor may also find it useful to consult the accounting and record keeping guidance in the FSA Handbook and the *G5 Users Guide*, which is available on the [G6 website](#). (see [Electronic Announcement GEN-23-58 Reminder of the G5 to G6 Website Transition](#))

A school (or third-party servicer) may use the same independent public accountant or a government auditor or auditing firm for its required nonfederal audit as the one that usually audits its fiscal transactions. To produce unbiased conclusions, the auditor must be independent of those authorizing the expenditure of *Title IV* funds.

The Department may require a school to provide a copy of its compliance audit report to guaranty agencies, lenders, state agencies, other federal agencies, or accrediting agencies.

Single Audit Act Guidelines

As mentioned earlier, public and private nonprofit schools are required to have audits performed under the guidelines of the Single Audit Act and the Compliance Supplement for [2 CFR Part 200 Subpart F](#), which has distinct auditing and submission requirements. Institutions under the *Single Audit Act* have an audit submission deadline of the earlier of 30 calendar days after receipt of the audit report, or nine months after the end of the audit period. In addition, a copy of the audit as well as Data Collection Form SF-SAC must be [submitted online to the Federal Audit Clearinghouse](#).

Because the Higher Education Act and its implementing regulations require annual submissions of schools' compliance and financial statement audits, a submission prepared under the *Single Audit Act* provisions that does not include a compliance audit does not meet the HEA audit requirement. Read the announcement from [August 5, 2016](#).

However, if the school's auditor identifies its student financial assistance cluster, which includes the *Title IV* programs, as a low-risk major program (Type A) (as defined in [2 CFR 200.518](#)) in a given year, that cluster does not need to be included in the compliance audit, and the school is not required to notify its school participation division of the low-risk assessment. See the announcements of [March 29, 2018](#) and [November 5, 2019](#) for more information.

As explained in the section on waivers and exemptions, a public or private, nonprofit school that expends less than \$1,000,000 of federal funds during a fiscal year is exempt from submitting an annual compliance audit. The Office of Management and Budget (OMB) increased the Single Audit threshold from \$750,000 to \$1,000,000 with an effective date of October 1, 2024. For more information on this topic, please see the [4/22/2024 Federal Register](#). However, the institution is still required to submit financial statements to the Department within six months after the close of its fiscal year. The financial statement does not have to be audited by a CPA and may be created as compiled or reviewed statements. If the school has prepared a set of audited financial statements for its own use or for another entity, it must submit those statements to the Department.

The [Compliance Supplement](#) permits the submission of program specific audits if an entity expends funds in only one federal program and the program's regulations do not require a financial statement audit. But because the FSA program regulations require a financial statement audit, a school may not submit a program-specific audit to satisfy the Department's audit requirement.

Waivers and Exemptions of the Requirement for an Annual FSA Audit

A proprietary school may request a waiver of the requirement for an annual audit for up to three years. A proprietary school must have disbursed less than \$200,000 in each of the two most recently completed award years to be eligible for the waiver, and the school must also meet the other criteria in [34 CFR 668.27](#). This waiver to the annual audit requirement is specific to proprietary schools and cannot be granted for the award year preceding a school's required recertification.

If the Department grants the waiver, the school does not have to submit its compliance or financial statement audit until six months after

- the end of the third fiscal year after the one the school last submitted compliance and financial statement audits for, or
- the end of the second fiscal year after the one the school last submitted compliance and financial statement audits for if the award year in which the school will apply for recertification is part of the third fiscal year.

A school's waiver request may include the fiscal year in which that request is made, plus the next two fiscal years.

The regulations do not waive the requirement that a proprietary school audit its administration of *Title IV* programs; they waive the requirement that these audits be submitted on an annual basis. Therefore, if a school is granted a waiver for three years, at the end of that time the school's next compliance audit must cover its administration of *Title IV* programs for each fiscal year in the waiver period. The financial statement audit must cover the last year of the waiver period. The auditor for a proprietary school must audit, and attest to, the school's annual 90/10 determination for each year in the waiver period, in accord with [34 CFR 668.27\(b\)\(3\)\(ii\)](#).

A school remains liable for repaying any *Title IV* funds it improperly expends during the waiver period. A compliance audit, among other things, is a vehicle for discovering improper expenditures. Therefore, a school will be required to pay any

liabilities when the school eventually submits a compliance audit for the fiscal years in which it made improper expenditures.

Public and private non-profit institutions must comply with the audit submission requirements governed by the *Single Audit Act*. If an institution that is subject to the single audit expends less than \$1,000,000 in total federal funds during a fiscal year, it is exempt from compliance audit requirements for that year. However, as previously stated, the institution is still required to submit financial statements to the Department within six months from the close of its fiscal year. As a reminder, the Office of Management and Budget (OMB) increased the Single Audit threshold from \$750,000 to \$1,000,000 with an effective date of October 1, 2024. For more information on this topic, please see the [4/22/2024 Federal Register](#).

Criteria for Granting a Waiver

Waiver of annual audit submission requirement

[34 CFR 668.27\(c\)](#)

Exemption from Federal audit requirement for a public or nonprofit institution

[2 CFR 200.501\(d\)](#)

Qualifying for and Effects of Waivers

Qualifying for a Waiver

To qualify for a waiver, a school must demonstrate that it

- is not a foreign school;
- disbursed less than \$200,000 in FSA program funds during each of the two completed award years prior to the waiver request;
- agrees to keep records relating to each award year in the unaudited period for two years after the end of the regular record retention period for the award year;
- has participated in the *Title IV* programs under the same ownership for at least three award years preceding the school's waiver request;
- is financially responsible under the general requirements of financial responsibility and does not rely on the alternative standards and requirements of exceptions to participate in the *Title IV* programs;
- is not receiving funds under the reimbursement or heightened cash monitoring system of payment;
- has not been the subject of a limitation, suspension, fine, or termination proceeding, or emergency action initiated by the Department or a guaranty agency in the three years preceding the school's waiver request;
- has submitted its compliance audits and audited financial statements for the previous two fiscal years, and no individual audit disclosed liabilities in excess of \$10,000; and
- submits a letter of credit in the amount as determined below, which must remain in effect until the Department has resolved the audit covering the award years subject to the waiver. For purposes of this section, the letter of credit amount is 10% of the total FSA program funds the school disbursed to or on behalf of its students during the award year preceding the school's waiver request.

The Department rescinds a waiver if the school

- disburses \$200,000 or more of FSA program funds for an award year;
- undergoes a change in ownership resulting in a change of control; or
- becomes the subject of an emergency action or a limitation suspension, fine, or termination action initiated by the Department or a guaranty agency.

Effects of Waivers—Examples

Example 1: The school is still required to have its administration of *Title IV* programs audited for the waiver period. If a school is granted a waiver for three years, when the waiver period expires, the next audit must cover the school's administration of *Title IV* programs since the end of the period covered by its last submitted compliance audit. For example, if a school's fiscal year coincides with an award year (July 1–June 30) and it submits a compliance audit for its fiscal year that ends on June 30, 2022, and then receives a waiver, its next compliance audit is due six months after the end of its 2024-2025 fiscal year. When it submits that audit, it must cover the 2022-2023, 2023-2024, and 2024-2025 fiscal years.

Example 2: If a school's fiscal year ends June 30, 2022, and the school receives a waiver on May 1, 2022, that includes the 2022-2023, 2023-2024, and 2024-2025 fiscal years, the next compliance audit is due six months after the end of the school's 2024-2025 fiscal year.

FSA Consolidated Statements

In some cases, a school's relationship with another entity may cause the Department to require a school to submit additional financial statements for both the school and the entity, such as audited consolidated financial statements; audited full consolidated financial statements; audited combined financial statements; or, under certain circumstances, audited financial statements of one or more related parties. This occurs when the Department determines that the activities or financial health of another entity may impact the school's total financial health. In order for the Department to make this determination, a school must include in its audited financial statements a detailed description of related entities based on the definition of a related entity in the Statement of Financial Accounting Standards No. 57. The description must include all related parties and a level of detail that would enable the Department to easily identify them. This information may include but is not limited to the name, location, and description of the related entity, including the nature and amount of any transaction between the entity and the school, financial or otherwise, regardless of when it occurred.

Timing of Audit Submissions

Simultaneous FSA Audit Submissions

Both the compliance audit and the financial statements audit must be performed on a fiscal-year basis and submitted at the same time. In cases where the school's fiscal year does not coincide with an award year, the school's compliance audit will cover parts of two award years.

In 2024–2025 audits for schools using a calendar year as their fiscal year, the most recently completed one is the fiscal year that ends on December 31, 2024. For schools using the award year as their fiscal year, the most recently completed one will be the fiscal year that ends on June 30, 2025.

Example: school's fiscal year \neq FSA award year

Submission Dates for FSA Audits

A school's or servicer's compliance and financial statement audits performed under the OIG's Audit Guide must be submitted to the Department by the date that is the earlier of:

- Thirty days after the later of the date of the auditor's report for the compliance audit and the date of the auditor's report for the audited financial statements; or
- Six months after the last day of the institution's fiscal year.

Audits performed under the Compliance Supplement must be submitted within the earlier of 30 calendar days after receipt of the auditor's report(s) or nine months after the end of the school's fiscal year. For more information, please review [Electronic Announcement GEN-24-57](#) which reminds institutions submitting audits under the provisions of the *Single Audit Act* on when they must submit their Single Audit Reports to the Department.

Generally, a school’s first audit performed under these requirements must cover the entire period of time since the school began to participate in the *Title IV* programs. Each subsequent audit must cover the period since the end of the period covered by the preceding audit that is accepted by the Department.

Section 668.23(d)(1) requires that, “For fiscal years beginning on or after July 1, 2024, financial statements submitted to the Department must match the fiscal year end of the entity’s annual return(s) filed with the IRS.” It is important for schools to know they have a choice to either change their fiscal year to match its year used for IRS tax returns or change its IRS tax year to match its *Title IV* fiscal year. Institutions seeking to change their fiscal year end date must report the change to the Department via eZ-Audit at least 90 days prior to their current fiscal year end date. For instructions on how to do this, see pp. 79-80 of the [Step-by-Step Guide to Using eZ-Audit for For-Profit Schools](#). There are many factors a school must take into account when considering changing designation of their fiscal year, including budgeting and forecasting, contracts, and transition-year tax procedures. The Department recommends institutions carefully consult with legal, tax, and financial experts to ensure that requirements of administrative capability would continue to be met during such a transition.

Small Business Administration National Ombudsman

The Small Business and Agriculture Regulatory Enforcement Ombudsman [Ombudsman](#) and 10 regional fairness boards were established to receive comments from small businesses about federal agency enforcement actions. The ombudsman will evaluate annually the enforcement activities of each agency and rate its responsiveness to small business. If you wish to comment on the enforcement actions of the Department of Education, call 1-888-REG-FAIR (1-888-734-3247) or email ombudsman@sba.gov.

90/10 Revenue Test

To be eligible for FSA participation, a proprietary school must derive at least 10% of its revenues for each fiscal year from sources other than Federal funds, as provided in [34 CFR 668.28\(a\)](#), or be subject to sanctions. The calculation of this percentage and the funds included must be arrived at using the cash basis of accounting. A school must determine its revenue percentages using the formula described on the following pages each fiscal year. For fiscal years beginning on or after January 1, 2023, institutions must include federal education assistance from all programs listed in the [Federal Register Notice from December 21, 2022](#) as Federal revenue in their 90/10 calculations. The Department will provide updates to the list in subsequent fiscal years on an as-needed basis.

A proprietary school must report as a footnote to its audited financial statements the percentage of its revenues derived from the FSA programs for the fiscal year covered by the audit. The school must also report in the footnote the dollar amount of the numerator and denominator of its 90/10 ratio as well as the individual revenue amounts identified in section 2 of [Appendix C](#) to subpart B of part 668.

- If a school fails to satisfy the 90/10 rule for any fiscal year, it becomes provisionally certified for up to two fiscal years after the fiscal year it failed to satisfy the revenue requirement. (Among other factors, the provisional certification is limited by the expiration date of the school’s program participation agreement or PPA.)
- If a school fails to satisfy the 90/10 rule for two consecutive fiscal years, it loses its eligibility to participate in the *Title IV* programs for at least two fiscal years.

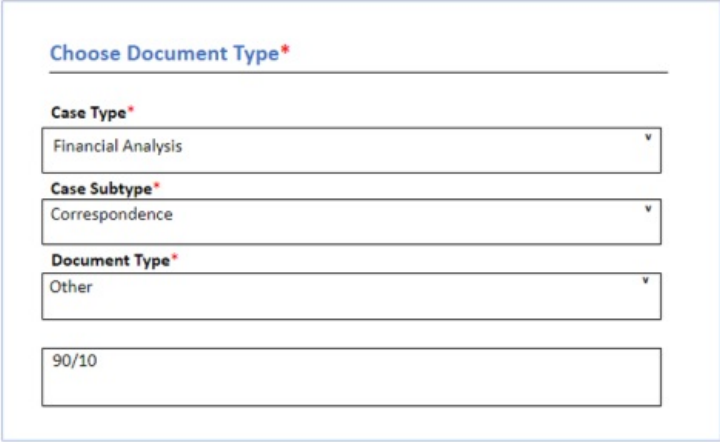
90/10 Rule

HEA section 487
[34 CFR 668.14\(b\)\(16\)](#)
[34 CFR 668.28](#)
Sanctions
[34 CFR 668.28\(c\)](#)

The regulations at [34 CFR 668.28](#) provide that a school is required to notify the Department when it fails to meet the 90/10 rule no later than 45 days after the end of the fiscal year, or immediately thereafter if subsequent information is obtained that shows a institution incorrectly determined that it passed the revenue requirement for the prior fiscal year. Additionally, a school must notify its students of a possibility of the loss of *Title IV* eligibility for any fiscal years they fail to meet the 90/10 rule. Under [34 CFR 668.171\(i\)](#), if a school fails to provide timely notice of its failure to meet the 90/10 rule, the Department may initiate an action under [subpart G of Part 668](#) to fine the institution, or limit, suspend, or terminate the institution’s participation in *Title IV* programs; or take an action to revoke the institution’s provisional certification.

Schools should provide notice to the SPD for their region, as well as the Atlanta School Participation and Financial Analysis Division (ASPFAD) at FSAFinancialAnalysisDivision@ed.gov and via the Document Management System found at the Common Origination and Disbursement website: cod.ed.gov/. Upload a notice to the COD Document Center under **Case Type** chose Financial Analysis, under **Case Subtype** chose Correspondence, under **Document type** chose “Other” and type in 90/10 as shown below:

Schools should refer to the [Electronic Announcement issued August 14, 2020, New Document Center for Program Compliance Documents](#), for Document Center training and additional resources.



The screenshot shows a form titled "Choose Document Type*" with four input fields. The first three are dropdown menus: "Case Type*" is set to "Financial Analysis", "Case Subtype*" is set to "Correspondence", and "Document Type*" is set to "Other". The fourth field is a text input containing "90/10".

Schools should refer to the [Electronic Announcement issued August 14, 2020, New Document Center for Program Compliance Documents](#), for Document Center training and additional resources.

Schools can ask questions of their SPD; phone numbers and the general email (CaseTeams@ed.gov are on the [SPD webpage](#).

If the school loses eligibility, it must immediately stop awarding *Title IV* funds and follow the closeout procedures described in Chapter 8. As a reminder, schools are liable for any *Title IV* funds it disburses after the last day of the fiscal year it becomes ineligible to participate in the *Title IV* programs due to not deriving at least 10 percent of its revenue from sources other than Federal funds for two consecutive fiscal years, excluding any funds the institution was entitled to disburse under [34 CFR 668.26](#).

A school that converts from a proprietary to a private nonprofit or public status for *Title IV* purposes must continue to report its compliance with the 90/10 revenue test for at least one complete fiscal year after the change in status has been approved by the Department. For example, a change in status is approved with an effective date of 10/31/23 for a school whose fiscal year ends on December 31. The school would be required to report the 90/10 revenue attestation for the complete 2023 fiscal year, and it would also be required to report its 90/10 compliance for its first complete fiscal year (2024) of participation as a nonprofit school. If the school failed the test for that first year under the new status, it would need to report an additional year. If there were other problems with the attestation, the school could also be required to report one more year.

Guidance on footnote disclosures can be found in the Audit Guide, in [34 CFR 668.23\(d\)\(3\)](#), and in appropriate accounting references.

Section [668.28\(a\)](#) of the Student Assistance General Provisions provides the explanation quoted below of how to count revenue from Federal vs. non-Federal sources: See [Appendix C of Subpart B](#) of the Student Assistance General Provisions for calculation procedures.

3. Revenue generated from programs and activities.

The institution must consider as revenue only those funds it generates from—

- Tuition, fees, and other institutional charges for students enrolled in eligible programs as defined in [34 CFR 668.8](#);
- Activities conducted by the institution that are necessary for the education and training of its students provided those activities are—
 - Conducted on campus or at a facility under the institution’s control;
 - Performed under the supervision of a member of the institution’s faculty; and
 - Required to be performed by all students in a specific educational program at the institution; and
 - Related directly to services performed by students; and
- Funds paid by a student, or on behalf of a student by a party unrelated to the institution, its owners or affiliates for an education or training program that is not eligible under §668.8 and that does not include any courses offered in an eligible program. The non-eligible education or training program must be provided by the institution, and taught by one of its instructors, at its main campus or one of its approved additional locations, at another school facility approved by the appropriate State agency or accrediting agency or accrediting agency, or at an employer facility. The institution may not count revenue from a non-eligible education or training program for which it merely provides facilities for test preparation courses, acts as a proctor, or oversees a course of self-study. The program must -
 - Be approved or licensed by the appropriate state agency;
 - Be accredited by an accrediting agency recognized by the Secretary under [34 CFR part 602](#);
 - Provides an industry-recognized credential or certification;
 - Provides training needed for students to maintain state licensing requirements; or
 - Provides training needed for students to meet additional licensing requirements for specialized training for practitioners that already meet the general licensing requirements in that field.

4. Application of funds.

The institution must presume that any Federal funds it disburses, or delivers to a student, or determines was provided to a student by another Federal source, will be used to pay the student’s tuition, fees, or institutional charges up to the amount of those Federal funds if a student makes a payment to the institution, except to the extent that the student’s tuition, fees, or other charges are satisfied by—

- Grant funds provided by -
 - Non-federal public agencies that do not include Federal or institutional funds, unless the Federal portion of those grant funds can be determined, and that portion of Federal funds is included as Federal funds under this section. If the Federal funds cannot be determined no amount of the grant funds may be included under this section; or
 - Private sources unrelated to the institution, its owners, or affiliates;
- Funds provided under a contractual arrangement with the institution and a Federal, State, or local government agency for the purpose of providing job training to low-income individuals who need that training;
- Funds used by a student from a savings plan for educational expenses established by or on behalf of the student if the saving plan qualifies for special tax treatment under the Internal Revenue Code of 1986; or
- Institutional scholarships that meet the requirements in paragraph [\(a\)\(5\)\(iv\)](#) of this section.

5. Revenue generated from institutional aid.

The institution may include the following institutional aid as revenue:

- For loans made to students and credited in full to the students' accounts at the institution and used to satisfy tuition, fees, and other institutional charges, the principal payments made on those loans by current or former students that the institution received during the fiscal year, if the loans are—
 - Bona fide as evidenced by standalone repayment agreements between the students and the institution that are enforceable promissory notes;
 - Issued at intervals related to the institution's enrollment periods;
 - Subject to regular loan repayments and collections by the institution; and
 - Separate from the enrollment contracts signed by the students.

Funds from an income share agreement or any other alternative financing agreement in which the agreement is with the institution only or with any entity or individual in the institution's ownership tree, or with any common ownership of the institution and the entity providing the funds, or if the entity or another entity with common ownership has any other relationships or agreements with the institution, provided that –

- The institution clearly identifies the student's institutional charges, and those charges are the same or less than the stated rate for institutional charges;
- The agreement clearly identifies the maximum time and maximum amount a student would be required to pay, including the implied or imputed interest rate and any fees and revenue generated for a related third-party, the institution, or any entity described in paragraph (a)(5)(ii) introductory text, for that maximum time period; and
- All payments are applied with a portion allocated to the return of capital and a portion allocated to profit. Revenue, interest, and fees are not included in the calculation.

For scholarships provided by the institution in the form of monetary aid and based on the academic achievement or financial need of its students, the amount disbursed to students during the fiscal year. The scholarships must be disbursed from an established restricted account and may be included as revenue only to the extent that the funds in that account represent –

- Designated funds from an outside source that is unrelated to the institution, its owners, or its affiliates; or
- Income earned on those funds.

6. Funds excluded from revenues.

For the fiscal year, the institution does not include—

- The amount of Federal Work-Study (FWS) wages paid directly to the student. However, if the institution credits the student's account with FWS funds, those funds are included as revenue;
- The amount of funds received by the institution from a state under the LEAP, SLEAP, or GAP programs;
- The amount of institutional funds used to match Title IV, HEA program funds;
- The amount of Federal education assistance funds refunded to students or returned to the Secretary under [34 CFR 668.22](#) or required to be returned under the applicable program;
- The amount the student is charged for books, supplies, and equipment unless the institution includes that amount as tuition, fees, or other institutional charges;
- Any amount from the proceeds of the factoring or sale of accounts receivable or institutional loans, regardless of whether the loans were sold with or without recourse;
- Any amount from the sale of an income share agreement or other financing agreement; or
- Any funds, including loans, provided by a third party related to the institution, its owners, or affiliates to a student in any form.

Other 90/10 Guidance

Cash Basis of Accounting

Except for institutional loans made to students under [34 CFR 668.28\(a\)\(5\)\(i\)](#), a proprietary school must use the cash basis of accounting in calculating its revenue percentage under the 90/10 Rule. Under the cash basis of

accounting, revenue is recognized when received rather than when it is earned. (see [90/10 Questions and Answers](#) for additional guidance)

Revenue

For the purpose of calculating the qualifying percentages under the 90/10 Rule, revenue is an inflow or other enhancement of assets to an entity, or a reduction of its liabilities resulting from the delivery or production of goods or services. A school may recognize revenue only when the school receives cash, i.e., when there is an inflow of cash. As a result, in order for a school to recognize revenue under the cash basis of accounting, that revenue must represent cash received from a source outside the institution.

Tuition Waivers

Institutional grants in the form of tuition waivers do not count as revenue because no new revenue is generated. Similarly, internal transfers of cash among accounts are not considered revenue because they are not an inflow of cash to the school. Institutional scholarships are not revenues generated by the school unless they are donated by an unrelated or outside party. An exception is permitted for schools to use donations from a related party to create restricted accounts for institutional scholarships, but only the amount earned on the restricted account and used for scholarships would count as revenue in the denominator of the calculation.

Funds held as credit balances in institutional accounts cannot be counted in the 90/10 formula. However, once funds held as credit balances are used to satisfy institutional charges, they would be counted in both the numerator and the denominator of the formula.

Revenues From Loans

When a school makes a loan to a student, it does not receive cash from an outside source. Accordingly, cash revenue from institutional loans is recognized only when those loans are repaid, because that is when there is an inflow of cash from an outside source. Loan proceeds from institutional loans that were disbursed to students may not be counted in the denominator of the fraction, because these proceeds neither generate nor represent actual inflows of cash. The school may include only loan repayments it received during the appropriate fiscal year for previously disbursed institutional loans.

Loans made by a private lender that are in any manner guaranteed by the school are known as recourse loans. The proceeds from recourse loans may be included in the denominator of a school's 90/10 calculation for the fiscal year in which the revenues were received, provided that the school's reported revenues are also reduced by the amount of recourse loan payments made to recourse loan holders during that fiscal year. Note that recourse loan payments may be for recourse loans that were made in a prior fiscal year. Under the cash basis of accounting, the reductions to total revenues in the denominator of the 90/10 calculation are reported in the fiscal year when the payments are made.

The nonrecourse portion of a partial recourse loan may be included in a 90/10 calculation. In order to include a partial recourse loan in a 90/10 calculation, the contract must identify the percentage of the sale that is nonrecourse; only that percentage may be included. Furthermore, no after-the-fact adjustments may be provided for. Revenue generated from the sale of nonrecourse institutional loans to an unrelated third party may be counted as revenue in the denominator of the 90/10 calculation to the extent that the revenues represent actual proceeds from the sale.

The sale of institutional loan receivables is distinguishable from the sale of a school's other assets because receivables from institutional loans are produced by transactions that generate tuition revenue. Tuition revenue represents income from the major service provided by a school. That would not be true in the case of the sale of other school assets.

Having the Audit Performed

The school or servicer must make its program and fiscal records, as well as individual student records, available to the auditor. (Required recordkeeping is discussed in Chapter 7.) Both the financial aid and business offices should be aware of the dates the auditors will be at the school and make sure that someone is on hand to provide requested documents and answer questions during that period.

At the end of the on-site review, the auditor conducts an exit interview. At a school, this exit interview is usually conducted with the personnel from the school's financial aid and other relevant offices. The exit interview is not only an opportunity for the auditor to suggest improvements in procedures, but it also gives the school or servicer a chance to discuss the draft report and review any discrepancies cited in the report. The exit interview is a good time to resolve any disagreements before the final report is prepared.

The final report is prepared by the auditor and submitted to the school or servicer.

Review of FSA Audit Submissions

The Department reviews the audit report for format and completeness and to ensure that it complies with the government's auditing standards.

We will use the general information to initially determine whether the audits are materially complete and done according to applicable accounting standards. Based on the financial data, we will also make a preliminary determination whether your school is financially responsible with respect to the financial responsibility ratios, or in the case of a change in ownership resulting in a change in control, whether your school satisfies the financial ratio requirements discussed later in this chapter. Later we will review submissions to determine whether your school must provide additional information or we should take further action. It is important to remember that the Department must have the ability to make its own determination regarding any issues that impact a school's diminished liquidity, ability to continue operations, or ability to continue as a going concern. In these cases, the Department seeks financial statement disclosures whereby auditors agree with the school's plan to address such issues or note that the school has successfully addressed them. However, the Department determines if issues identified by the auditor have been alleviated by the school even when the disclosure states that alleviation has been completed.

Based on the audit findings and the school's or servicer's written explanation, the Department will determine if any funds were spent improperly. Unless the school or servicer has properly appealed the decision, it must repay any improperly spent funds within 45 days.

Access to Records

Throughout the audit process, and for other examinations such as program reviews and state reviews, the school or servicer is required to cooperate fully with its independent public accountant or a government auditor, the Department and its inspector general, the Comptroller General of the United States, its accrediting agency, and the appropriate guaranty agency.

Once the audit is complete, the school or servicer must give the Department and the OIG access to all records and documents needed to review the audit. A school that uses a third-party servicer must give the Department and the OIG access to all records and documents needed to review a third-party servicer's compliance or financial statement audit. In addition, the school's or servicer's contract with the auditor must specify that the auditor will give the Department and the OIG access to the records and documents related to the audit, including work papers. Cooperation includes providing timely and reasonable access to records (including computer records) for examination and copying and to personnel for the purpose of obtaining relevant information.

Audits for Third-Party Servicers

Audit requirements also apply to third-party servicers. If a servicer contracts with several FSA schools, a single compliance audit can be performed that covers its administrative services for all schools. If a servicer contracts with only one FSA school and that school's own audit sufficiently covers the functions performed by the servicer, the servicer does not have to submit a compliance audit. A servicer must submit its compliance audit within six months after the last day of the

servicer's fiscal year. Third-party servicers are not subject to the amended audit deadline in [668.23\(a\)\(4\)](#). The Department may require a servicer to provide a copy of its compliance audit report to guaranty agencies, lenders, state agencies, the Department of Veterans Affairs, or accrediting agencies.

In addition to submitting a compliance audit, a servicer that enters into a contract with a lender or guaranty agency to administer any aspect of the lender's or guaranty agency's programs must submit annually audited financial statements. The financial statements must be prepared on an accrual basis in accordance with Generally Accepted Accounting Principles (GAAP) and audited by an independent public accountant or a government auditor in accordance with Generally Accepted Government Auditing Standards (GAGAS) and any other guidance contained in audit guides issued by the Department's Office of the Inspector General.

If the Department determines that, based on audit findings and responses, a third-party servicer owes a liability for its administration of *Title IV* programs, the servicer must notify each school with which it has a contract of the liability. Generally, unless they submit an appeal, schools and servicers owing liabilities must repay those liabilities within 45 days of being notified by the Department.

The Department is aware that some third-party servicers have told schools not to report them as servicers, creating confusion about who should be reported. Also, some servicers have not filed annual compliance audits because they incorrectly determined that they don't meet the regulatory definition of a third-party servicer or because of the omission of specific audit procedures in the OIG Audit Guide for some services or functions performed on behalf of colleges.

Third-Party Servicer Audits

[34 CFR 668.23\(a\)\(3\), \(c\), and \(d\)\(4\)](#)

[DCL GEN-23-08, May 2023](#)

Using eZ-Audit to Submit Financial Statements and Audits

The Department amended the 90/10 rule on October 28, 2022 with an effective date of July 1, 2023. Due to this regulatory change, which requires updates to the eZ-Audit system, please refer to Electronic Announcement [GENERAL-24-85](#) and visit the [FSA Knowledge Center](#) for future communications related to submissions of financial statements and audits. The [eZ-Audit website](#) provides a paperless, single point of submission for compliance and financial statement audits. It checks automatically for errors as data is entered and before submission, and it gives instant acknowledgment of receipt of the submission.

Schools must submit their compliance audits, audited financial statements, and letters confirming their status as public schools through eZ-Audit. This requirement applies to any compliance audits or financial statements schools must submit to begin or continue participating in *Title IV* programs under [34 CFR 600.20\(a\)](#) or [\(b\)](#), any financial statements required due to a change in ownership resulting in a change of control as provided under [34 CFR 600.20\(g\)](#), compliance audits and financial statements required annually under [34 CFR 668.23](#), and any compliance audits and financial statements required when a school ceases to participate in *Title IV* programs as provided under [34 CFR 668.26\(b\)](#).

All entities that are required to submit compliance audits and financial statements to FSA are required to use eZ-Audit's web-based system to submit those documents. This is a requirement for foreign schools, third-party servicers, Federal Family Education Loan (FFEL) Program lenders, FFEL lender servicers, guaranty agencies (GAs), and GA servicers. Because these entities will be new to eZ-Audit, they must first register before gaining access to the system. See the [July 17, 2020, announcement](#) for more information.

To access the eZ-Audit website, one must be a registered user and sign and retain the eZ-Audit rules of behavior. Each entity must select an eZ-Audit institution administrator who will be responsible for managing its access to

the eZ-Audit website. This administrator will receive a username and password and will be responsible for granting access to additional users. Registration instructions and the rules of behavior are available at <https://ezaudit.ed.gov>.

Users go to the appropriate page on the audit website and

1. enter general information about the school's compliance audit and financial statement,
2. enter specific financial data directly from the audited financial statement, and
3. attach authentic electronic copies of the audit reports prepared and signed by the independent public accountant or a government auditor.

Audit report copies must be in a non-editable, portable document format (PDF) created using Adobe Acrobat version 5.0 or higher.

For help, users can email fsaezaudit@ed.gov or call the eZ-Audit help desk at 1-877-263-0780.

As noted earlier, a school may never use a third-party servicer's audit in place of its own required audit because the school is ultimately liable for its own violations as well as those incurred by its third-party servicers. (See *Chapter 3* for more information on third-party servicers.)

Financial Responsibility

To participate in the *Title IV* programs, schools must demonstrate they are financially responsible. They provide the Department with the information necessary to evaluate their financial responsibility via the audited financial statements explained earlier.

What follows is an overview of the financial responsibility standards. Schools should refer to [Subpart L](#) of the Student Assistance General Provisions for complete information. You can also review the [Financial Responsibility Questions and Answers Attachment included in the Financial Responsibility and eZ-Audit Reporting Requirements electronic announcement issued on April 9, 2020](#). In addition, your school should review the October 31, 2023, *Federal Register* notice [[88 FR 74568](#)] that amended the *Title IV* regulations related to financial responsibility, the [DCL GEN-24-07](#) that provides a summary of these requirements, and the [FAQs](#) on the OPE website.

The Department determines whether a school is financially responsible based on its ability to provide the services described in its official publications and statements, to meet all of its financial obligations, and to provide the administrative resources necessary to comply with *Title IV* program requirements.

The financial responsibility standards can be divided into two categories: (1) general standards, which are the basic standards used to evaluate a school's financial health, and (2) performance and affiliation standards, which are standards used to evaluate a school's past performance and to evaluate individuals affiliated with the school.

Financial Responsibility

HEA Sec. 498(c)

[34 CFR 668, Subpart L, Appendix A](#) and [Appendix B](#)

Financial Responsibility for Public Schools

Regarding public institutions and triggers, the Department will not seek financial protection from public institutions on the grounds that full faith and credit backing ensures liabilities will be covered. The concept of a school being backed by full

faith and credit refers to a commitment by a state, local, or municipal government entity; Tribal authority; or similar government entity - including a foreign government entity - to be responsible for the institution's financial obligations. These obligations include any debts, liabilities, obligations, or charges associated with that institution's participation in *Title IV* programs. This would include utilizing the government entity's authority or revenue sources to satisfy the institution's unpaid liabilities. The same would apply to the financial protection requests associated with the triggers. However, a public institution that is subject to a triggering condition could be subject to a finding of past performance, be placed on heightened cash monitoring, or have other conditions besides financial protection placed on them, such as provisional certification or additional reporting requirements.

The Department considers a domestic public institution to be financially responsible if the institution provides notification that it:

- Is designated as a public institution by the appropriate government authority;
- Provides a letter or other acceptable documentation signed by an official of that government authority that confirms its public status, and that the institution is backed by the full faith and credit by the appropriate government authority;
- Is not subject to a condition of past performance under [668.174](#); and
- Is not subject to an automatic mandatory triggering event (668.174(c)) or discretionary triggering event (668.174(d)) we determine to have a significant adverse effect on the institution's financial health.

The Department will seek this documentation

- Before the institution's initial certification as a public institution;
- Upon a change in ownership that includes a request to be recognized as a public institution; or
- Upon our request, which could include during the recertification process.

Public schools also must meet the past performance and affiliation standards discussed later and must submit financial statements prepared in accordance with generally accepted accounting principles (GAAP) and prepared on the accrual basis.

Financial Responsibility and Public Schools

[34 CFR 668.171\(g\)](#)

Financial Responsibility for Proprietary and Private Nonprofit Schools

General Standards of Financial Responsibility

General Standards

[34 CFR 668.171\(b\)](#)

A proprietary or private nonprofit school is considered financially responsible if the Department determines that

- the school has a composite score of at least 1.5, as explained later in this chapter;
- the school has sufficient cash reserves to make required returns of unearned *Title IV* funds, as provided under the refund reserve standards explained later in this chapter;

- the school or persons affiliated with it are not subject to a condition of past performance, as explained later in this chapter;
- the school is able to meet all of its financial obligations and provide the administrative resources necessary to comply with *Title IV* program requirements. A school is not deemed able to meet its financial or administrative obligations if it
 - fails to pay *Title IV* credit balances,
 - fails to satisfy payroll obligations in accordance with its published payroll schedule,
 - fails to make refunds under its refund policy or return *Title IV* funds it is responsible for under the R2T4 rules,
 - borrowing funds from retirement plans or restricted funds without authorization, fails to make a payment in accordance with an existing undisputed financial obligation for more than 90 days
 - fails to make repayments to the Department for any debt or liability arising from its participation in the *Title IV* programs, or
 - is subject to a *mandatory triggering event* or to a *discretionary triggering event* that the Department determines is likely to have a significant adverse effect on their financial condition. See “Mandatory and discretionary triggers” later in this chapter.

Even if a school satisfies all of the general standards of financial responsibility under paragraph (b) of this section, the Department does not consider the institution to be financially responsible if the institution's audited financial statements:

- Include an opinion expressed by the auditor that was an adverse, qualified, or disclaimed opinion, unless the Department determines that the adverse, qualified, or disclaimed opinion does not have a significant bearing on the institution's financial condition; or
- Include a disclosure in the notes to the institution's or entity's audited financial statements about the institution's or entity's diminished liquidity, ability to continue operations, or ability to continue as a going concern, unless the Department determines that the diminished liquidity, ability to continue operations, or ability to continue as a going concern has been alleviated. The Department may conclude that diminished liquidity, ability to continue operations, or ability to continue as a going concern has not been alleviated even if the disclosure provides that those concerns have been alleviated.

It is important to remember that the Department must have the ability to make its own determination regarding any issues that impact a school's diminished liquidity, ability to continue operations, or ability to continue as a going concern. In these cases, the Department seeks financial statement disclosures whereby auditors agree with the school's plan to address such issues or note that the school has successfully addressed them. However, the Department determines if issues identified by the auditor have been alleviated by the school even when the disclosure states that alleviation has been completed.

A school that fails to meet any of the above criteria can still qualify as a financially responsible institution. It can submit an irrevocable letter of credit that is acceptable and payable to the Department for an amount that is not less than 50% of the *Title IV* funds the school received during its most recently completed fiscal year. A school can also continue to participate if it submits a 10% letter of credit and agrees to be provisionally certified. See, respectively, “Financial Protection Alternative for Participating Schools” and “Provisional Certification Alternative” later in the chapter for an explanation of these options.

When a change in ownership occurs, the Department applies the standards in 34 CFR 668.176.

Audit Opinions and Disclosures

[34 CFR 668.171\(h\)](#)

Mandatory and Discretionary Triggers

There are key differences between the two types of triggering events that are intended to capture circumstances that may not be reflected in regular financial statements or in the school's composite score. The mandatory triggers reflect actions or events that have a clear nexus to financial risk, indicate risk of loss of *Title IV* eligibility, and indicate a school is facing significant financial problems. Except for mandatory triggers that constitute a recalculation of a school's composite score (less than 1.0), the mandatory triggers constitute automatic failures of financial responsibility. In these cases, the Department will require schools to provide financial protection unless schools can demonstrate that the event is resolved or that insurance covers the loss. The discretionary triggers represent obvious and sensible indications that a school could be seeing negative effects on its finances. Discretionary triggers may, at the discretion of the Department, require posting of financial protection if the Department determines that a discretionary triggering event is likely to have a significant adverse effect of the school's financial condition. Schools will have the ability to make the case that the condition will not have a significant adverse effect. The Department will take a case-by-case look at these situations and determine whether they represent a significant negative financial risk.

In general schools must timely report any triggering event to the Department. **Effective July 1, 2024, schools must report any triggering event within 21 days after the event occurs.** Prior to July 1, 2024, schools had 10 days to report the triggering event. This extended time period will further ensure that easily resolvable triggering events can be addressed by the time the institution informs the Department about them. [see [34 CFR 668.171\(f\)](#) for details about what and when to report]. In the case of the non-*Title IV* revenue provision that is part of the 90/10 trigger, schools must report to the Department the failure no later than 45 days after the end of their fiscal year, or immediately thereafter if subsequent information is obtained that shows an institution incorrectly determined that it passed the revenue requirement for the prior fiscal year. The high cohort default rates and fluctuations in *Title IV* volume triggering events do not have a reporting requirement due to the Department already being aware of this information.

The **mandatory triggers** are:

- Legal and administrative actions
- Withdrawal of owner's equity
- Gainful employment
- Institutional teach-out plans or agreements
- Publicly listed entities (SEC actions/reports, exchange actions, foreign exchanges or oversight authority)
- Non-Federal educational assistance funds
- Cohort default rates
- Contributions and distributions
- Creditor events
- Declaration of financial exigency
- Receivership

For details on mandatory triggers, please see [34 CFR 668.171\(c\)](#).

The **discretionary triggers** are:

- Accrediting agency and government agency actions
- Other defaults, delinquencies, creditor events, and judgements
- Fluctuations in *Title IV* volume
- High annual dropout rates
- Interim reporting
- Pending borrower defense claims
- Discontinuation of programs
- Closure of locations
- State actions and citations
- Loss of institutional or program eligibility
- Exchange disclosures
- Actions by another Federal agency
- Other teach-out plans or agreements not included in mandatory trigger section

- Other events or conditions

For details on mandatory triggers, please see [34 CFR 668.171\(d\)](#).

The Department provides instructions for reporting mandatory and discretionary triggers in [Electronic Announcement GENERAL-24-80](#).

Triggering Events

[34 CFR 668.171\(c\)](#) and [\(d\)](#)

Recalculating the Composite Score

As explained above, certain mandatory triggers require a recalculation of a school's composite score. Those mandatory triggers are legal and administrative actions, withdrawal of owner's equity, and contributions and distributions. For these mandatory triggers, the Department recalculates a school's most recent composite score to determine if the triggering event results in a recalculated composite score of less than 1.0. For details on the required adjustments in the recalculation, please see [34 CFR 668.171\(e\)](#). For questions related to a recalculated composite score required by one of the mandatory triggers, please reach out to your SPD.

Recalculating a Composite Score

[34 CFR 668.171\(e\)](#)

Alleviating a Triggering Event

When a school first notifies the Department of a triggering event or when it responds to a preliminary determination by the Department that it is not financially responsible because of a triggering event, the school can try to relieve the effect of the event by, as appropriate,

- Demonstrating that the reported withdrawal of owner's equity was used exclusively to meet tax liabilities of the school or its owners for income derived from the school;
- Showing that the creditor waived a violation of a loan agreement. However, if the creditor imposes additional constraints or requirements as a condition of waiving the violation or imposes penalties or requirements, the school must identify and describe those actions and demonstrate that complying with them will not adversely affect the school's ability to meet its financial obligations;
- Showing that the triggering event has been resolved or demonstrating that the school has insurance that will cover all or part of a liability arising under the relevant mandatory trigger; or
- Providing information about the circumstances that precipitated the trigger that demonstrates that the event has not or will not have a significant adverse effect on the school.

The Department will consider the information the school provides when deciding whether to issue a final determination that the school is not financially responsible.

Relief for Triggering Events

Financial Ratios and Composite Scores

The composite score standard combines different measures of fundamental elements of financial health to yield a single measure of a school's overall financial health. This method allows financial strength in one area to make up for financial weakness in another area and gives an equitable measure of the financial health of schools of different sizes.

The composite score methodology considers proprietary schools (see [Appendix A to Subpart L of Part 668](#)) and private nonprofit schools (see [Appendix B to Subpart L of Part 668](#)) separately because there are accounting and operational differences between these sectors of postsecondary schools. However, the basic steps used to arrive at the composite score are the same and are described later in this section. Appendices A and B have complete information on the calculation of the composite score.

Financial Ratios

Calculating a Composite Score

The first step in calculating a composite score is to determine the school's primary reserve, equity, and net income ratios by using information from the school's audited financial statement. These ratios take into account the total financial resources of the school. The primary reserve ratio represents a measure of a school's financial viability and liquidity. The equity ratio represents a measure of its capital resources, ability to borrow, and financial viability. The net income ratio represents a measure of its profitability or ability to operate within its means.

Upon review, some items from a school's audited financial statement may be excluded from the calculation of the ratios. For example, the Department may exclude the effects of questionable accounting treatments, such as excessive capitalization of marketing costs, from the ratio calculations. (See "Excluded items" later.)

As a result of the [2019 final regulations](#), long-term debt may be included in the primary reserve ratio only if it is associated with the school's property, plant, and equipment (PP&E) or construction in progress (CIP). The school's financial statements must disclose that its long-term debt exceeds 12 months and is associated with capitalized assets. However, to account for long-term debts that existed prior to the implementation of these regulations, their treatment in the composite score calculation will be grandfathered under the old rules. Schools should review the regulations and consult with their accountants when considering the treatment of long-term debt. The new rules are reflected in [Appendix A](#) and [Appendix B to Subpart L of Part 668](#).

A strength factor score is then calculated for each ratio using equations established by the Department. A strength factor score reflects a school's relative strength or weakness in a fundamental element of financial health, as measured by the ratios. Specifically, the strength factor scores reflect the extent to which a school has the financial resources to: 1) replace existing technology with newer technology; 2) replace physical capital that wears out over time; 3) recruit, retain, and retrain faculty and staff (human capital); and 4) develop new programs.

A weighting percentage is applied to each strength factor score to obtain a weighted score for each ratio. The weighting percentages reflect the relative importance that each fundamental element has for a school in a particular sector (proprietary or private nonprofit).

The sum of the weighted scores equals the school's composite score. Because the weighted scores reflect the strengths and weaknesses represented by the ratios and take into account the importance of those strengths and weaknesses, a

strength in the weighted score of one ratio may compensate for a weakness in the weighted score of another ratio.

Once a composite score is calculated, it is measured on a scale from negative 1.0 to positive 3.0 as shown in the following diagram. This scale reflects the probability a school will be able to continue operations and meet its obligations to students and the Department.

Accounting for Operating Leases

The Department accounts for operating leases by

- Applying the Financial Accounting Standards Board's (FASB) Accounting Standards Update (ASU) 2016-02, Leases (Topic 842) to all leases the school has entered into on or after December 15, 2018 (post-implementation operating/financing leases), as specified in the supplemental schedule (see Section 2 of both [Appendix A](#) and [Appendix B](#) to [Subpart L of Part 668](#));
- Treating leases the school entered into prior to December 15, 2018 (pre-implementation operating/financing leases), as they would have been treated prior to the requirements of ASU 2016-02, as long as the school provides information about those leases on the supplemental schedule and a note in, or on the face of, its audited financial statements; and
- Accounting for any adjustments, such as options the school exercises to extend the life of a pre-implementation operating/finance lease, as post-implementation operating/finance leases.

Accounting for Operating Leases

[34 CFR 668.172\(d\)](#)

Excluded Items

In calculating a school's ratios, the Department

- Generally excludes income or losses from discontinued operations, prior period adjustments, the cumulative effect of changes in accounting principles, and the effect of changes in accounting estimates;
- May include or exclude the effects of questionable accounting treatments, such as excessive capitalization of marketing costs;
- Excludes all unsecured or uncollateralized related-party receivables;
- Excludes all intangible assets defined as intangible in accordance with generally accepted accounting principles; and
- Excludes from the ratio calculations federal funds provided to a school by the Department under programs authorized by the HEA only if
 - in the notes to the school's audited financial statement, or as a separate attestation, the auditor discloses by name and Catalog of Federal Domestic Assistance (CFDA) number the amount of HEA program funds reported as expenses in the statement of activities for the fiscal year covered by that audit or attestation; and
 - the school's composite score, as determined by the Department, is less than 1.5 before the reported expenses arising from those HEA funds are excluded from the ratio calculations.

Financial Ratio Excluded Items

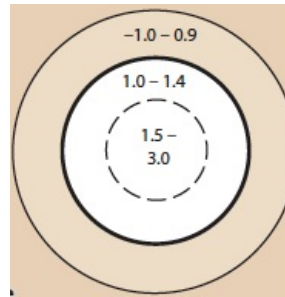
[34 CFR 668.172\(c\)](#)

Composite Score Scale

1.5 to 3.0 Financially responsible without further oversight.

1.0 to 1.4 In the “Zone.” The school is considered financially responsible, but additional oversight is required.

-1.0 to 0.9 Not financially responsible. In order to continue participation, the school must submit a letter of credit of at least 50% of the *Title IV* funds received during its most recently completed fiscal year. The school may be permitted to participate under provisional certification with a smaller letter of credit—with a minimum of 10% of the *Title IV* funds received during its most recently completed fiscal year, and additional oversight. Although the school has these options to continue participation, the Department does not consider the school to be financially responsible under these additional/alternative methods.



Example: Calculation Of A Composite Score For A Proprietary Institution*

Calculation of Ratios

Primary Reserve Ratio = (Adjusted equity ÷ Total expenses and losses) = (\$760,00 ÷ \$9,500,000) = 0.0800

Equity Ratio = (Modified equity ÷ Modified Assets) = (\$810,00 ÷ \$2,440,00) = 0.3320

Net Income Ratio = (Income before taxes ÷ Total revenue and gains) = (\$510,000 ÷ \$10,010,000) = 0.0509

Calculation of Strength Factor Score

Primary Reserve Strength Factor Score = 20 × Primary Reserve Ratio
20 × 0.0800 = 1.6000

Equity Strength Factor Score = 6 × Equity Ratio
6 × 0.3320 = 1.9920

Net Income Strength Factor Score = 1 + (33.3 × Net Income Ratio)
1 + (33.3 × 0.0509) = 2.6950

Calculation of Weighted Score

Primary Reserve Weighted Score = 30% × Primary Reserve Strength Factor Score
0.30 × 1.6000 = 0.4800

Equity Weighted Score = 40% × Equity Strength Factor Score
0.40 × 1.9920 = 0.7968

Net Income Weighted Score = 30% × Net Income Strength Factor Score
0.30 × 2.698 = 0.8094

Composite Score

Sum of All Weighted Scores $0.4800 + 0.7968 + 0.8094 = 2.0862$ rounded to 2.1

* The definition of terms used in the ratios and the applicable strength factor algorithms and weighting percentages are found in the Student Assistance General Provisions (regulations) ([34 CFR 668 Subpart L](#)), [Appendix A](#) for proprietary schools and [Appendix B](#) for private nonprofit schools.

Refund Reserve Standards

One of the standards that a school must satisfy to be considered financially responsible is that it must have sufficient cash reserves to return *Title IV* funds when a student withdraws. A school is considered to have sufficient cash reserves if

- it is located in a state that has an ED-approved tuition recovery fund and the school contributes to that fund, or
- the school made all required returns, in a timely manner of unearned *Title IV* program funds that it is responsible for returning under the provisions of [34 CFR 668.22](#) for a student that withdrew from the school (see *Volume 5*, Chapter 2 for more information on returns, including timely payment).

When a state submits a tuition recovery fund for approval, the Department will consider the extent to which the recovery fund provides returns to both in-state and out-of-state students, complies with FSA requirements for the order of return of funds to sources of assistance, and is replenished if any claims arise that deplete the fund.

Refund Reserve Standards

[34 CFR 668.173](#)

Returning Funds in a Timely Manner

Unearned funds must be returned no later than 45 days after the date of the school's determination that the student withdrew. The regulations specify that a school has returned funds when it has

- deposited or transferred the funds into the bank account it maintains for federal funds (see the section below) no later than 45 days after the date it determines the student withdrew,
- initiated an electronic funds transfer (EFT) no later than 45 days after the date it determines that the student withdrew, or
- issued a check no later than 45 days (as supported by the school's records) after the date it determines that the student withdrew.

If a check is used to return unearned funds, the Department requires that the check be endorsed by the Department no later than 60 days after the school's determination that a student withdrew to be considered a timely return.

After a school has returned unearned funds to its federal account, provided those funds were originally received from the Department under a process that allows the school to reuse the unearned funds, the school can use the funds to make disbursements to other eligible students through the same program and in the same award year.

Timely Return of Funds

[34 CFR 668.173\(b\)](#)

Deposit to Operating or Separate Account

Unless the Department requires a school to use a separate account, the school may use its operating account for FSA purposes. In this case the school must designate that account as its federal bank account and have an auditable system of records showing that the funds have been allocated properly and returned in a timely manner. If there is no clear audit trail, the Department can require the school to begin maintaining *Title IV* funds in a separate bank account.

A school that maintains a separate federal bank account must deposit to that account, or transfer from its operating account to its federal account, the amount of unearned program funds, as determined under the return of *Title IV* funds regulations. The date the school makes that deposit or transfer is the date used to determine whether the school returned the funds within the 45-day time frame permitted in the regulations.

See the sections on accounting for funds and depository accounts in *Volume 4*, Chapter 1.

Maintaining and Accounting for Funds

[34 CFR 668.163](#)

Compliance Thresholds

The Department provides a small margin of error in determining that a school has paid all required refunds and returns on time. The Department considers a school to have paid returns in a timely manner if

- there is less than a 5% error rate in a sample of returns (composed of students for whom the school was required to return unearned funds) examined in a compliance audit, an audit conducted by the Office of the Inspector General (OIG), or a program review conducted by the Department or guaranty agency, or
- there are no more than two late returns in the sample (regardless of the number or percentage of late returns in the sample).

In addition, if the reviewer or auditor finds a material weakness or reportable condition in the school's report on internal controls relating to the return of unearned *Title IV* aid, the Department considers the school to have not paid returns in a timely manner.

Compliance Thresholds

[34 CFR 668.173\(c\)](#)

Letter of Credit Required When Funds are not Returned in a Timely Manner

Public schools and schools covered by a state tuition recovery fund that has been approved by the Department are not subject to the letter of credit (LOC) requirements. If any other school exceeds the compliance thresholds in either of its two most recently completed fiscal years, the school must submit an irrevocable letter of credit acceptable and payable to the Department. The letter of credit must be equal to 25% of the total amount of unearned *Title IV* funds the school was required to return during its most recently completed fiscal year.

A school that is required to submit a letter of credit must do so no later than 30 days after the earlier of the date that

- the school is required to submit its compliance audit;
- the OIG issues a final audit report;
- the designated department official issues a final program review determination;
- the Department issues a preliminary program review report or draft audit report, or a guaranty agency issues a preliminary report showing that the school did not return unearned funds for more than 10% of the sampled students; or
- ED sends a written notice to the school requesting the letter of credit that explains why the school has failed to return unearned funds in a timely manner.

If the preliminary report finds that the school did not return unearned funds in a timely manner for 10% or fewer of the sampled students, it would generally be required to submit the letter of credit only if the final report shows that the school did not return unearned funds in a timely manner for 5% or more of all the students in the sample. If the final report indicates that a letter of credit is required, the school would have to submit it no later than 30 days after the final report is issued.

If the Department determines that a LOC is required, it will send LOC submission instructions to the school under separate cover.

Exceptions to the Letter of Credit Requirement

A school is not required to submit a letter of credit if, after calculating 25% of the total amount of unearned *Title IV* funds that the school was required to return under [34 CFR 668.22](#) during the school's most recently completed fiscal year, the amount calculated is less than \$5,000. However, to meet the reserve requirement, such a school would need to demonstrate that it has available at all times cash reserves of at least \$5,000 to make required returns.

In addition, a school may delay submitting a letter of credit while it asks for reconsideration of a finding that it failed to return unearned *Title IV* funds in a timely manner. A school may request that the Department reconsider its finding if the school submits documents showing that

- the unearned *Title IV* funds were not returned in a timely manner solely because of exceptional circumstances beyond the school's control and that the school would not have exceeded the applicable threshold had it not been for the exceptional circumstances; or
- it did not fail to make timely returns.

A school's request, together with all required supporting documents, is submitted to the Department no later than the date it would otherwise be required to submit the letter of credit. If the Department denies the request, the Department notifies the school that its request has been denied and the date it must submit the letter of credit.

Alternatives to the General Financial Standards

If a school does not meet the general standards for financial responsibility, the Department may still consider the school to be financially responsible or may allow it to participate under provisional certification if the school qualifies for an alternative standard. If the Department determines that a school that does not meet one or more of the general standards does not qualify for an alternative, the Department may initiate a limitation, suspension, or termination action against the school (see Chapter 8 for more on corrective actions and sanctions).

Alternative Standards and Requirements

[34 CFR 668.175](#)

Provisional Certification

[34 CFR 668.13](#)

Letter of Credit Alternative for New Schools

A new school (one seeking to participate in the *Title IV* programs for the first time) that is not financially responsible solely because it has a composite score of less than 1.5 may still demonstrate financial responsibility. It can do so by submitting an irrevocable letter of credit, acceptable and payable to the Department, or another surety, which the Department specifies in the Federal Register, equal to at least 50% of the FSA program funds that the Department determines the school will receive during its initial year of participation.

Letter of Credit for New Schools

[34 CFR 668.175\(b\)](#)

Financial Protection Alternative for Participating Schools

A participating proprietary or private nonprofit school that fails to meet one or more of the general standards or has an adverse audit opinion may still demonstrate financial responsibility. It can do so by submitting an irrevocable letter of credit, acceptable and payable to the Department (or providing other financial protection described below), that the Department determines is equal to at least 50% of the FSA program funds the school received during its most recently completed fiscal year. Note that this requirement does not apply to public schools.

Financial Protection Alternative for Participating Schools

[34 CFR 668.175\(c\)](#)

Financial Protection

According to procedures established by the Department or as part of an agreement with a school, the Department may use the funds from that financial protection to satisfy the debts, liabilities, or reimbursable costs, including costs associated with allowed teach-outs, owed to the Department that are not otherwise paid directly by the school.

In lieu of a school submitting a letter of credit, the Department may permit the school to

- provide the amount required in the form of some other financial protection the Department specifies in the *Federal Register*;
- provide cash for the amount required; or
- enter into an arrangement under which the Department offsets the amount of *Title IV* funds that a school has earned in a manner that ensures that, no later than the end of a six- to twelve month period selected by the Department, the amount offset equals the amount of financial protection the school must provide. The Department provides the school any funds not used for the purposes described in the first paragraph of this section during the period covered by the agreement, or provides the school any remaining funds if it subsequently submits other financial protection

for the amount originally required.

Financial Protection

[34 CFR 668.175\(h\)](#)

Zone Alternative

A participating school that has a composite score of less than 1.5 but meets all other standards may demonstrate financial responsibility for up to three consecutive fiscal years if the Department determines that the school's composite score is equal to 1.0 to 1.4 for each of those years and the school meets specific monitoring requirements.

This alternative gives a school the opportunity to improve its financial condition over time without requiring the school to post a letter of credit or participate under provisional certification. Under the zone alternative, a school's operations, including its administration of the *Title IV* programs, are monitored more closely. If a school does not score at least 1.0 in one of the three subsequent fiscal years or does not improve its financial condition to attain a composite score of at least 1.5 by the end of the three-year period, the school must satisfy another alternative standard to continue participating. In addition, if a school fails to comply with the information reporting or payment method requirements, the Department may determine that the school no longer qualifies under this alternative.

Under the zone alternative, a school

1. must request and receive funds under the heightened cash monitoring or reimbursement payment methods, as specified by the Department (see *Volume 4, Chapter 2*);
2. may be required to submit its financial statement and compliance audit earlier than normally required (see the discussion of audit submission deadlines earlier in this chapter);
3. may be required to provide information about its current operations and future plans;
4. must require as part of its compliance audit that its auditor express an opinion on the school's compliance with the requirements of the zone alternative, including the school's administration of the payment method under which it received and disbursed FSA program funds; and
5. must provide timely information—within ten days of occurrence— on any of the following oversight and financial events:
 - Any event that causes the school, or related entity as defined in Accounting Standards Codification (ASC) 850, to realize any liability that was noted as a contingent liability in the school's or related entity's most recent audited financial statement; or
 - Any losses that are unusual in nature or infrequently occur, or both, as defined in accordance with Accounting Standards Update (ASU) No. 2015-01 and ASC 225.

Zone Alternative

[34 CFR 668.175\(d\)](#)

Provisional Certification Alternative

The Department may permit a participating proprietary or private nonprofit school to participate under provisional certification for up to three consecutive years if the school is not financially responsible because it does not satisfy one or more of the general standards, has an adverse audit opinion, is subject to a mandatory trigger or to a discretionary trigger that the Department determines will have an adverse material effect, has a recalculated composite score of less than 1.0, or has a past performance problem that has been resolved. The Department is not required to offer provisional certification to a school. It is an alternative that the Department may choose to offer in exceptional circumstances.

Provisional Certification Alternative

[34 CFR 668.175\(f\)](#)

If the Department permits a school to participate under provisional certification, it will require the school to

- submit an irrevocable letter of credit payable and acceptable to the Department (or provide other protection described under “Financial protection” earlier) for not less than 10%, as determined by the Department, of the FSA program funds the school received during its most recent fiscal year; this requirement does not apply to a public school backed by the full faith and credit of the state;
- demonstrate that it has met all of its financial obligations and was current on debt payments for its two most recent fiscal years; and
- comply with provisions 1-5 that are listed under the zone alternative.

The Department maintains the full amount of financial protection from the school until it first determines that the school has either: a composite score of 1.0 or greater based on a review of the audited financial statements for the fiscal year in which all liabilities from any triggering event required the financial protection, or a recalculated composite score of 1.0 or greater and any triggering event has ended.

If the school is still not financially responsible at the end of the provisionally certified period, the Department may again permit it to participate under a provisional certification but may require

- the school, or one or more persons or entities that exercise substantial control over it, to provide financial guarantees for an amount the Department determines is enough to satisfy any potential liabilities that may arise from the school’s participation in the *Title IV* programs;
- one or more of the persons or entities that exercise substantial control over the school to be jointly or severally liable for any liabilities that may arise from the school’s participation in the *Title IV* programs; and
- the school to provide, or continue to provide, the financial protection resulting from a mandatory or discretionary trigger until the school meets the composite score requirement above.

Provisional Certification for Schools Where Persons or Entities Owe Liabilities

If a school is not financially responsible because the persons or entities that exercise substantial control over the school owe an FSA program liability, the Department may permit the school to participate under provisional certification if

- the persons or entities that owe the liability repay or enter into an agreement with the Department to repay the liability (or the school assumes the liability and repays or enters into an agreement to repay the liability);
- the school meets all the general standards of financial responsibility and demonstrates that it has met all of its financial obligations and was current on its debt payments for its two most recent fiscal years; and
- the school submits to the Department an irrevocable letter of credit, payable and acceptable to the Department, for an amount determined by the Department (at least 10% of the FSA program funds received by the school during its most recent fiscal year).

The school also must comply with the requirements under the zone alternative.

In addition, the Department may require the school or persons or entities that exercise substantial control over the school to submit financial guarantees to the Department to satisfy any potential liabilities arising from the school's FSA program participation. The same persons may be required to agree to be jointly and severally liable for any FSA program liabilities.

Provisional Certification Alternative for Persons or Entities Owing Liabilities

[34 CFR 668.175\(g\)](#)

Past Performance

In addition to meeting the standards of financial responsibility and fulfilling all its financial obligations, a school must demonstrate that it properly administers the *Title IV* programs. Past actions of the school or individuals affiliated with the school may reveal mismanagement of FSA program funds, thereby demonstrating that a school is not financially responsible. Therefore, in evaluating the way a school administers the *Title IV* programs, the Department considers the past performance of both the school and individuals affiliated with the school.

Past Performance

[34 CFR 668.174](#)

Past Performance of a School

A school is not financially responsible if it

- in the last five years, has been subject to a limitation, suspension, or termination action or has entered into an agreement to resolve a limitation, suspension, or termination action initiated by the Department or a guaranty agency;
- in either of its two most recent FSA program reviews or audits, has had findings for the current fiscal year or two preceding fiscal years that required repayment of more than 5% of the FSA program funds received by the school;
- has been cited during the last five years for failing to submit audits as required; or
- has failed to satisfactorily resolve any compliance issues identified in program reviews or audit reports, upheld in a final decision of the Department.

Past Performance of a School

[34 CFR 668.174\(a\)](#)

Past Performance of Persons Affiliated With a School

A school is not deemed financially responsible if a person or entity who exercises substantial ownership or control over the school—or if any member or members of that person's family alone or together—either owes a liability for an FSA

program violation or exercises or has ever exercised substantial ownership or control over another school or a third-party servicer that owes such a liability. This is true unless that person or entity, family member, school, or servicer demonstrates that the liability is being repaid in accordance with an agreement with the Department.

The Department may consider a school that does not meet this requirement to be financially responsible if the school notifies or demonstrates to the Department

- that an acceptable portion of the liability was repaid according to the regulations;
- that the liability is currently being repaid under a written agreement with the Department; or
- (1) why the person or entity who exercises substantial ownership or control should nevertheless be considered to lack that ownership or control, or (2) why the person or entity who exercises substantial ownership or control and each member of that person's family does not or did not exercise substantial ownership or control over the school or servicer that owes the liability.

A school must report any changes of control in which a person acquires the ability to affect substantially the school's actions. Such changes in control trigger a review to determine if the school is financially responsible (see *Chapter 5*).

Past Performance of Persons

[34 CFR 668.174\(b\)](#)

Past Performance and Exercise of Substantial Control

[34 CFR 668.174\(b\)\(1\)](#) and [\(c\)](#)

Student and Course Limitations

An otherwise eligible school becomes ineligible if it exceeds

- the 50% limit on students without a high school diploma or equivalent,
- the incarcerated student limitation (25%), or
- the correspondence course limitation (50%) or the correspondence student limitation (50%).

A school must calculate these percentages to demonstrate compliance with a requirement or to demonstrate eligibility for a limitation waiver. For each of the tests, the calculation performed by the school must be attested to by the independent public accountant or a government auditor who audits the school's financial statement or performs its FSA compliance audit. If a school's initial or previous calculation was in error, the auditor's report must be part of the audit workpapers and must include a recalculation. The auditor's attestation report must indicate whether the school's determinations (including any relevant waiver or exception) are accurate.

For each of the limitation requirements, the school must notify the Department (via Section G of the E-App) of the school's failure to meet a requirement, its falling within a prohibited limitation, or its ineligibility for a continued waiver, as applicable. The notification must occur by July 31 after the end of an award year. The Department will advise the school of its options, including whether it might be eligible for a waiver. (Waivers are available for the limitations for correspondence students, incarcerated students, and students without a high school diploma or equivalent.) A school that fails to meet any of these requirements loses its eligibility to participate in any FSA program as of the last day of the most recent award year for which the school failed to meet the requirement.

If a school loses its eligibility because it failed to meet one or more of the limitation requirements, the school cannot

regain eligibility until it can demonstrate that it was in compliance with all of the limitation requirements for the most recently completed award year. Once this has occurred, the school may apply to regain its eligibility. In addition, it must also show how its administrative practices and policies have been changed to ensure that it will not fall within prohibited limits in the future.

In addition to the limitations explained in this chapter, a school is not eligible if it or its owner files for bankruptcy or if the school, its owner, or its CEO is responsible for a crime involving FSA program funds. See *Chapters 1* and *3*. A school that becomes ineligible because of one of these factors must immediately stop awarding *Title IV* funds and follow the steps for a school that has lost its FSA participation. See *Chapter 8* for more information.

Conditions of Institutional Ineligibility

[34 CFR 600.7](#)

Limitation on Students Admitted Without a High School Diploma or Equivalent

A school that does not provide a four-year bachelor's degree program or a two-year associate degree program is ineligible if, for its latest complete award year, more than 50% of its regular enrolled students had neither a high school diploma nor its equivalent.

If a public or private nonprofit institution exceeds the 50% limit because it serves significant numbers of these students through contracts with federal, state, or local government agencies, the Department may waive the limitation.

The waiver will only be granted if no more than 40% of the school's regular students (those students not receiving job training through contracts with federal, state, or local government agencies) do not have a high school diploma or its equivalent. If granted, the waiver may be extended in each year the public or private nonprofit school continues to meet the requirements. The public or private nonprofit school's calculation must be attested to by an independent public accountant or a government auditor each year an audit is conducted.

Incarcerated Student Limitation and Waiver

A school is ineligible if, in its latest complete award year, more than 25% of its regular students are incarcerated. For information on the eligibility of incarcerated students for federal student aid, see *Volume 1*, Chapter 1.

A public or private nonprofit school can ask the Department to waive this limitation if it has continuously provided an eligible prison education program approved by the Department for at least two years. If granted, the waiver is effective as long as the school continues to meet the waiver requirements each award year. For a school offering only two-year or four-year programs that lead to associate or bachelor's degrees, the waiver applies to all programs at the school. But if the school offers other types of programs, the waiver would apply to any of the school's two-year and four-year bachelor's degree, associate's degree, and postsecondary diploma programs and also to any other programs in which the incarcerated regular students enrolled have a 50% or greater completion rate. The calculation of this completion rate is specified in [34 CFR 600.7\(e\)\(2\)](#) of the institutional eligibility regulations and must be attested to by an independent public accountant or a government auditor.

A public or private nonprofit school may request the waiver using the E-App (eligcert.ed.gov) by answering the questions in Section G and explaining in question 69.

For the first five years after the waiver is granted, the 25% limitation on confined or incarcerated individuals is raised to 50%. Following five continuous years of an institution operating with a waiver, the limit is raised to 75%. If the Department determines that a public institution is chartered for the explicit purpose of educating confined or incarcerated individuals, these limits do not apply.

Incarcerated Student Limitation

[34 CFR 600.7\(a\)\(1\)\(iii\)](#) and [600.7\(c\)](#)

Confined or Incarcerated Individual Definition

An individual who is serving a criminal sentence in a Federal, State, or local penitentiary, prison, jail, reformatory, work farm, juvenile justice facility, or other similar correctional institution. An individual is not considered incarcerated if that individual is subject to or serving an involuntary civil commitment, in a half-way house or home detention, or is sentenced to serve only weekends.

Correspondence Course and Student Limitations

In general, a school is ineligible if for the latest complete award year

- more than 50% of the school's courses were correspondence courses (correspondence course limitation) or
- 50% or more of the school's regular students were enrolled in correspondence courses (correspondence student limitation). This limitation may be waived for a school that offers a 2-year associate degree or 4-year baccalaureate degree program if the school demonstrates to the Department that in that award year, the students enrolled in its correspondence courses receive no more than 5% of the total *Title IV* program funds received by all of the school's students.

Note that the correspondence course and student limitations do not apply to a school that exclusively or mainly provides vocational adult education or job training as defined under Sec. 3(3)(C) of the *Carl D. Perkins Career and Technical Education Act of 2006*.

Also note that the 50% limits apply to the school, not to its individual programs. An educational program composed entirely of correspondence courses could still be an eligible program if no more than 50% of the school's courses were offered through correspondence and the program met other eligibility requirements. For more on correspondence study and program eligibility, student eligibility, and cost of attendance, see Chapter 2, as well as *Volume 1*, Chapter 1 and *Volume 3*, Chapter 2 respectively.

The school's correspondence course calculation and correspondence student calculation must be attested to by an independent public accountant or a government auditor.

Calculating the Percentages

Calculating the Percentage of Correspondence Courses

- If a school offers a course both by correspondence and residential training, the course counts twice, as a correspondence course and as a residential course. Thus, it would count as one in the numerator and as two in the denominator.
- Regardless of how many sections of a course or program are offered during the award year (as a residential or as a correspondence course), the course is counted only once under each type.
- A program not offered in courses or modules counts as one correspondence course.

Using the latest complete award year, the formula for determining the percentage of correspondence courses is

as follows:

number of school's correspondence courses ÷ total number of school's courses = % of correspondence courses

Calculating the Percentage of Correspondence Students

- All regular students enrolled in an institution's *Title IV*-eligible programs must be counted. (A regular student is "a person enrolled for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by the school.")
- A school must use a straight head count of enrolled students, including full-time and part-time students and students who don't receive aid as well as FSA recipients.
- If a student withdrew from the school and received a full refund, the student is not counted.

Using the latest complete award year, the formula for determining the percentage of enrolled students is as follows:

number of regular students enrolled in the school's correspondence courses ÷ number of regular students enrolled in all of the school's courses = % of correspondence students

Correspondence Study Limitation

Sec. 102(a)(3)(A) and (B) of the HEA

[34 CFR 600.7\(a\)\(1\)\(i\)](#) and [\(ii\)](#) and

[600.7\(b\)\(3\)\(i\)](#) and [\(ii\)](#)

Carl D. Perkins Career and Technical Education Act of 2018 (V)

20 U.S.C. 2301

[Perkins V](#)

Notifying ED When Limit is Exceeded

[34 CFR 600.7\(h\)](#)

A School Is the Sum Only of Its Eligible Programs

Some schools offer programs that are eligible for *Title IV* funds as well as those that are not. For *Title IV* program purposes, the Department considers an eligible institution to be the sum of its eligible programs. To minimize the effect on its institutional eligibility of offering programs solely by correspondence that do not lead to a degree, a school might choose to identify those programs as not part of its *Title IV*-eligible programs. A program (and students enrolled therein)

that was so identified would not be considered part of the school in these two formulas.

Cohort Default Rates

A school's eligibility for the *Title IV* programs can be affected by a high cohort default rate (CDR). The Department calculates a school's CDR based on information from guaranty agencies and federal loan servicers.

The Department sends [draft default rates to participating schools in February](#) to allow each school an opportunity to review and correct the data that will be used to calculate its official cohort default rates. In September of each year, the Department issues the official cohort default rates. These rates are electronically delivered to schools and posted on the NSLDS Professional Access website. Schools must be enrolled in the eCDR process for electronic delivery of the rates. They can sign up for that process by completing the enrollment form on the [SAIG Enrollment website](#).

Default Rates

HEA Sec. 435(m)
20 U.S.C. 1082, 1085, 1094, 1099c
[34 CFR Part 668 Subpart N](#)
DCL [GEN-14-03](#)

Time Frames for Cohort Default Rates

A school's annual CDR is based on a "cohort" of students who received FFEL or Direct Loans at the school and entered repayment in a single fiscal year—the federal fiscal year, October 1–September 30.

For instance, a school's FY2020 CDR is based on the cohort of students who received FFEL or Direct Loans at the school and entered repayment on those loans between October 1, 2019, and September 30, 2020. This number becomes the denominator (the lower part of the fraction) in the CDR calculation.

$X \div$ Total borrowers who entered repayment during FY2020

The Department tracks this group of students during the fiscal year in which they enter repayment and through the end of the second following fiscal year. The number of students who default on their loans (or meet other related conditions) during those three fiscal years becomes the numerator (top part of the fraction) in the CDR calculation.

Total borrowers who entered repayment in FY2020 and defaulted in FY2020, 2021, and 2022 \div Total borrowers who entered repayment during FY2020

Because it takes three years to track the outcomes, the initial FY2020 CDR for a school is not released until three years later, at the beginning of 2023. This is one of the reasons that schools should closely monitor student borrowing and implement effective default prevention procedures as soon as possible. The steps taken to help students this year may reduce the number of defaults in the CDR three years from now.

The terminology, criteria, calculations, and exceptions for the rates are described in more detail in the [Cohort Default Rate Guide](#).

Consequences of High Cohort Default Rates

Schools face sanctions under the following conditions:

- For a cohort default rate of greater than 40 percent for any year, schools lose eligibility to participate in the Direct Loan Program.
- For a default rate of 30 percent or more for any year, schools must create a default prevention taskforce that will

develop and implement a plan to address the high default rate. That plan must be submitted to the Department for review.

- For a default rate of 30 percent or more for a second consecutive year, schools must submit to the Department a revised default prevention plan and may be placed on provisional certification.
- For a cohort default rate of 30 percent or more for three consecutive years, schools lose eligibility to participate in both the Direct Loan Program and the Federal Pell Grant Program.

Moreover, a school is not considered to be administratively capable when

- the CDR for Federal Stafford/SLS loans or Direct Subsidized/ Unsubsidized Loans made to students for attendance at the school equals or exceeds 30% for two of the three most recent fiscal years or
- the CDR for Perkins loans made to students for attendance at the school exceeds 15%. See *Volume 6* for other rules and associated penalties related specifically to high Perkins default rates.

When a high default rate demonstrates a lack of administrative capability, a school may become ineligible to participate in the Direct Loan, Pell Grant, or Perkins programs, or the Department may choose to provisionally certify such a school. For detailed information on default rates, including challenges and appeals, refer to the [Cohort Default Rate Guide](#) in the Knowledge Center.

High Default Rates

[34 CFR 668.206](#)

Default Rates and Administrative Capability

[34 CFR 668.16\(m\)](#)

Default Prevention Plan

As described in [34 CFR 668.217](#), if a school's cohort default rate is equal to or greater than 30%, it must establish a default prevention task force that prepares a plan that

- identifies the factors causing the default rate to exceed the threshold,
- establishes measurable objectives and the steps the school will take to improve the default rate, and
- specifies the actions the school will take to improve student loan repayment, including counseling students on repayment options.

A school must submit its default prevention plan to its school participation division for review. If the cohort default rate is equal to or greater than 30% for two consecutive fiscal years, the default prevention plan must be revised and submitted again for review. [Appendix A to Subpart N of Part 668](#) describes some measures you may find helpful in reducing the number of students that default on Federally funded loans. In addition, [DCL GEN-05-14](#) includes activities related to default prevention & management for new schools that schools with high default rates may find helpful.

Default Management Plan for New Schools

New schools, and schools newly approved for Direct Loan participation, are required to implement a default management plan prior to certification. In addition, a school that undergoes a change in ownership that results in a change in control or a school that changes its status as a main campus, branch campus, or additional location must implement a default

management plan.

A school undergoing a change in ownership is exempt from submitting a default management plan if the school, including its main campus and any branch campus, does not have a cohort default rate greater than 10% and the new owner of the school does not own and has not owned any other school that had a cohort default rate greater than 10% during the owner's tenure.

If a school is required to use a default management plan under [34 CFR 668.14\(b\)\(15\)](#) because it is participating in the William D. Ford Federal Direct Loan (Direct Loan) Program for the first time or it has undergone a change of ownership that results in a change in control, the school's implementation of the nine activities outlined in the Sample Default Prevention and Management Plan provided in [DCL GEN-05-14](#) will satisfy that requirement. In addition to implementing the regulatory requirement, all schools are encouraged to consider adopting the measures described in this Default Prevention and Management Plan.

Default Rate and Contact Information on the Web

The Operations Performance Division in Federal Student Aid responds to questions about cohort default rates and reviews cohort default rate challenges, adjustments, and appeals. It also provides technical assistance and outreach to schools to assist them in [lowering their default rates](#). More information, including searchable default rates for all schools participating in the *Title IV* programs, is available on the [default management website](#). Schools can also call the hotline at (202) 377-4259 or email fsa.schools.default.management@ed.gov.

Chapter 5

Updating Application Information

This chapter describes the regular recertification of schools, as well as changes that can affect a school's participation and how and when to report these changes to the Department on the Application for Approval to Participate in the Federal Student Financial Aid Programs (E-App).

Document Center for Program Compliance Documents

The Document Center, available on the Common Origination and Disbursement (COD) website, is a centralized electronic repository of documents that allows school users and affiliated third-party servicers to electronically upload certain program compliance documents. It is designed to aid users in supporting compliance related services such as:

- Program Reviews
- Financial Analysis
- Compliance Audits
- Method of Payment

The Benefits of using the Document Center include:

- Reducing paperwork
- Improving the efficiency of the Department's compliance document management process
- Providing immediate notifications when documents are requested or uploaded
- FSA, School (both domestic and foreign), and the third-party servicers can access the Document Center

The Document Center allows users to electronically

- Upload Documents
- Submit and Respond to Document Requests
- Search and View Previously Uploaded Documents
- and Receive Notification Alerts when Documents are Uploaded

Schools use the Document Center when submitting compliance related documents to the Department. Please review the [8/14/2020 Electronic Announcement](#) for more information.

Recertification

A school may be certified to participate for up to six years. Recertification is the process through which a school that is presently certified to participate in the *Title IV* programs applies to have its participation extended beyond the expiration date of its current **Program Participation Agreement (PPA)**. The Department will notify a school six months prior to the expiration of its PPA. The school must submit a materially complete application before the expiration date in its PPA.

Recertification

Sec 498(g) and (h) of the HEA
[34 CFR 600.20\(b\)](#) and [\(f\)](#)

If a school that is currently certified submits its materially complete application to the Department no later than 90 calendar days before its PPA expires, its PPA remains valid, and its eligibility to participate in the *Title IV* programs continues until its application is either approved or not approved. This is true even if the Department does not complete its evaluation of the application before the PPA's expiration date. (For example, if a school's PPA expires on June 30 and it

submits its application by March 31, the school remains certified during the Department’s review period—even if the review period extends beyond June 30.) If the 90th day before the PPA’s expiration falls on a weekend or a federal holiday and the school submits its application (E-App) no later than the next business day, the Department considers the application to be submitted 90 days before the PPA expires.

If the school’s application is not received at least 90 days before the PPA expires or is not materially complete by that date, the school’s PPA will expire on the scheduled expiration date and the FSA program funding will cease. If a school’s eligibility lapses, the school may not continue to disburse *Title IV* funds until it receives the Department’s notification that the school is again eligible to participate in the programs.

The School Participation Division (SPD) will contact the school if it has questions about the application, generally within 90 days of the Department receiving it. If a school’s application is approved, the Department will send an electronic notice to the president and financial aid officer notifying them that the PPA is available to print, review, sign, and return. If the application is not approved, ED will notify the school and explain why.

Nonparticipating eligible schools are only required to renew their eligibility when the Department requests it. Their eligibility status continues indefinitely as long as they continue to meet the institutional eligibility requirements. If a school wants to be certified to participate in the *Title IV* programs, it must submit an application and supporting documentation (see *Chapter 1*).

Eligible Nonparticipating School

[34 CFR 600.20\(b\)\(1\)](#)

Change in Ownership

Changes to previous applications, including changes in ownership, reporting, expanding eligibility, and certification, must be submitted to the Department through the [E-App](#).

Supporting documents can be emailed to the following address:

caseteams@ed.gov.

Changes in Ownership

HEA Sec. 498(i)

[34 CFR 600.31](#)

[Electronic Announcement GEN-23-77](#)

Family defined

[34 CFR 600.21\(f\)](#)

Excluded Transactions

[34 CFR 600.31\(e\)\(1\)](#) and [\(2\)](#)

Change in ownership—publicly traded corporation

[34 CFR 600.31\(c\)\(2\)](#)

Change in Ownership That Results in a Change of Control, Structure, or Governance

A change of ownership that results in a change in control occurs when a person who has or gets an ownership interest in the entity (or the parent of that entity) that owns the school gets or loses the ability to control the school. A person can be a legal entity or a natural person. The parent or parent entity is one that controls the specified entity directly or indirectly through one or more intermediaries.

Control and Ownership Interest

Definition of control

[34 CFR 600.31\(b\)](#)

Ownership interest

[34 CFR 668.31\(b\)](#)

Covered Transactions

The most common example of this change in controlling interest is when the school is sold to a new owner. Other kinds of “covered transactions” include

- the transfer of the controlling interest of stock (or a membership interest) of the entity that owns the school, or any of its parent entities;
- A merger under state law of the ownership entities of two or more eligible schools;
- the division of one school into two or more schools;
- the transfer of the liabilities of a school to its parent corporation;
- a transfer of assets that comprise a substantial portion of the educational business of the school, except if it is exclusively in the granting of a security interest in those assets; or
- a change in status as a for-profit, nonprofit, or public institution.

Excluded Transactions

A transfer of ownership and control of all or part of an owner’s equity or partnership interest in a school, its parent corporation, or another legal entity that has signed the school’s PPA is **not** considered a change in ownership and control if the transfer is from an owner to a family member or—upon the retirement or death of the owner—to a person not a family member who for at least two years preceding the transfer has established and retained an ownership interest in the school and has been involved in its management. A family member of an owner includes: a spouse; a spouse’s parent, stepparent, sibling, step-sibling, child, stepchild, grandchild, or step-grandchild; a child’s spouse; and a sibling’s spouse.

Excluded Transactions

[34 CFR 600.31\(e\)](#)

Changes at Public Institutions

The Department does not consider that a public institution has undergone a change in ownership that results in a change of control if there is a change in governance, and the school after the change remains a public institution, provided

- the new governing authority is in the same state as included in the institution's program participation agreement; and
- the new governing authority has acknowledged the public institution's continued responsibilities under its PPA.

Within 10 days of undergoing a change in governance, however, a public institution must report that change to the Department. The school must also explicitly acknowledge its continued responsibilities under its PPA. If the documentation transferring control of a public institution to another in-state entity does not specifically acknowledge those responsibilities, the school must acknowledge them in a separate letter.

Change in Ownership for Closely Held Corporations

A *closely held corporation* (including the term *close corporation*) is

- a corporation that qualifies under the law of the state of its incorporation or organization as a closely held corporation; or
- if the state of incorporation or organization has no definition of closely held corporation, a corporation whose stock is held by no more than 30 persons and has not been and is not planned to be publicly offered.

For a closely held corporation, a change in ownership and control occurs when

- a person acquires more than 50% of the total outstanding voting stock of the corporation;
- a person who holds an ownership interest in the corporation acquires control of more than 50% of the outstanding voting stock of the corporation; or
- a person who holds or controls 50% or more of the total outstanding stock of the corporation ceases to hold or control that proportion of the stock of the corporation.

Change in Ownership for Publicly Traded Corporations

For *publicly traded corporations*, a change in ownership and control occurs when

- a person acquires ownership and control of the corporation such that the corporation is required to file a Form 8K with the Securities and Exchange Commission (SEC) notifying that agency of the change in control, or
- a person who is a controlling shareholder of the corporation ceases to be a controlling shareholder.

A controlling shareholder is a shareholder who holds or controls through agreement **both** 25% or more of the total outstanding voting stock of the corporation *and* more shares of voting stock than any other shareholder. A controlling shareholder for this purpose does not include a shareholder whose sole stock ownership is held as a U.S. institutional investor, held in mutual funds, held through a profit-sharing plan, or held in an employee stock ownership plan (ESOP).

For a publicly traded corporation, when a change of ownership occurs, instead of a same-day balance sheet, the school may submit its most recent quarterly financial statement as filed with the SEC. Together with its quarterly financial statement, the school must submit copies of all other SEC filings made after the close of the fiscal year for which a compliance audit has been submitted to ED.

Consider a publicly traded school that is provisionally certified because of one change in ownership and experiences another. If any controlling shareholder on the newer change of ownership application was listed on the ownership application for which the provisional approval was granted, the expiration date for the original provisional certification remains unchanged if the newer application is approved.

Change in Ownership in Other Instances

“Other entities” include limited liability companies, limited liability partnerships, limited partnerships, and similar types of legal entities. A change in ownership and control of an entity that is neither closely held nor required to be registered

with the SEC occurs when

- a person who has or acquires an ownership interest gets control of both the corporation and at least 25 percent of the total of outstanding voting stock of the corporation; or
- a person who holds control of the corporation and ownership or control of at least 25 percent of the total outstanding voting stock of the corporation ceases to control the corporation or to own or control that percentage of its stock.

For a **general partnership or sole proprietorship**, a change in ownership and control occurs when a person who has or acquires an ownership interest acquires or loses control as described earlier.

In a **wholly owned subsidiary**, substantially all of the outstanding voting securities are owned by its parent together with the parent's other wholly owned subsidiaries. It changes ownership and control when its parent entity changes ownership and control as described earlier.

A **nonprofit institution** changes ownership and control when a change takes place that is described under "Covered transactions."

Training and Default Management Plan

If a school undergoes a change in ownership or control, the school's owner/CEO (or a high-level school official designated by that person) and its chief financial aid administrator must attend the Fundamentals of Federal Student Aid Administration training. If the owner/CEO and/or the financial aid administrator have not changed, the school may request a waiver of the training requirement from its SPD. ED may grant or deny the waiver for the required individual, require another official to take the training, or require alternative training.

A school that changes ownership or changes its status as a parent or subordinate institution must adopt the Sample Default Prevention Plan or develop its own default management plan that is approved by the Department. The school must implement the plan for at least two years.

A school is exempt from submitting a default management plan if

- the parent school and the subordinate school both have a cohort default rate of 10% or less, and
- the new owner of the parent or subordinate school does not own, and has not owned, any other school with a cohort default rate over 10%.

Changes In Ownership Interest and 25% Threshold

Ownership or ownership interest means a legal or beneficial interest in a school or its corporate parent or a right to share in the profits derived from the operation of a school or its corporate parent. The school must report any change in ownership interests whenever

- an owner acquires a total interest of 25% or greater,
- an owner who held a 25% or greater interest reduces his or her interest to less than 25%, or
- an owner of a 25% or greater interest increases or reduces her interest but remains the holder of at least a 25% ownership interest.

25% Threshold

[34 CFR 600.31\(c\)\(2\)\(ii\)\(A\)](#)

Ownership or ownership interest does not include an ownership interest held in an ESOP, a mutual fund that is regularly and publicly traded, a U.S. institutional investor as defined by the SEC, or a profit-sharing plan of the school or its corporate parent (provided that all full-time permanent employees of the school or corporate parent are included in the

plan).

Because of these reporting requirements, even though transferring ownership interest through death or retirement may be excluded from being considered a change in ownership resulting in a change of control, the resulting change in percentages of ownership interests must be reported to the Department.

A school must report any changes that result in an individual or owner (including a corporation or unincorporated business entity) acquiring the ability to substantially affect the actions of the school. Such a change must be reported within 10 days of the change. A school owned by a publicly traded corporation must report the change within 10 days after the corporation learns of the change. Adherence to these requirements is enforced during the institutional participation approval process, program reviews, and audit process. All schools are bound by these reporting requirements, and substantial penalties may be imposed on schools that fail to comply with them.

An individual or corporation has the ability to substantially affect the school's actions when they

- personally hold, or hold in partnership with one or more family members, at least a 25% ownership interest in the school (directly or indirectly);
- personally represent (with voting trust, power of attorney, or proxy authority), or represents in partnership with one or more family members, any individual or group holding at least a 25% ownership interest in the school (directly or indirectly);
- are the school's general partner, chief executive officer (or other executive officer), chief financial officer, individual designated as the lead program administrator for the *Title IV* programs at the school, or a member of the school's board of directors; or
- are the chief executive officer (or other officer) for any entity that holds at least a 25% ownership interest in the school or is a member of the board of directors for such an entity.

To ensure that its *Title IV* program participation isn't jeopardized, a school must report to the Department an ownership change (including the names of persons involved). On receiving the notification, the Department will investigate and notify the school whether a change in ownership resulting in a change of control has occurred that will require the school to submit a materially complete application.

Steps to be Taken During a Change in Ownership

Steps to be Taken by the School

If a school is changing control, the school must submit a materially complete application through the E-App within 10 business days of the change in ownership, and submit the documents required by [34 CFR 600.20\(g\)\(2\)\(i\)-\(iv\)](#).

Steps to be Taken by Prospective Owners

To assist with the Change in Ownership process, the prospective owner should ask the former owner for copies of the school's Eligibility and Certification Approval Report (ECAR), refund policy, Return of *Title IV* Funds policy, any required default management plan, program reviews, audited financial statements (for at least the two most recently completed fiscal years), and compliance audits. The prospective owner will need this information to receive approval to participate.

Accompanying the application must be audited financial statements for the school's two most recently completed fiscal years (if the school has not yet submitted statements for those years), an audited balance sheet showing the financial condition of the school at the time of the change, and a default management plan (if required). Each participating school must demonstrate financial responsibility independently. If the entity that has acquired the school is an ongoing entity (partnership or corporation), the school must also submit completed audited financial statements of the acquiring entity for the last two consecutive fiscal years. For information on financial responsibility and submitting audited financial statements see Chapter 4.

The school also must submit proof that its accreditation is continued under the new ownership or control, along with a photocopy of its state legal authorization under the new ownership. The application for provisional extension of certification as outlined under [34 CFR 600.20\(g\)](#) is discussed later in this section. It also outlines the specific information that must be included within 10 business days after the change in ownership occurs.

The school may not award *Title IV* program funds until it receives a new Temporary Provisional PPA signed on behalf of the Secretary.

Although a separate financial aid compliance audit is not required when there is a change in ownership, structure, or governance, the prospective owner may choose to have the accounts audited before they are closed out. Questions about FSA accounts or closeout procedures should be addressed to the appropriate SPD.

Accepting Liabilities and Responsibility for Return of Funds

If new owners acquire a school or if a school is the result of the merger of two or more schools that formerly were operating separately, the new owner is liable for any debts that accrued from the former owner's *Title IV* program administration. A new owner accepts liability for any federal funds that were given to the school but that were improperly spent before the date the change in ownership, structure, or governance became effective. A new owner must also abide by the school's refund policy and the Return of *Title IV* funds (R2T4) policy for students enrolled before the date the change became effective, and must honor all student enrollment contracts signed before the date of the change.

Payments to Eligible Students

Before the change in ownership, structure, or governance takes place, the former owner should make sure that all students receive any *Title IV* payments already due them for the current payment period and that all records are current and comply with federal regulations. If the school needs additional funds for its students for the current payment period, it should request them and disburse them to all eligible students before the change takes place.

The school loses its approval to participate in the *Title IV* programs when the change takes place. Generally, a school may

- use Pell Grant, TEACH Grant or Campus-Based funds that it has received or request additional Pell Grant or Campus-Based funds from the Department to satisfy any unpaid commitment made to eligible students from the date the school's participation ended until the scheduled completion date of the payment period; and
- credit a student's account with the proceeds of a second or subsequent disbursement of a Direct Loan to satisfy any unpaid commitment made to the eligible student under the Direct Loan Program from the date participation ends until the scheduled completion of that period of enrollment. (The proceeds of the first disbursement of the loan must have been delivered to the student or credited to the student's account prior to the end of the participation.)

The school must notify all new students that no federal aid funds can be disbursed until the school's eligibility is established and a new PPA signed by the Department is received.

Beginning on the date that the change becomes effective, the school may no longer award *Title IV* funds. If the school's prospective owners wish the school to participate in one or more of the *Title IV* programs, the school must submit a materially complete application to the Department.

The school can apply for preacquisition review and temporary provisional approval after the change in ownership (described in the next section).

Temporary Approval for Continued Participation 34 CFR 600.20(g)

The Department, at its discretion, may permit a school undergoing a change in ownership that results in a change in control to continue to participate in the *Title IV* programs on a provisional basis if the school meets the following specific requirement.

At least 90 days prior to the change in ownership, the institution must provide the Department with notice of the proposed change, including the appropriate State authorization and accrediting documents, and copies of the appropriate financial statements. After a school has submitted this information to the Department, any changes to the proposed ownership structure must be reported promptly to the Department, and at least 90 days prior to the change. The institution must additionally provide enrolled and prospective students with notice of the proposed change in ownership, and submit evidence that disclosure has been made no later than 90 days prior to the change. (see [Electronic Announcement GEN-24-54](#))

The school must submit a materially complete application that must be received by the Department no later than 10

business days after the change becomes effective. A materially complete application for the purpose of applying for a temporary approval must include

- a completed application form;
- a copy of the school's state license or equivalent that was in effect on the day before the change in ownership took place;
- a copy of the accrediting agency's approval (in effect on the day before the change in ownership) that granted the school accreditation status including an approval of the nondegree programs it offers;
- financial statements of the school's two most recently completed fiscal years that are prepared and audited in accordance with the requirements of the generally accepted accounting principles (GAAP), published by the Financial Accounting Standards Board, and the generally accepted governmental auditing standards (GAGAS) published by the U.S. General Accounting Office (submitted via the [eZ-Audit website](#));
- a completed signature page, Section L.
- audited financial statements for the school's new owner's two most recently completed fiscal years that are prepared and audited in accordance with GAAP and GAGAS, or acceptable equivalent information for that owner (submitted via the eZ-Audit website); and

If such financial statements are not available, financial protection in the amount of—

- At least 25 percent of the institution's prior year volume of *Title IV* aid if the institution's new owner does not have two years of acceptable audited financial statements; or
- At least 10 percent of the institution's prior year volume of *Title IV* aid if the institution's new owner has only one year of acceptable audited financial statements; and
- If deemed necessary by the Secretary, financial protection in the amount of an additional 10 percent of the institution's prior year volume of *Title IV* aid, or a larger amount as determined by the Secretary. If any entity in the new ownership structure holds a 50 percent or greater direct or indirect voting or equity interest in another institution or institutions, the financial protection may also include the prior year volume of *Title IV* aid, or a larger amount as determined by the Secretary, for all institutions under such common ownership.

If the application is approved, the SPD will send the school a Temporary Provisional Program Participation Agreement (Temporary PPA). The Temporary PPA extends the terms and conditions of the PPA that were in effect for the school before its change of ownership.

The Temporary PPA expires on the earliest of the

- date that the Department signs a new program participation agreement;
- date that the Department notifies the school that its application is denied; or
- last day of the month following the month in which the change of ownership occurred unless the school provides the necessary documents described as follows.

The Department can automatically extend the Temporary PPA on a month-to-month extension if, prior to the expiration date, the school submits

- a same day balance sheet showing the school's financial position on the day the ownership changed, prepared in accordance with GAAP and audited in accordance with GAGAS;
- approval of the change of ownership from the school's state agency that legally authorizes postsecondary education in that state (if not already provided);
- approval of the change of ownership from the school's accrediting agency (if not already provided); and
- a default management plan that follows examples provided by the Department or notification that it is using the Department's plan or is exempt from providing a plan.

Temporary Approval

HEA Sec. 498(i)(4)

[34 CFR 600.20\(g\)](#) and [\(h\)](#)

[Electronic Announcement GEN-24-54](#)

Audits

[34 CFR 668.23](#)

Pre-Acquisition Review

Schools may submit an E-App marked “pre-acquisition review” before a change in ownership (CIO) takes place. Although the Department will issue a response letter following its pre-acquisition review, that letter does not tell the school the Department’s decision on whether the CIO application will be approved. Also, any guidance or indications of the Department’s position in the response are preliminary and subject to final determination when the Department conducts its review following the closing of the CIO transaction.

The Abbreviated Pre-Acquisition Review Option

The Department provides schools with one option for pre-acquisition review of CIO transactions: an abbreviated pre-acquisition review (APAR).

When a CIO occurs, the Department may continue the school’s participation on a provisional basis if the school submits a materially complete application that the Department receives no later than 10 business days after the change occurred. See [34 CFR 600.20\(g\)](#). The APAR option may be useful to a school that wants the Department’s limited guidance on whether its new owner’s financial statements satisfy [34 CFR 600.20\(g\)\(2\)\(iv\)](#), which is one of the requirements for a materially complete application. In addition, the Department will provide guidance to ensure that the financial statements will be submitted by the correct new owner entity.

If the new owner is unable to provide two years of financial statements that are prepared and audited according to [34 CFR 668.23\(d\)](#) [as required by [34 CFR 600.20\(g\)\(2\)\(iv\)](#)], the new owner must post an irrevocable letter of credit (LOC) to meet the requirements of a materially complete application. If a school already knows that it will have to post an LOC because it does not have two years of financial statements, the APAR may nevertheless be useful if the school wishes to obtain guidance on the amount of the LOC since it must be posted within 10 business days following the closing of the CIO transaction.

The Department’s response to an APAR will not include any guidance to the school or the potential new owner about other conditions that may be imposed or whether the Department sees any impediments to approving the CIO. The APAR only focuses on whether the Department will require an LOC to be posted for a materially complete application and the amount of that LOC. Although the timing cannot be guaranteed, the Department’s goal is to issue a response letter within 60 days after submission of all documents and information requested by the Department for the APAR.

Please note: A pre-acquisition review is not required, and a school may close its transaction without requesting such a review. So long as the school complies with its program participation agreement and all regulatory requirements are being met, including compliance with [34 CFR 600.20\(g\)](#) and [\(h\)](#), the school may continue to participate in *Title IV* programs pending the Department’s review and final determination on the CIO. However, if the new owner’s financial statements do not meet the requirements of [34 CFR 600.20\(g\)\(3\)\(iv\)](#), or if financial statements from the incorrect entity are submitted, the school will have failed to submit a materially complete application.

If an LOC is required for a materially complete application, it must be posted within 10 business days following the closing of the CIO transaction. The form of the LOC will be provided by the SPD as an attachment to the pre-acquisition response.

In addition, following the post-closing review of the same-day balance sheet and other indicators of financial responsibility, the Department may require a separate LOC (or require an existing financial responsibility LOC to be increased) even if an LOC was not required for a materially complete application.

All LOCs submitted to the Department must be issued by a financial institution insured by the Federal Deposit Insurance

Corporation.

Reporting Substantive Changes

A school is required to report changes to certain information on its approved application, as listed in the following sections. A school may also wish to expand its FSA eligibility and certification. Some of these changes require the Department's written approval before the school may disburse the FSA program funds; others do not. **If a school does not obtain ED approval for a new location, branch, program, or increase in program offering, the school is liable for all *Title IV* funds it disburses to students enrolled at that location or branch or in that program.**

Reporting Changes on the E-App

[34 CFR 600.21](#)

Adding a location or program

[34 CFR 600.20\(c\)\(1\)](#)

No disbursing before approval

[34 CFR 600.20\(f\)\(3\)](#)

No disbursing before reporting

[34 CFR 600.21\(d\)](#)

If a change occurs in an E-App item not listed in the following sections, the school must update the information when it applies for recertification.

When the Department is notified of a change, if further action is needed, it will tell the school how to proceed, including what materials and what additional completed sections of the E-App need to be submitted. If a school has questions about changes and procedures, it should contact its SPD.

After receiving the required materials (and depending on the circumstances), the Department will evaluate the changes, approve or deny them, and notify the school.

So that we can alert a school of important issues in its administration of the *Title IV* programs, a school should promptly update its information in IPEDS and on the E-App when there is a change to its chief financial officer, director of financial aid, or their contact information.

Approval Required from Accreditor and State Agency

For a change requiring written approval from the Department (unless otherwise noted) and for some changes that do not require written approval from the Department, a school must obtain approval from the appropriate accrediting agency and state authorizing agency.

Notification of School Closure or Bankruptcy

If a school closes or files for bankruptcy, the school must notify the Department within 10 calendar days of either event by sending a letter on the school's letterhead that indicates the date the school closed or plans to close, or the date the school filed for bankruptcy, as appropriate.

A school that is considering adding a branch or an additional location should include in its deliberations the effect that a closure of a branch or additional location might have on the school's financial condition.

If a branch or additional location of an institution closes and borrowers who attended the school obtain loan discharges by reason of the closure of the branch or location (or improper loan certifications), the Department will pursue recovery against the larger institution, its affiliates, and its principals. Refer to HEA 437(c)(1).

Notifying the Department When Certain Limitations are Exceeded

If there is a change to any of a school's answers to the Yes/No questions in Section G of a submitted application (limitations on students who are enrolled without a high school diploma or equivalent, incarcerated students, and correspondence study), the school must use the E-App to notify the Department, which will advise the school of its options, including whether it might be eligible for a waiver. See Chapter 4.

Changes to Location, Branch, or Campus

The Eligibility and Certification Approval Report (ECAR) that the Department sends to the school lists the educational programs and locations that are eligible. (The eligibility of a school and its programs does not automatically include separate locations and extensions.) If, after receipt of the ECAR, a school wishes to add a location at which at least 50% of an educational program is offered, it must notify the Department.

Eligibility of Additional Locations

For purposes of qualifying as an eligible location, an additional location is not required to satisfy the two-year requirement unless

- the location was a facility of another school that has closed or ceased to provide educational programs for a reason other than a normal vacation period or a natural disaster that directly affects the school or its students;
- the applicant school acquired, either directly from the school that closed or ceased to provide educational programs, or through an intermediary, the assets at the location; and
- the school from which the applicant school acquired the assets of the location is not making payments according to an agreement to repay a liability for an HEA program violation.

Notwithstanding this, an additional location is not required to satisfy the two-year requirement if the applicant school and the original school are not related parties and there is no commonality of ownership, control, or management between the institutions and the applicant school agrees

- to be liable for all improperly expended or unspent FSA program funds received during the current academic year and up to one academic year prior by the school that has closed or ceased to provide educational programs;
- to be liable for all unpaid refunds owed to students who received *Title IV* funds during the current academic year and up to one academic year prior; and
- for the students who were enrolled before the date of the acquisition of the assets of the additional location, to abide by the refund policy on institutional charges of the school that has closed or ceased to provide educational programs.

Commonality of Ownership or Management

[34 CFR 668.207\(b\)](#)

Each site must be legally authorized. To apply for eligibility for an added location, the school must submit an E-App to the Department with the required application sections completed, a copy of the accrediting agency's notice certifying that the new location is included in the school's accredited status, and a copy of the legal authorization from the state in which the additional site is physically located.

When a Change at a Branch Campus or Additional Location is Considered a

Closure

A closure at a main campus or eligible additional location leads to a two-step process. First, it is coded in FSA systems as a loss of *Title IV* eligibility due to closure. Then a closed school analyst will conduct research to verify the closure and determine whether it is considered a closure under the relevant regulations. If it is, FSA will determine the date of the closure and add the location to the Department's closed-school database, and students in attendance at that location become eligible for a closed-school discharge.

The chart below provides a summary of different circumstances and whether the Department's current procedures would consider there to be a closure.

Circumstance	Result	Considered a closure?
<p>An additional location moves to a new location that is <i>more than</i> 20 miles away from the current location (or less in an area where 20 miles is not a typical commuting distance such as when students rely on a public transportation system and that system does not serve the new location, or the new location is more than a 30 minute drive from the old location) and/or the additional location moves to another state where a majority of the teachers, students and staff members are not able to attend the new location.</p>	<p>The new location could still apply for approval, but the old location would lose <i>Title IV</i> eligibility and be considered closed.</p>	<p>Yes</p>
<p>An additional location moves to a new location that is <i>more than</i> 20 miles away from the current location (or less in an area where 20 miles is not a typical commuting distance such as when students rely on a public transportation system and that system does not serve the new location, or the new location is more than 30 minute drive from the old location) and/or the additional location moves to another state where the institution can document that a majority of the teachers, students and staff members are able to attend the new location.</p>	<p>This is considered a move/address change and the location would not be considered closed.</p>	<p>No</p>
<p>An additional location moves to a new location that is <i>less than</i> 20 miles away from the current location (or in an area where 20 miles is not a typical commuting distance such as when students rely on a public transportation system and that system does not serve the new location, the new location is a 30 minute or less drive from the old location) and/or the additional location moves to another state where the institution can document that a majority of the teachers, students and staff members are able to attend the new location.</p>	<p>This is considered a move/address change and the location would not be considered closed.</p>	<p>No</p>
<p>An additional location moves to a new location and the institution is making teach-out arrangements for students at the old location.</p>	<p>The new location could apply for approval, but the old location would lose <i>Title IV</i> eligibility and be considered closed.</p>	<p>Yes</p>
<p>An institution purchases another institution and becomes an additional location of the institution being purchased without an interruption in instruction.</p>	<p>The institution becoming the additional location will be approved as an additional location under the purchased institution and will lose <i>Title IV</i> eligibility as a stand-alone</p>	<p>No</p>

	institution based on the merger.	
An institution purchases another institution, and the institution being purchased becomes an additional location without an interruption in instruction.	The institution becoming the additional location will be approved as an additional location under the purchasing institution and will lose <i>Title IV</i> eligibility as a standalone institution based on the merger.	No
An institution is purchased by another institution, but both remain open and continue to provide instruction.	Once the change in ownership is complete, both institutions are eligible and unless they apply for merger, they retain separate OPEID numbers.	No
An institution ceases to provide instruction at its main campus or a location, but another institution or entity acquires the assets of the location.	The location is considered closed. The sale of assets after closure does not impact the location's status as "closed."	Yes
An institution purchases an additional location of another institution with no interruption in instruction.	This would be considered a change of affiliation and the location would not be considered closed.	No
An institution's main campus closes, and the institution also has approved additional locations.	The main campus and all locations lose <i>Title IV</i> eligibility. The main campus would be considered closed as well as any locations that closed.	Yes. However, any locations that remain open would lose Title IV eligibility, but would not be considered closed.
An approved additional location stops offering a single program but remains open, where the institution continues offering instruction for other programs.	The location could continue operating as an approved additional location as long as it is providing 50 percent or more of instruction in at least one approved program. The location would not be considered closed as long as instruction continued to be offered at that location for at least one other eligible program.	No
An approved additional location ceases providing at least 50% of an eligible program (for example, offering only 25% of an eligible program) but remains open.	If 50% or more of an eligible program is not offered at the additional location, it is not required to be reported to the Department. Therefore, the location would lose official designation as an eligible location but would not be considered closed.	No
An institution permanently ceases providing any instruction at an additional location and instructs students to attend virtually.	The additional location would lose <i>Title IV</i> eligibility and be considered closed.	Yes

<p>A main campus or location is forced to close temporarily due to a natural disaster (hurricane, flood, earthquake, fire, outbreak, etc.)</p>	<p>Unlike cessation of providing an educational program for other reasons, closure due to a natural disaster does not automatically result in a loss of eligibility or participation. An institution should promptly contact its School Participation Division (SPD) to discuss its situation. SPD staff work with the institution to determine when it plans to reopen and what impact that interruption will have on its students. See DCL GEN-17-08</p>	<p>No. However, if the location is not able to reopen, it would be considered closed.</p>
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Teach-outs at Closed or Closing School Locations

A school that conducts a teach-out at a site of a closed school may apply to have that site approved as an additional location if the closed school ceased operations or if it is closing and is engaged in an orderly teach-out plan that the Secretary has approved. Effective July 1, 2024, § 668.14(b)(32)(iii) schools are required to comply with all applicable State laws related to closure, including teach-out plans and agreements, tuition recovery funds, surety bonds, and record retention policies. Also, the teach-out must be approved by the closed or closing school’s accrediting agency.

Teach-Outs at Additional Locations

HEA Sec. 498(k)
[34 CFR 600.32\(d\)](#)

The school that conducts the teach-out may establish a permanent additional location at the closed school without having to satisfy the two-year requirement and without assuming the liabilities and cohort default rate of the closed institution, provided the schools are not commonly owned or managed.

Reporting a new location

All schools are required to report (using the E-App) to the Department when adding an additional accredited and licensed location where they will offer 50% or more of an eligible program if the school wants to disburse *Title IV* funds to students enrolled at that location.

Schools must not disburse FSA program funds to students at a new location before the school has reported that location and submitted any required supporting documents to the Department. Once it has reported a new licensed **and** accredited location, unless it is a school that is required to apply for approval for a new location (see below), a school may disburse FSA program funds to students enrolled at that location.

Note that an additional location must be one where students receive instruction, however that occurs. If the site is one from which the training is electronically transmitted and no student can actually attend there, the Department considers this an administrative site and will not approve it as an additional location. Also, an additional location cannot be at the same address as a main location, nor can there be more than one additional location at the same place; the Department will only approve one school, with a single OPEID number, at a given address.

Applying for Approval of a New Location

If a school meets one or more of the following criteria, it must apply for *and wait for approval* before disbursing *Title IV* funds at an additional location where it will be offering 50% or more of an eligible program:

- The school is provisionally certified.
- The school is on the cash monitoring or reimbursement system of payment.
- The school has acquired the assets of another school that provided educational programs at that location during the preceding year, and the other school participated in the *Title IV* programs during that year.
- The school would be subject to a loss of eligibility under the cohort default rate regulations if it adds that location.
- The school was previously notified by the Department that it must apply for approval of an additional location.

The Department will review the information and will evaluate the school's financial responsibility, administrative capability, and eligibility. Depending upon the circumstances, the Department may conduct an on-site review. If it approves the additional location, a revised ECAR and Approval Letter will be issued. The location is eligible as of the date of the Department's determination.

Changing the Status of a Campus or Branch

If a school wishes to seek approval for a branch campus, the school must submit a completed application with the required supplemental documentation (see the list at the end of the chapter) on (1) the main campus and (2) the proposed branch campus.

A branch campus of an eligible proprietary institution of higher education or postsecondary vocational school must be in existence for at least two years (after it is certified in writing by the Department as a branch campus) before seeking to be designated as a main campus or a freestanding school. A additional location is not the same as a branch campus. Both are defined in regulation and a branch campus has additional requirements that must be met in order to qualify. Some accreditors and state approval agencies may refer to additional locations as branch campuses. However, for *Title IV* purposes a location must meet the definition of a branch campus and have official approval from the Department in order to qualify as an official branch campus. See the documentation requirements for approval of a branch campus at the end of this chapter.

Changes to Educational Programs

Adding a Program and Determining Eligibility

When a school has received an ECAR and wants to add an educational program, it can often self-certify the eligibility of that program. However, in some cases it cannot: the Department must determine the program's eligibility when

- the school has been provisionally certified,
- the school is receiving funds under the reimbursement or heightened cash monitoring system of payment,
- progress in the program is measured by direct assessment (unless the Department has previously approved a direct assessment program at the institution at the same level of offering),
- The addition of the first Prison Education Program (PEP) at the first two additional locations.
- the school is subject to the two-year rule,
- the program is a comprehensive transition and postsecondary program,
- it is an undergraduate program of 300–599 clock hours and admits as regular students those who have not completed the equivalent of an associate degree (i.e., a short-term program), or
- the Department has informed the school that it must request approval before adding additional programs.

If a program requires Department approval, within 10 days of the school receiving final approval to add the program from its accreditation agency, governing authority, and other oversight bodies, the school must submit an E-App with the appropriate sections completed and copies of the approvals from the accrediting agency and state authorizing agency. The Department will evaluate the submission and if it approves the program will send a revised ECAR and approval letter to the school. For more on program eligibility, see Chapter 2.

In all instances other than those just discussed, a school may determine programs' eligibility. Before it self-certifies these programs to be eligible and disburses funds to enrolled students, it must have received both the required state and accrediting agency approvals. The school must include any self-certified programs on its next recertification application and provide copies of the state and accreditor approvals. For new gainful employment programs, the school must additionally update the ECAR within 10 days of receiving final approval from its accreditation agency, governing authority,

and other oversight bodies to make the change.

If the school's self-determination of eligibility for an educational program is found to be incorrect, the school is liable for all FSA program funds received for the program and all FSA program funds received by or for students enrolled in that program. See [34 CFR 600.10\(c\)\(3\)](#).

Direct assessment programs that do not require the Department's approval must be reported to the Department within 10 days of the change. *Note:* an institution's first direct assessment program under [34 CFR 668.10](#), its first direct assessment program offered at each credential level, and any comprehensive transition and postsecondary program under [34 CFR 668.232](#) must receive approval from the Department before the institution may consider students to be *Title IV*-eligible on the basis of enrollment in such programs.

If a school offers multiple versions of the same program, it is only required to report the one with the highest enrollment status (and shortest published length) on the E-App.

Limitations for Schools Subject to the "2-Year Rule"

For schools subject to the 2-year rule (see *Chapter 1*), during the school's initial period of participation in the *Title IV* programs, the Department will not approve adding programs that would expand the school's eligibility beyond the current ECAR. An exception may be considered if the school can demonstrate that the program was legally authorized and continuously provided for at least two years prior to the date of the request.

In addition, a school subject to the 2-year rule may not award *Title IV* funds to a student in a program that is not included in the school's approval documents.

Updating a Program

The school must update information about its educational programs when completing its recertification application. This includes updating CIP codes, program names, and program lengths. A school must update its E-App with changes to GE programs within 10 days of making the change. Schools should note that making a significant change to a program may result in the creation of a new program. (Classification of Instructional Programs or [CIP codes](#) are developed by the U.S. Department of Education's National Center for Education Statistics.)

Changes in Accreditation

A school must notify the Department if it wants to change its institution-wide accreditor (primary accrediting agency) or add another such accreditor. In both cases the school must demonstrate a reasonable cause for the change.

For FSA to carry out its responsibilities under [34 CFR 600.11](#) and make a reasonable cause determination, it must review the specific circumstances of the institution, which may include the institution's past history of compliance with the requirements of its accrediting agency, the Department, or other oversight agencies, the institution's financial stability, and other current information about the institution available to FSA. FSA may consider the following factors when evaluating a proposed change in accrediting agencies (or seeking to have more than one institutional accrediting agency):

1. The institution's stated reason for the proposed change or multiple accreditation.
2. Whether the institution is seeking to change accrediting agencies or multiple accreditation to lessen oversight or rigor, evade inquiries or sanctions, or the risk of inquiries or sanctions by its existing accrediting agency.
3. Whether the proposed change of agencies or multiple accreditation would strengthen institutional quality.
4. Whether the institution is seeking to change agencies or seeking multiple accreditation because the new agency and its standards are more closely aligned with the institution's mission than the current accrediting agency.
5. Whether the proposed change or addition involves an accrediting agency that has been subject to Department action.
6. Whether, if ultimately approved by the Department and the accrediting agency, the institution's membership in the accrediting agency would be voluntary, as required for recognition of the accrediting agency under [34 CFR](#)

The Department will **not** determine the cause to be reasonable if the school

- has had its accreditation withdrawn, revoked, or otherwise terminated for cause during the preceding 24 months, unless that action has been rescinded by the same accrediting agency; or
- has been subject to a probation or equivalent, show cause order, or suspension order during the preceding 24 months.

There are exceptions to these limitations. The Department may find that a school's cause for changing an accrediting agency is reasonable if the agency did not provide the school due process rights (as defined in [34 CFR 602.25](#)); the agency applied its standards and criteria inconsistently; or if the adverse action, show cause, or suspension order was the result of the agency's failure to respect the school's stated (including religious) mission. Also, the Department may determine a school's cause for seeking multiple accreditation is reasonable if it is based primarily on the agency's geographic area, program-area focus, or mission.

Please reference [DCL-GEN-22-10](#) and [DCL-GEN-22-11](#) for more information.

Change in Institution-Wide Accreditation

If the school decides to change its institution-wide accreditation (primary accrediting agency), it must notify the Department before it begins the accreditation application process with a different agency. (Note that it must also notify the Department when it completes the process.) Prior to submitting its application to the new accrediting agency, the school must receive notification from FSA that the school (1) has provided all the required documentation, (2) has demonstrated reasonable cause for changing its primary accrediting agency or for maintaining accreditation by multiple agencies, and (3) has the Department's approval.

As part of the notice, the school must submit materials about its current accreditation and materials demonstrating reasonable cause for changing accreditation. If the school fails to notify the Department of the proposed change to its institution-wide accreditation, or if the school does not provide the materials just described, the Department will not recognize the school's existing accreditation. If this happens, or if the school drops its association with its former accreditor before obtaining Department approval of the change, the school would no longer have accredited status and would no longer be eligible to award *Title IV* funds.

Therefore, when a school secures new institution-wide accreditation, it must notify the Department using the online electronic application (E-App). At that time, it must advise the Department which accrediting agency will be its accreditor for purposes of FSA gatekeeping. Only after the Department provides written notice that it recognizes the new accreditor as the institution's primary accreditor should the school drop its association with its prior accreditor.

Changing to Accreditation by More Than One Institution-wide Accrediting Agency

If the school decides to become accredited or preaccredited by more than one institution-wide accrediting agency, it must notify the Department when it begins the process of adding that accreditation. It must also provide each accrediting agency as well as the Department the reason(s) for wanting accreditation by more than one agency.

As part of the notice, the school must report (in question 15 of the E-App) its current institution-wide accrediting agency, the prospective institution-wide accrediting agency, and the reason (in question 69 of the E-App) it wishes to be accredited by more than one agency. If the school obtains the additional institution-wide accreditation and fails to notify the Department of the reason for the additional accreditation, the Department will not recognize the school's accredited status with either agency. This means the school would lose its accredited status and its eligibility to award *Title IV* funds.

If a school becomes accredited by more than one agency, it must notify its SPD of which agency's accreditation or preaccreditation it will use to establish its FSA program eligibility.

Loss of Accreditation

Note that for the accreditation or preaccreditation of a school to be recognized, it must agree to submit any dispute

involving an adverse action, such as the final denial, withdrawal, or termination of accreditation, to arbitration before initiating any other legal action.

If a school loses its primary accreditation, it is ineligible to participate in the *Title IV* programs and must notify the Department within 10 days of the loss of accreditation. However, if a school's accrediting agency loses its recognition from the Department, the school has up to 18 months in which to obtain accreditation from another recognized agency. Other changes in accreditation may also jeopardize institutional participation.

Changes to Third-Party Servicers

Schools are required to notify the Department of all third-party servicer contracts. If a school has submitted information regarding its third-party servicers as part of applying for certification or recertification, no additional submission is required.

The school must promptly notify the Department of any of the following changes to servicer arrangements

- The school enters into a contract with a new third-party servicer,
- The school significantly modifies a contract with an existing third-party servicer,
- The school or one of its third-party servicers terminates a contract, or
- A third-party servicer ceases to provide contracted services, goes out of business, or files for bankruptcy.

A school notifies the Department by updating Section J of the E-App within 10 days of the date of the change or action. This notification must include the name and address of the servicer and the nature of the change or action.

A school is only required to submit a copy of its contract with a third-party servicer if the Department requests it. A school is not required to submit the contract as part of the recertification process. (See *Chapter 3* for more information about contracts with third-party servicers.)

Changes Requiring Written Approval From the Department

All schools must report and wait for written approval from the U.S. Department of Education before disbursing funds when the following occur:

1. a change in accrediting agency (notify the Department when you begin making any change that deals with your school's institution-wide accreditation)
2. a change in state authorizing agency
3. a change in institutional structure
4. an increase in the level of educational programs (e.g. associate degree to baccalaureate degree programs, baccalaureate degree to graduate degree programs, etc.) beyond the scope of current approval
5. the addition of short-term (300–599 clock-hour) programs
6. the addition of direct assessment programs (for the first time or at a new level of offering) or comprehensive transition and postsecondary programs
7. the addition of the first Prison Education Program (PEP) at the first two additional locations.
8. changes to *Title IV* programs for which the school is approved* (approvals from your accrediting agency and state authorizing agency are not required for this change)
9. a change in the type of ownership
10. a change in ownership
11. the addition of an accredited and licensed location if the institution would be subject to a loss of eligibility under the cohort default rate regulations ([34 CFR 668.188](#)) if it adds that location

12. the addition of an educational program or a location at which the school offers or will offer 50 percent or more of an educational program if a school
 - is provisionally certified; or
 - is on the cash monitoring or reimbursement system of payment; or
 - has acquired the assets of another school that provided educational programs at that location during the preceding year, and the other school participated in the *Title IV* programs during that year; or
 - has been advised by the Department that the Department must approve any new location or program before the school may begin disbursing *Title IV* funds.

When one of the changes that requires the Department's written approval occurs, a school must notify the Department. The school must apply to the Department for approval of the change via the E-App within 10 calendar days of the change (in the case of a change in ownership, 10 business days). As soon as the school has received approvals for the change from its accrediting agency and state authorizing agency, it must send to the Department

- copies of the approval for the change,
- any required documentation

*For TEACH Grants, select "Add TEACH Grants" and then use question 69 to explain the eligibility criteria that your school meets for TEACH participation. See [DCL GEN 08-07](#).

Changes That Do Not Require the Department's Written Approval

Though they need not wait for the Department's approval before disbursing funds, all schools must report the following information to the Department:

1. change to name of the school*
2. change to the name of a CEO, president, or chancellor
3. change to the name of the chief fiscal officer or chief financial officer
4. change in the individual designated as the lead program administrator (financial aid administrator) for the *Title IV* programs
5. change in governance of a public institution
6. a decrease in the level of program offering (e.g., the school drops all its graduate programs)
7. change from or to clock hours or credit hours
8. change in the length of a program in credit/clock hours or weeks of instruction
9. address change for a main campus*
10. name or address change for other locations*
11. the closure of a branch campus or additional location that the school was required to report
12. the addition of an accredited and licensed location under certain conditions ([34 CFR 600.20\(c\)\(1\)](#))
13. change to the school's third-party servicers that deal with the FSA program funds
14. the addition of a second or subsequent direct assessment program at the same level of offering as a program that was approved by the Department*
15. the addition of a second or subsequent PEP at the first two locations or the addition of a PEP at other additional locations beyond the first two*

16. changes related to GE programs, including

- establishing the eligibility or reestablishing the eligibility of the program,
- ceasing to provide the program for at least 12 consecutive months,
- losing program eligibility,
- changing the program's name, CIP code, or credential level.

When one of these changes occurs, a school must notify the Department by reporting the change and the date of the change to the Department via the E-App within 10 calendar days of the change. In addition, a school must attach any required supporting documentation to the application.

*For programmatic changes that only require the school to notify the Department, that notification must be provided at least 10 days before the first day the school intends to offer classes in the program.

Foreign School Reporting on the E-App

In addition to—or, where appropriate, instead of—the information listed above, a foreign school must report changes to its postsecondary authorization, degree authorization, program equivalence, or program criteria to its U.S. administrative or recruiting office.

A foreign medical school must report changes to the facility at which it provides instruction, its authorizing entity, the approval of its authorizing entity, the length of its program, or the clinical or medical instruction that it provides in the U.S. It must report and wait for approval of an added location that offers all or a portion of the core clinical training or required clinical rotations unless the location is accredited by the Liaison Committee on Medical Education (LCME) or American Osteopathic Association (AOA). A foreign medical school must report, but is not required to wait for approval of, an added location that offers all or a portion of the clinical rotations that are not required; reporting of such a location is not required if the location is accredited by the LCME or AOA or if it is not used regularly but is chosen by students who take no more than two electives at the location for no more than a total of eight weeks.

A foreign veterinary school must report changes to the clinical instruction that it provides in the United States.

Other Changes Reported on the E-App

- Change of address for FSA mailings to an address different than the legal street address
- Change of address for FSA mailings to an additional location that is different than the legal street address
- Change of taxpayer identification number (TIN)
- Change of Unique Entity Identifier (formerly DUNS) number
- Change in board members
- Reporting foreign gifts (see *Chapter 6*)
- Changes to an institution's website address
- Change of phone/fax/email of CEO, president, or chancellor
- Change of phone/fax/email of CFO
- Change of phone/fax/email of financial aid administrator

Documentation Required for Approval of a Branch Campus

The following required supplemental documentation must be submitted for the SPD to make a determination as to whether a non-main campus educational site is an eligible branch campus:

- A statement listing the distance between the main institution and the applicant nonmain campus educational site
- State authorization of the quasi-independent status of the non-main campus educational site from the main institution in any of the following forms: applicable state law, state charter, university system organization document, or state department of education or state board or regents' regulations or documentation
- State authorization (in any of the four forms above) for the non-main educational site to have its own faculty and administrative staff, its own operating budget, and its own authority to hire and fire faculty and staff
- An official statement from the school describing the hiring authority of the non-main educational site
- A statement from the main institution's primary accrediting agency indicating that it has accredited both the main institution and the non-main educational site through separate on-site visitations and that the non-main educational site's accreditation is distinct yet dependent upon the main institution
- A specific description of the relationship between the main campus of an institution of higher education and all of its branches, including a description of the student aid processing that is performed by the main campus and that is performed at its branches
- The operating budget of the non-main campus educational site for the current year and the two prior fiscal years
- Consolidated financial statements for the prior two years showing a breakdown of the applicant's financial circumstances
- Other documents requested by the SPD

Chapter 6

Consumer Information and School Reporting

This chapter describes information that a school must disclose to the public and report to the Department. This is information about: financial aid; the school's campus, facilities, and student athletes; campus security and fire safety; drug and alcohol abuse prevention and programs about them. The chapter also discusses counseling for students receiving FSA loans and disclosures that must be made for private education loans. Additional disclosure requirements that are specific to disbursements of FSA loans are described in Volume 8.

The obligation of schools to disclose information to the public and report it to the Department is consequential. In addition to limiting, suspending, or terminating the participation of any school that fails to comply with the consumer information requirements, the Department may impose civil fines of up to \$67,544 for each violation. See the [January 30, 2023, Federal Register](#) for information about the adjustment of civil monetary penalties for inflation. To assess your school's compliance with the provisions of this chapter, see the FSA Assessment module "[Consumer Information](#)."

Civil Penalty

HEA Sec. 487(c)(3)(B)

[34 CFR 668.84](#)

Availability of Information

Notice to Enrolled Students

Each year a school must distribute to all enrolled students a notice of the availability of the information it must provide in the following general categories:

- general disclosures for enrolled or prospective students,
- annual security report and annual fire safety report,
- report on athletic program participation rates and financial support data (Equity in Athletics Data or EADA), and
- FERPA information (Family Educational Rights and Privacy Act of 1974, discussed in Chapter 7). The Department's FERPA website has a [model notification](#).

The notice must list and briefly describe the information and tell students how to obtain it. It must be provided on an individual basis through an appropriate mailing or publication, including direct mailing through the U.S. Postal Service, campus mail, or electronic mail. Posting on an Internet or intranet website does not constitute a notice.

Consumer Information

HEA Sec. 485(f), 20 USC 1092

[34 CFR 668 Subpart D](#), Sections 41-49

Notice to enrolled students

[34 CFR 668.41\(c\)](#)

FERPA annual notification

[34 CFR 99.7](#)

Web Dissemination

A school may meet the requirements for the general disclosures and the EADA, security, and fire safety reports by posting the information online.

- **Enrolled students or current employees**—the school may post the information on a website or an intranet that is reasonably accessible to its students and employees.
- **Prospective students or prospective employees**—the school may post the information on a website.

A school that uses internet or intranet for disclosure for this purpose must include in its annual notice to enrolled students the exact electronic address of the information and a statement that the school will provide a paper copy of the information on request.

With internet or intranet distribution of the security and fire safety reports to current employees, a school must distribute to them by October 1 of each year a notice that includes a statement of the reports' availability, the exact electronic address at which they are posted, a brief description of their contents, and a statement that the school will provide a paper copy of the reports upon request.

The same information must be included in a notice to prospective students and employees if a school decides to use the internet to provide annual security or fire safety reports to them. The difference is that there is no annual date for distribution of this notice; also note that the school must use an internet website, rather than an intranet site.

The National Postsecondary Education Cooperative (NPEC) issued [Information Required to Be Disclosed Under the Higher Education Act of 1965: Suggestions for Dissemination](#) (NPEC 2010-831), which is available on the website for the National Center for Education Statistics (NCES). Note: NPEC was established by the NCES in 1995 as a voluntary organization comprising federal agencies, postsecondary schools, associations, and others with an interest in postsecondary education data collection. The information and opinions in NPEC publications do not necessarily represent the policy or views of the U.S. Department of Education.

Web Dissemination

[34 CFR 668.41\(b\), \(c\)\(2\), \(e\)\(2\) through \(4\), and](#)

[34 CFR 668.41\(g\)\(1\)\(ii\)](#)

Availability of Employees for Information Dissemination Purposes

A school must designate an employee or group of employees who shall be available on a full-time basis to assist enrolled or prospective students in obtaining information on the school, financial assistance, graduation and completion rates, security policies, and crime statistics, as described in the following sections. If the school designates one person, they shall be available upon reasonable notice to any enrolled or prospective student throughout the normal administrative working hours of the school. If more than one person is designated, their combined work schedules must be arranged so that at least one of them is available upon reasonable notice throughout the normal administrative working hours of the school.

The Department may waive this requirement if the school's total enrollment or the portion participating in *Title IV* programs is too small to necessitate an employee or group of employees being available on a full-time basis. The granting of a waiver does not exempt an institution from designating a specific employee or group of employees to carry out on a part-time basis the information dissemination requirements. The school must request this waiver from the Department.

Availability of Employees

General Student Disclosures

A school must make the following information available to any enrolled or prospective student through appropriate publications, mailings, or electronic media.

General Disclosures

HEA Sec. 485

[34 CFR 668.41\(d\)](#)

Financial assistance

[34 CFR 668.42](#)

Definitions

[34 CFR 668.41\(a\)](#), and

[34 CFR 668.47\(b\)](#)

Financial Assistance Available to Students

At a minimum, the school must publish and make readily available to current and prospective students a description of all the federal, state, local, private, and institutional need-based and non-need-based student financial assistance programs available to them.

For each of these financial aid programs, the information provided by the school must describe

- the procedures and forms by which students apply for assistance,
- the student eligibility requirements,
- the criteria for selecting recipients from the group of eligible applicants, and
- the criteria for determining the amount of a student's award.

The school may describe its own financial assistance programs by listing them in general categories.

The school must also describe the rights and responsibilities of students receiving financial aid (and specifically federal aid). This description must include

- criteria for continued student eligibility under each program;
- satisfactory academic progress (SAP) standards that students must meet to receive financial aid and criteria by which those who have failed to maintain SAP may re-establish aid eligibility (see *Volume 1*);
- the method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
- the way the school provides for students eligible for *Title IV* program funds to obtain or purchase required books and supplies by the seventh day of a payment period (see *Volume 4* for conditions) and how the students may opt out;
- the terms of any loan received by students as part of their financial assistance package, a sample loan repayment schedule, and the necessity for repaying loans;
- the general conditions and terms applicable to any employment provided to students as part of their financial assistance package;

- the terms and conditions of the loans students receive under the Direct Loan Program; and
- the exit counseling information the school provides and collects as described in Volume 8. (Also see *Volume 6* for Perkins Loan exit counseling.)

Explaining Verification Requirements

Although it is not among the financial aid disclosures given to all students, you should be aware of the following information that must be provided in writing to students who are selected for verification:

1. Documents required for verification.
2. Student responsibilities—including correction procedures, deadlines for completing any actions required, and the consequences of missing the deadlines.
3. Notification methods—how your school will notify students if their awards change as a result of verification and the time frame for such notification. [34 CFR 668.53](#)

See the *Application and Verification Guide, Chapter 4*, for complete information about verification.

Verification Policies and Procedures

[34 CFR 668.53](#)

Prospective student definition—One who has requested from an eligible school information about enrolling there or who has been contacted by the school directly, or indirectly through advertising, about enrolling.

Consumer Information From the Department

The Department is required to make available to schools, lenders, and secondary schools descriptions of *Title IV* programs to assist students in gaining information through school sources and to assist schools in carrying out *Title IV* program requirements. We provide comprehensive student aid information to students and their families through [StudentAid.gov](#). Colleges and high schools may find student and borrower publications such as the College Preparation Checklist under resources in the [Financial Aid Toolkit](#).

Information About the School's Academic Programs, Costs, Facilities, and Policies

At a minimum, the school must provide to enrolled and prospective students the following information about itself.

Academic Programs

- the current degree programs and other educational and training programs
- the instructional, laboratory, and other physical facilities that relate to the academic programs
- the school's faculty and other instructional personnel
- any plans by the school to improve academic programs, upon a determination by the school that such a plan exists
- information about whether completion of a program meets educational requirements for a specific professional license or certification needed for employment in an occupation in a state if the program is designed to do so or is advertised as doing so. Before a school enrolls a student from a particular state into an on-campus program, the school must ensure that the program meets all licensure requirements in the state(s) in which the institution is located. The school must also disclose to that student whether it has made a determination regarding whether the program meets licensure/certification requirements in the state where the student is located at the time of initial

enrollment in the program. For a student attending a face-to-face program, the institution must disclose a list of all states where the institution has determined that the program does and does not meet such requirements.

If the school determines that a program's curriculum does not meet the state educational requirements for licensure or certification in the state in which a prospective student is located, or if the institution has not made a determination regarding whether the program's curriculum meets the state educational requirements for licensure or certification, the institution must provide notice to that effect to the student prior to the student's enrollment in the institution in accordance with § 668.14(b)(32). If the institution makes a determination under CFR 668.43(a)(5)(v) that a program's curriculum does not meet the State educational requirements for licensure or certification in a state in which a student who is currently enrolled in such program is located, the institution must provide notice to that effect to the student within 14 calendar days of making such determination. These disclosures must be made directly to the student in writing, which may include email or other electronic communication. The rules under "Determining student location" in Chapter 1 apply here as well.

As a reminder, for a program offered through distance education or correspondence courses to a student in a State different than where the institution is located, the institution must determine that the program meets the licensure/certification requirements in the state where each student is located at the time of initial enrollment in the program. If such determination is not made or if the institution has determined the program does not meet such requirements, it cannot enroll students located in that state into the program and it should not be advertising the program. If an educational program is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation only in certain states, it would be a best practice to highlight those states when advertising the program. Please see the [flowchart](#) in the [Certification FAQs](#), question **LDR-A1** for a visual outline of the disclosure and licensure requirements.

Written Arrangements (See Also Written Arrangements in Chapter 2)

- a description in the program description of written arrangements that the school has entered into in accordance with [34 CFR 668.5](#), including, but not limited to, information on
 - the portion of the educational program that the school that grants the degree or certificate is not providing
 - the name and location of the other schools or organizations that are providing the portion of the educational program that the school that grants the degree or certificate is not providing
 - the method of delivery of the portion of the educational program that the school that grants the degree or certificate is not providing; and
 - estimated additional costs students may incur as the result of enrolling in an educational program that is provided, in part, under the written arrangement

School Costs

- tuition and fees charged to full-time and part-time students
- estimates of costs for necessary books, course materials, supplies, and equipment
- estimates of typical charges for food and housing
- estimates of transportation costs for students
- any additional cost of a program in which a student is enrolled or expresses a specific interest

See [Volume 3, Chapter 2](#) for additional information on this topic.

The Department's [College Affordability and Transparency Center](#) contains information for students, parents, and policymakers about costs at America's colleges. The website allows users to view schools by sector with the highest and lowest tuition and net prices (the price of attendance after considering all grant and scholarship aid). The site also includes the [College Scorecard](#), which displays the typical student cost, graduation rate, loan default rate, and median borrowing amount for the school one types in. The site also links to the net price calculators for many schools and to the [College Navigator](#) website, which allows students to search for schools they might want to attend according to various criteria.

Withdrawal Procedures, Refunds, and Return of Aid

- the requirements and procedures for officially withdrawing from the school
- the school’s refund policy for the return of unearned tuition and fees or other refundable portions of costs paid to the school
- a summary of the requirements for the return of *Title IV* funds (R2T4) under [34 CFR 668.22](#) “Treatment of *Title IV* funds when a student withdraws”, including sample consumer information language (see [Volume 5](#))

Accreditation and Licensure

- the names of associations, agencies, or governmental bodies that accredit, approve, or license the school and its programs
- the procedures by which documents describing that activity may be reviewed—the school must make available for review, upon request of any enrolled or prospective student, a copy of the documents describing the school’s accreditation and its state, federal, or tribal approval or licensing
- contact information for filing complaints with its accreditor, its state approval or licensing entity, and any other state official or agency that would appropriately handle student complaints

Institutional Information

[34 CFR 668.43](#)

Arbitration Agreements and Class Action Waivers as a Condition of Enrollment

Following the July 1, 2023 effective date of the [Final Rule published November 1, 2022](#), institutions may not enter into or seek to rely upon a pre-dispute agreement to arbitrate any element of a borrower defense claim with a student who obtained or benefitted from a Federal Direct Loan.

A school that previously required students receiving *Title IV* aid to agree to a pre-dispute arbitration agreement and/or a class action waiver as a condition of enrollment may no longer enforce such an agreement. They must either amend pre-existing agreements, or provide written notice to applicable students using language specified in [34 CFR 685.300\(f\)\(3\)\(iii\)\(A\)](#) or [\(B\)](#) respectively, that it will no longer enforce pre-existing pre-dispute arbitration agreements requiring arbitration or forbidding class action lawsuits.

For additional information on requirements under the new Final Rule, see [Dear Colleague Letter GEN-23-10](#).

Arbitration Agreements, Class Action Waivers, and Enrollment

[34 CFR 685.300\(f\)\(3\)\(iii\)\(A\)](#) and [\(B\)](#)

Borrower Defense to Repayment

[34 CFR 685.206\(e\)](#)

Definitions

Class action—A lawsuit or an arbitration proceeding in which one or more parties seeks class treatment pursuant to Federal Rule of Civil Procedure 23 or any State process analogous to Federal Rule of Civil Procedure 23.

Class action waiver—Any agreement or part of an agreement, regardless of its form or structure, between a school, or a party acting on behalf of a school, and a student that relates to the making of a Direct Loan or the provision of educational services for which the student received *Title IV* funding and prevents an individual from filing or participating in a class action that pertains to those services.

Disability—The services and facilities available to students with disabilities, including intellectual disabilities (see [Volume 1](#) for a definition).

***Title IV* eligibility for study abroad**—A statement that a student’s enrollment in a program of study abroad approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under *Title IV* programs.

Pre-dispute arbitration agreement—Any agreement or part of an agreement, regardless of its form or structure, between a school, or a party acting on behalf of a school, and a student requiring arbitration of any future dispute between the parties relating to the making of a Direct Loan or provision of educational services for which the student received *Title IV* funding.

Transfer of Credit Policies

- any established criteria the school uses regarding the transfer of credit earned at another institution
- a list of postsecondary schools with which the school has established an articulation agreement, or, if the school has no articulation agreements, a statement to that effect
- written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning

The Department strongly recommends that schools make required disclosures widely and publicly available on their website. Consistent with Higher Education Act requirements, schools should take steps to ensure this information is understandable to students and the public and to ensure the information is actionable for students considering transferring into or out of the institution. Schools, systems, and states are encouraged to develop, enhance, and implement articulation agreements that include common course numbering, a general education core curriculum, and utilize management systems regarding course equivalency, transfer of credit, and articulation. Those seeking to maximize the intended benefits of existing articulation agreements should also reevaluate longstanding policies that impede retention and completion of underserved students, such as enrollment and transcript holds for students with unpaid balances.

Contact Information

- the titles of persons designated by the school ([34 CFR 668.44](#)) to provide information to enrolled and prospective students and information regarding how and where those persons may be contacted

Vaccination Policies

- the policies of the school regarding vaccinations

Teach-Out Plan

- if applicable, a notice that the school is required by its accrediting agency to maintain a teach-out plan and the reason for that requirement under [34 CFR 602.24\(c\)\(1\)](#)

Final Judgment Against a School

- a notice when an enforcement action or prosecution is brought against the school by a state or federal law enforcement agency and a final judgment, if rendered, would cause an adverse action by an accrediting agency against the school; revocation of state authorization; or limitation, suspension, or termination of *Title IV* eligibility

Penalties and Institutional Policies on Copyright Infringement

- a statement that explicitly informs students that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the students to civil and criminal liabilities
- a summary of the penalties for violation of federal copyright laws (see the sample statement)
- a description of the school's policies with respect to unauthorized peer-to-peer file sharing, including disciplinary actions that are taken against students who engage in illegal downloading or unauthorized distribution of copyrighted materials using the school's information technology system
- the legal alternatives for downloading or otherwise acquiring copyrighted material, based on the school's periodic review described in *Chapter 7* (This information is to be provided through a website or other means. See [DCL 10-08](#) for more information)

Sample Statement of Penalties for Copyright Infringement

A school has the option to use this sample statement to meet the requirement that it disseminate a summary of the penalties for violating federal copyright law. The sample statement and other copyright requirements are included in DCL [GEN 10-08](#). See *Chapter 7* for the requirement to develop copyright policies. [34 CFR 668.43\(a\) \(10\)](#)

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 a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an 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 at 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, Sections 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 information, please see the website of the U.S. Copyright Office at <https://copyright.gov>

Student Activities

- information, which must be easily accessible on the school's website, about the student activities the school offers

Student Body Diversity

- information about student body diversity, including the percentage of enrolled, full-time students who are (1) male, (2) female, (3) federal Pell grant recipients, and (4) self-identified members of a major racial or ethnic group

Cost of Attendance Elements

To meet requirements under the *FAFSA Simplification Act*, beginning in the 2023-2024 award year, *Title IV*-eligible institutions must post a list of elements of their cost of attendance (COA) to their website and include a clear link to that list on all pages where tuition and fees are mentioned. Changes have been made to how some COA elements are named and determined, such as revising terminology from “room and board” to “food and housing” and specifying that allowances for food services or food purchased off-campus should be equivalent to the cost of three meals per day. For further detail on 2024-2025 changes from the *FAFSA Simplification Act*, see the [FAFSA Simplification Information](#) page, which provides a detailed breakdown of these changes and a Questions and Answers section.

Net Price Calculator

All *Title IV* schools that enroll full-time, first-time degree- or certificate-seeking undergraduate students must have a net price calculator on their website. The net price is the cost of attendance minus the average yearly grant and scholarship aid. The calculator provides estimated net price information to current and prospective students and should be based, as much as possible, on their individual circumstances.

ED’s National Center for Education Statistics has developed a template that schools can use to create their own customized net price calculator, or they can develop their own calculator. If they develop their own, it must include at a minimum the same data elements found in the Department’s calculator template. The [Net Price Calculator Information Center](#) provides the template, FAQs, and other resources for schools to develop their own calculators. See also, [Dear Colleague Letter GEN-13-07](#).

Estimates produced by the net price calculator must be accompanied by a clear and conspicuous disclaimer stating that they may change; that it does not represent a final determination or actual award; and that it is not binding on the Department, the school, or the state. The disclaimer must include a link to the FAFSA website and state that students must complete the FAFSA form to receive an actual *Title IV* financial aid award.

Estimates produced by the net price calculator must be accompanied by a clear and conspicuous disclaimer stating that they may change; that it does not represent a final determination or actual award; and that it is not binding on the Department, the school, or the state. The disclaimer must include a link to the FAFSA website and state that students must complete the FAFSA to receive an actual Title IV financial aid award.

The College Financing Plan

The Financing Plan is a resource to help consumers understand educational costs and the aid available to meet those costs. It is a single page the Department developed that may be used as a stand-alone financial aid offer or as a cover sheet with a school’s existing aid offer. The standard format helps consumers easily compare the cost of attendance and aid offers across schools. Use of the plan is voluntary, though we encourage schools to adopt it for their students. Also, for schools that receive federal funds under the military and veterans educational benefits programs, using the plan helps meet a disclosure requirement of Executive Order 13607 (see the end of *Chapter 3*). For more information, including templates, technical specifications, and FAQs, go to the [College Financing Plan webpage](#). There are separate forms for undergraduate and graduate/professional students.

The Department has also issued some recommendations for schools about their aid offers. See the [October 28, 2021 announcement](#) for an explanation of the following main points:

1. Avoid calling your financial aid offer an “award,” and avoid calling it a “letter.”
2. Always include cost of attendance in a financial aid offer.
3. Break down cost of attendance in ways that help students understand costs.
4. List grants and scholarship aid, loans, and Federal Work-Study separately.
5. Explain and calculate the estimated net cost for students in the financial aid offer.
6. Separate out other options for repaying the net costs.
7. Describe critical next steps in the financial aid offer.

Completion, Graduation, Transfer, Retention, and Placement Rates

Each year a school must determine the completion or graduation rate of its certificate- or degree-seeking, first-time, full-time undergraduate students and report it to the Department via the IPEDS website. If the school's mission includes providing substantial preparation for students to enroll in another eligible school, it must also determine the transfer-out rate of its certificate- or degree-seeking, first-time, full-time undergraduate students.

The annual rates are based on the 12-month period that ended August 31 of the prior year. The rates will track the outcomes for students for whom 150% of the normal time for completion or graduation has elapsed. Normal time is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically four years for a bachelor's degree in a standard term-based institution, two years for an associate degree in a standard term-based institution, and the various scheduled times for certificate programs. (See the IPEDS instructions for further details on calculating the rate.)

A school must make these annual rates available to the public no later than July 1st. With requests from prospective students, the information must be made available prior to them enrolling or entering into any financial obligation with the school.

Rates

Completion/graduation rates

[34 CFR 668.45](#)

Retention rates

[34 CFR 668.41c](#) and

[34 CFR 668.45](#)

Waiver of Completion/Graduation Data Calculation

A school does not have to calculate and make available its completion or graduation rate (and, if applicable, transfer-out rate) if it is a member of an athletic association or conference that has voluntarily published completion or graduation rate data or has agreed to publish data and the Department has granted a waiver of the requirements to provide these rates to coaches and guidance counselors.

To receive a waiver, your school or its athletic association or conference must submit a written application to the Department that explains why it believes the data the athletic association or conference publishes are accurate and substantially comparable to the information required by this section.

Even if the waiver is granted, your school must comply with the requirements of [34 CFR 668.41\(d\)\(3\)](#) (upon request, providing its retention rate to a prospective student) and [\(f\)](#) (providing retention rates and completion or graduation rates for prospective student athletes and their parents, high school coach, and guidance counselor).

Waiver of Completion/Graduation Data Calculation

[34 CFR 668.45\(e\)\(1\)](#)

Optional Calculations

In addition to calculating the completion or graduation rate as described, a school may, but is not required to

1. calculate a completion or graduation rate for students who transfer into the school;
2. calculate a completion or graduation rate for students who have left school to serve in the armed forces, on official church missions, or with a foreign aid service of the federal government, such as the Peace Corps, or who are totally and permanently disabled; and
3. calculate a transfer-out rate, even if the school determines that its mission does not include providing substantial preparation for its students to enroll in another eligible school.

Optional Calculations

[34 CFR 668.45\(f\)](#)

Reporting Rates to IPEDS

The graduation, completion, and transfer-out rates are reported through the Department’s Integrated Postsecondary Education Data System ([IPEDS website](#)). The IPEDS survey is conducted by the National Center for Education Statistics (NCES). You can also find tutorials, instructions, FAQs, tip sheets, and other information on the website.

Information can only be reported to this system by the school’s designated “keyholder.” Schools may change keyholders any time during the year by contacting the IPEDS Help Desk at 1-877-225-2568 or ipedshelp@rti.org or by contacting

[Tara Lawley](#)

202-245-7081

Team Lead, IPEDS Operations

550 12th St SW

Washington, DC 20202

Schools’ graduation rates are displayed on the [IPEDS College Navigator website](#).

Retention, Placement, and Post-Graduate Study

The school must also provide information on

- its retention rate reported to IPEDS. The information must be made available to prospective students requesting it prior to them enrolling or entering into any financial obligation with the institution. For 4-year institutions, the retention rate is for full-time, first-time bachelor's degree-seeking undergraduates. For all other institutions the retention rate is for first-time, full-time, certificate or degree-seeking undergraduates.
- the placement of, and types of employment obtained by, graduates of the school’s degree or certificate programs. Placement rate information may be gathered from state data systems, alumni or student satisfaction surveys, the school’s placement rate for any program—if it publishes or uses in advertising such a rate—or other relevant sources, such as the National Survey of Student Engagement or the Community College Survey of Student Engagement. Note that the school’s accrediting agency or state may require the school to disclose this information.
- for graduates of the school’s 4-year degree programs, the types of graduate and professional education they enroll in. This information may be gathered from state data systems, alumni or student satisfaction surveys, or other relevant sources.

Retention Rate Data

[34 CFR 668.41\(d\)\(3\)](#) and
[34 CFR 668.43\(a\)\(17\)](#)

Placement and Employment Information

[34 CFR 668.41\(d\)\(5\)](#) and
[34 CFR 668.43\(a\)\(14\)](#)

Types of Graduate and Professional Education

[34 CFR 668.41\(d\)\(6\)](#) and
[34 CFR 668.43\(a\)\(15\)](#)

Campus Crime and Safety Information

Schools have *Title IV* responsibilities related to campus crime. They must: (1) maintain a log that records details about crimes that occur within the schools' "Clery geography;" (2) submit statistics about these crimes to the Department annually; and (3) create an annual security report that contains those statistics as well as relevant policies and other information and distribute that report to current students and employees. Schools must also provide a notice to prospective students and employees of the report's availability, a description of its contents, and an opportunity to request a copy. Similarly, schools that maintain any on-campus student housing facility must also, among other items, maintain a log that records details of fires that occur in that housing, submit statistics about the fires to the Department annually, and create an annual fire safety report containing the statistics and other relevant information and distribute the report to current students and employees. Schools must also provide a notice to prospective students and employees of the report's availability, a description of its contents, and an opportunity to request a copy.

Annual Security Report and Fire Safety Report

[34 CFR 668.41\(e\)](#)

Clery/Campus Security Act

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (Clery Act) has been amended several times, most recently by the *Violence Against Women Reauthorization Act of 2022* (VAWA). Among other provisions, VAWA requires institutions to compile statistics for certain crimes that are reported to campus security authorities or local police agencies, including incidents of sexual assault, domestic violence, dating violence, and stalking. These crime statistics must be reported to the Department through the web-based data collection. Schools must also include certain policies, procedures, and programs pertaining to these crimes in their annual security reports.

See the [Campus Safety and Security website](#) for the campus crime and fire safety statistics for schools. Crime statistics are also on the [College Navigator site](#).

Clery/Campus Security Act

HEA Sec. 485(f)
20 U.S.C. 1092(f)
[34 CFR 668.46](#)

Crime Log

Any institution that has a campus police or security department must create, maintain, and make available an easily understood daily crime log. The daily crime log must include the nature, date, time, and general location of each crime that occurs within the institution's Clery geography, and the disposition of the complaint, if known. Entries must be made within two business days of the report of the information, unless the disclosure is prohibited by law or would jeopardize the confidentiality of the victim.

An institution may withhold this information if there is clear and convincing evidence that releasing it would jeopardize an ongoing criminal investigation or safety of the individual, cause the suspect to flee or evade detection, or result in the destruction of evidence. The school must disclose any withheld information once the adverse effect is no longer likely to occur.

An institution is required to make the crime log for the most recent 60-day period open to public inspection during normal business hours.

The school must make any portion of the log older than sixty days available within two business days of a request for public inspection.

Crime Log

[34 CFR 668.46\(f\)](#)
Missing persons
[34 CFR 668.46\(h\)](#)
Emergency response & evacuation
[34 CFR 668.46\(g\)](#)

Crimes to Be Reported

A school must report to the Department and disclose in its annual security report statistics for the three most recent calendar years the number of each of the following crimes that occurred on or within its Clery geography (see *Definitions Related to Crime Reporting* in this chapter) and that are reported to local police agencies or to a campus security authority:

1. Primary crimes, including criminal homicide (murder, non-negligent manslaughter, and negligent manslaughter); sex offenses (rape, fondling, incest, and statutory rape); robbery; aggravated assault; burglary; motor vehicle theft; arson

2. Arrests and referrals for disciplinary actions, including arrests for liquor law violations, drug law violations, and illegal weapons possession and persons not arrested for one of those offenses but who were referred for campus disciplinary action
3. Hate crimes, including the number of each type of primary crime listed above that is determined to be a hate crime and the number of the following that are determined to be hate crimes: larceny-theft, simple assault, intimidation, destruction/damage/vandalism of property
4. Dating violence, domestic violence, and stalking

Crimes to Be Reported

[34 CFR 668.46\(c\)\(1\)](#)

Bookstores and Safety Reporting

If a school contracts with an entity to provide bookstore services and the bookstore is on campus or if it is in any off-campus building or property owned or controlled by the school, the school must include the bookstore among the locations for which it reports campus crime and safety information.

Reported Crimes Must Be Recorded

A school must include in its crime statistics all crimes listed above occurring on or within its Clery geography that are reported to a campus security authority for the purpose of Clery Act reporting. Clery Act reporting does not require initiating an investigation or disclosing personally identifying information about the victim.

A school may not withhold or remove a reported crime from its crime statistics based on a decision by a court, coroner, jury, prosecutor, or other similar noncampus official. But a school may withhold or remove a reported crime from its statistics in the rare situation where sworn or commissioned law enforcement personnel have fully investigated the reported crime and, based on the results of the full investigation and evidence, have made a formal determination that the crime report is false or baseless and therefore "unfounded." Only sworn or commissioned law enforcement personnel may "unfound" a crime report for these purposes. The recovery of stolen property, the low value of stolen property, the refusal of the victim to cooperate with the prosecution, and the failure to make an arrest do not unfound a crime report.

A school must report to the Department and disclose in its annual security report statistics the total number of crime reports that were "unfounded" and subsequently withheld from its crime statistics during each of the three most recent calendar years.

Reported Crimes Must Be Recorded

[34 CFR 668.46\(c\)\(2\)](#)

Fire Log

Any institution that maintains on-campus housing facilities must maintain a fire log. The fire log must be a written and easily understood record of any fire that occurred in an on-campus student housing facility. The log must include the

nature, date, time, and general location of each fire. Fires must be recorded in the log within two business days.

Institutions must make the fire log for the most recent 60-day period open to public inspection and any portion of the log older than 60 days available within two business days of a request for public inspection.

Fire Safety Policies and Statistics

HEA 485(i)

[34 CFR 668.49](#)

Fire safety log

[34 CFR 668.49\(d\)](#)

Annual Submission of Campus Security and Fire Safety Statistics

Each year, the Department sends a letter to the school's president or chief executive officer with information on accessing the Campus Safety and Security Survey website surveys.ope.ed.gov/security, where schools submit statistics for the crimes described under "Crimes to be Reported" in this chapter, and for fire safety (see below) for the three most recent calendar years that have available data. The website explains how to tabulate these statistics. The letter contains any changes to the survey, the collection dates for the survey, the name of the person who completed the reporting (the campus safety survey administrator) at the school the previous year, and a new ID and password for completing the survey.

Schools with any on-campus student housing facility must submit annual fire safety statistics to the Department. The report must include statistics on the number and causes of fires, as well as fire-related injuries, death, and property damage for each on-campus student housing facility. The fire safety statistics are due at the same time as the crime statistics.

Distributing the Security and Fire Safety Reports

The two reports can be published together or separately. If published together, the title of the document must clearly state that it contains both the Annual Security Report and the Annual Fire Safety Report. If published separately, each report must contain information on how to directly access the other report.

Distributing the Security and Fire Safety Reports

Published together or separately

[34 CFR 668.41\(e\)\(6\)](#)

Current students and employees

[34 CFR 668.41\(e\)\(1\)](#)

Prospective students and employees

[34 CFR 668.41\(e\)\(4\)](#)

Definitions Related to Crime Reporting (34 CFR 668.41(a) and 34 CFR 668.46(a))

Business day—Monday through Friday, excluding any day when the school is closed.

Campus—Any building or property owned or controlled by the school within the same reasonably contiguous geographic area and used by the school in direct support of, or in a manner related to, its educational purposes, including residence halls; also, any building or property that is within or reasonably contiguous to the above area that is owned by the school but controlled by another person, is frequently used by students, and supports school purposes (such as a food or other retail vendor).

Campus security authority—

- A campus police department or a campus security department of a school.
- Any individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department such as an individual who is responsible for monitoring entrance into institutional property.
- Any individual or organization specified in a school's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses.
- An official of a school who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings. If such an official is a pastoral or professional counselor (as defined in this section), the official is not considered a campus security when acting as a pastoral or professional counselor.

Clery geography—For the purpose of collecting statistics on the crimes described under Crimes to be reported in this chapter, Clery geography includes buildings and property that are part of the institution's campus, the institution's non-campus buildings and property, and public property within or immediately adjacent to and accessible from the campus. When recording crimes in the crime log, Clery geography includes, in addition to the locations above, areas within the patrol jurisdiction of the campus police or security department.

Dating violence—violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic violence—a felony or misdemeanor crime of violence committed by

- a current or former spouse or intimate partner of the victim,
- a person with whom the victim shares a child in common,
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,
- a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies [under VAWA], or
- any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Federal Bureau of Investigation's (FBI) Uniform Crime Reporting (UCR) program—A nationwide, cooperative statistical effort in which city, university and college, county, State, Tribal, and federal law enforcement agencies voluntarily report data on crimes brought to their attention.

Hate crime—a crime reported to local police agencies or to a campus security authority that shows evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. In their recording, schools must identify the actual or perceived category of the victim that motivated the crime. The categories are: race, gender, gender identity, religion, sexual orientation, ethnicity, national origin, and disability.

Hierarchy Rule—A requirement in the FBI's UCR program that, for purposes of reporting crimes in that system, when more than one criminal offense was committed during a single incident, only the most serious offense be counted.

Non-campus building or property—any building or property that is owned or controlled by

- a student organization officially recognized by the school or
- any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution’s educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

On-campus student housing facility—a dormitory or other residential facility for students that is located on a school’s campus.

Pastoral counselor—A person who is associated with a religious order or denomination as someone who provides confidential counseling, and is functioning within the scope of that recognition as a pastoral counselor.

Professional counselor—A person whose official responsibilities include providing mental health counseling to members of the school’s community and who is functioning within the scope of the counselor’s license or certification.

Programs to prevent dating violence, domestic violence, sexual assault, and stalking—Comprehensive, intentional, and integrated programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault, and stalking that

- are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and informed by research or assessed for value, effectiveness, or outcome; and
- consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community, and societal levels.

These include both primary prevention and awareness programs aimed at incoming students and new employees, and ongoing prevention and awareness campaigns for current students and employees. See [34 CFR 668.46\(j\)\(2\)](#) for more information.

Public property—All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Referred for campus disciplinary action—The referral of any person to any campus official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

Sexual assault—An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI’s UCR program and included in [34 CFR 668 Subpart D, Appendix A](#).

Stalking—engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress. For purposes of this definition –

- **course of conduct** means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.
- **reasonable person** means a reasonable person under similar circumstances and with similar identities to the victim.
- **substantial emotional distress** means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Test – regularly scheduled drills, exercises, and appropriate follow-through activities, designed for assessment and evaluation of emergency plans and capabilities.

The Annual Security Report [34 CFR 668.46(b)] must include

1. The crime statistics submitted to the Department (see the discussion under *Annual submission of campus security and fire safety* statistics later in this chapter).
2. A statement of current campus policies regarding procedures for students and others to report criminal actions or other emergencies occurring on campus. This statement must include the institution's policies concerning its response to these reports, including—
 - Policies for making timely warning reports to members of the campus community regarding the occurrence of crimes described in this chapter;
 - Policies for preparing the annual disclosure of crime statistics;
 - A list of the titles of each person or organization to whom students and employees should report criminal offenses for the purpose of making timely warning reports and the annual statistical disclosure; (See the discussion under *Crimes to be reported* later in this chapter for criminal offenses that must be reported); and
 - The policies or procedures that allow victims or witnesses to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.
3. A statement of current policies concerning security of and access to campus facilities, including campus residences, and security considerations used in the maintenance of campus facilities.
4. A statement of current policies concerning campus law enforcement that—
 - Addresses the enforcement authority of security personnel, including their relationship with state and local police agencies, whether those security personnel have the authority to arrest individuals, and any agreements, such as written memoranda of understanding between the institution and such agencies, for the investigation of alleged criminal offenses;
 - Encourages accurate and prompt reporting of all crimes to the campus police and the appropriate police agencies when the victim of a crime elects or is unable to make such a report; and
 - Describes procedures, if any, that encourage pastoral counselors and professional counselors, if and when they deem it appropriate, to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.
5. A description of the type and frequency of programs designed to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others.
6. A description of programs designed to inform students and employees about the prevention of crimes.
7. A statement of policy concerning the monitoring and recording through local police agencies of criminal activity by students at off-campus locations of student organizations officially recognized by the institution, including student organizations with off-campus housing facilities.
8. A statement of policy regarding the possession, use, and sale of alcoholic beverages and enforcement of state underage drinking laws.
9. A statement of policy regarding the possession, use, and sale of illegal drugs and enforcement of federal and state drug laws.
10. A description of any drug or alcohol abuse education programs, as described in this chapter. For the purpose of meeting this requirement, an institution may cross reference the materials it uses to comply with the requirements later in this chapter.
11. A policy statement about the institution's programs to prevent dating violence, domestic violence, sexual assault, and stalking and about the procedures the institution will follow when these crimes are reported. The statement must include
 - A description of the institution's educational programs and campaigns to promote the awareness of dating violence, domestic violence, sexual assault, and stalking [see [34 CFR 668.46\(j\)](#)];

- Procedures victims should follow if a crime of dating violence, domestic violence, sexual assault, or stalking has occurred, including written information about
 1. The importance of preserving evidence that may help to prove that the alleged criminal offense occurred or to obtain a protection order;
 2. How and to whom the alleged offense should be reported;
 3. Options about the involvement of law enforcement and campus authorities, including notification of the victim's option to: notify those authorities, including on-campus and local police; be assisted by campus authorities in notifying law enforcement authorities; and decline to notify such authorities; and
 4. Where applicable, the rights of victims and the institution's responsibilities for orders of protection, "no-contact" orders, restraining orders, or similar lawful orders issued by a criminal, civil, or tribal court or by the institution.
 - Information about how the institution will protect the confidentiality of victims and others, including how it will
 1. Complete publicly available recordkeeping, including Clery Act reporting and disclosures, without using identifying information about the victim; and
 2. Keep confidential any protective measures for the victim, as long as that confidentiality would not impair the institution's ability to provide those measures.
 - A statement that the institution will provide written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available for victims, both within the institution and in the community;
 - A statement that the institution will provide written notification to victims about options for academic, living, transportation, and working situations or protective measures. The institution must make such accommodations if the victim requests them and they are reasonably available, regardless of whether he chooses to report the crime to campus police or local law enforcement;
 - An explanation of the procedures for institutional disciplinary action in cases of these alleged crimes [see [34 CFR 668.46\(k\)](#)]; and
 - A statement that when students or employees report to the school that they have been a victim of dating violence, domestic violence, sexual assault, or stalking, the school will provide them a written explanation of their rights and options.
12. A statement advising the campus community where law enforcement agency information provided by a state under 34 USC 20923, concerning registered sex offenders may be obtained, such as the law enforcement office of the institution, a local law enforcement agency with jurisdiction for the campus, or a computer network address.
13. A description of the school's emergency response and evacuation procedures as discussed under *Emergency response and evacuation* later in this Chapter.
14. A statement of the school's policy regarding missing student notification procedures as described under *Missing student procedures* later in this Chapter.

The Annual Fire Safety Report [[34 CFR 668.49\(b\)](#)] must include

1. The fire statistics submitted to the Department.
2. A description of each on-campus student housing facility fire safety system.
3. The number of fire drills held during the previous calendar year.
4. The institution's policies or rules on portable electrical appliances, smoking, and open flames in a student housing facility.
5. The institution's procedures for student housing evacuation in the case of a fire.
6. The policies regarding fire safety education and training programs provided to the students and employees.

In these policies, the institution must describe the procedures that students and employees should follow in the case of a fire.

7. For purposes of including a fire in the statistics in the annual fire safety report, a list of the titles of each person or organization to which students and employees should report that a fire occurred.
8. Plans for future improvements in fire safety, if determined necessary by the institution.

Distribution to Enrolled Students and Current Employees

By October 1 of each year, a school must distribute to all enrolled students and current employees its annual security and fire safety reports through appropriate publications and mailings including

- direct mailing to each individual through the U.S. Postal Service, campus mail, or electronic mail;
- a publication or publications provided directly to each individual; or
- posting on an Internet or intranet website (see the conditions for Web distribution at the beginning of this chapter).

Availability to Prospective Students and Employees

For each of the reports, the school must provide a notice to prospective students and prospective employees that includes a statement of the report's availability, a description of its contents, and an opportunity to request a copy. A school must provide its annual security report and annual fire safety report, upon request, to a prospective student or prospective employee.

If the school chooses to provide either its annual security report or annual fire safety report to prospective students and prospective employees by posting the disclosure on an Internet website, the school must follow the procedures for Web dissemination described earlier.

Missing Student Procedures

A school that provides on-campus student housing must establish a missing student notification policy and include a description of the policy in its annual security report to the campus community. The policy must

- include a list of titles of the persons or organizations to which students, employees, or other individuals should report that a student has been missing for 24 hours;
- require that any missing student report be referred immediately to the school's police or campus security department (if the school doesn't have such a department, it must refer the report to the local law enforcement agency that has jurisdiction in the area);
- include an option for each student to identify a contact person or persons whom the school shall notify within 24 hours of a determination (by the school's police or campus security department or the local law enforcement agency) that the student is missing.
- advise students that their contact information will be registered confidentially, that this information will be accessible only to authorized campus officials, and that it may not be disclosed, except to law enforcement personnel in furtherance of a missing person investigation;
- advise students that if they are under 18 years of age and not emancipated, the school must notify a custodial parent or guardian within 24 hours of the determination that the student is missing, in addition to notifying any additional contact person designated by the student; and
- advise students that the school will notify the local law enforcement agency within 24 hours of the determination that the student is missing unless the local law enforcement agency was the entity that made the determination that the student is missing.

When a student who resides in an on-campus student housing facility is determined to have been missing for 24 hours, the school must notify within 24 hours

- the contact person (if the student has designated one), and
- the student's custodial parent or guardian (if the student is less than 18 years old and is not emancipated).

In all cases, the school must inform the local law enforcement agency that has jurisdiction in the area within 24 hours that the student is missing.

The requirements for a school to establish missing student procedures do not provide a private right of action to any person to enforce a provision of the subsection or create a cause of action against any institution of higher education or any employee of the institution for any civil liability.

Missing Student Procedures

HEA section 485(j)
[34 CFR 668.46\(h\)](#)

Emergency Response and Evacuation Procedures

A school must develop emergency response and evacuation procedures and include a description of its procedures in its annual security report to the campus community.

A school must develop procedures to immediately notify the campus community upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus.

Emergency Response and Evacuation

[34 CFR 668.46\(g\)](#)

At a minimum, schools must have procedures to

- confirm that a significant emergency or dangerous situation (as described above) exists;
- determine the appropriate segment or segments of the campus community to receive a notification, the content of the notification, and to initiate the notification system;
- disseminate emergency information to the larger community; and
- test the emergency response and evacuation procedures on at least an annual basis, including announced or unannounced tests.

The school must publicize its emergency response and evacuation procedures in conjunction with at least one test per calendar year. The school must document each test with a description of the exercise, stating the date and time, and indicating whether it was announced or unannounced. Tests are defined as regularly scheduled drills, exercises, and appropriate follow-through activities designed for assessment and evaluation of emergency plans and capabilities.

The school must compile a list of the titles of those persons or organizations responsible for determining whether an emergency or dangerous situation exists and who are authorized to initiate the notification process and include this information in the annual report.

In an emergency or a dangerous situation, a school must, without delay and accounting for the safety of the community,

determine the content of the notification and initiate the notification system unless issuing a notification will, in the judgment of responsible authorities, compromise efforts to assist a victim or contain, respond to, or otherwise mitigate the emergency.

Timely Warning and Emergency Notification

A school must, in a manner that is timely and that withholds as confidential the names and other identifying information of victims, and that will aid in the prevention of similar crimes, report to the campus community on crimes that are

- included in its campus crime statistics (see the section *Crimes to be Reported* in this chapter), or
- reported to local police agencies or to campus security authorities (as identified under the school's statement of current campus policies), and
- considered by the school to represent a threat to students and employees.

A school is not required to provide a timely warning with respect to crimes reported to a pastoral or professional counselor.

If there is an immediate threat to the health or safety of students or employees occurring on campus, a school must follow its emergency notification procedures. A school that follows its emergency notification procedures is not required to issue a timely warning based on the same circumstances; however, the school must provide adequate follow-up information to the community as needed.

Timely Warning and Emergency Notification

[34 CFR 668.46\(e\)](#)

Drug and Alcohol Abuse Prevention

A school that participates in the *Title IV* programs must provide to its students, faculty, and employees information to prevent drug and alcohol abuse, and it must also have a drug and alcohol prevention program, as discussed later.

In addition, a school that participates in the Campus-Based Programs must have a drug-free awareness program for its employees that includes a notice to them of unlawful activities and the actions the school will take against an employee who violates these prohibitions.

Drug and Alcohol Abuse Prevention

[34 CFR 86](#)

[34 CFR 668.14\(c\)\(1\)](#)

Drug-Free Schools and Communities Act
(Public Law 101-226)

Information to be Included in Drug Prevention Materials for Students and Employees

A school must provide the following in its materials:

- Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of drugs and alcohol by students and employees on the school's property or as part of the school's activities
- A description of the legal sanctions under local, state, and federal law for unlawful possession, or distribution of illicit drugs and alcohol
- A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs available to students and employees
- A description of the health risks associated with the use of illicit drugs and alcohol
- A clear statement that the school will impose disciplinary sanctions on students and employees for violations of the standards of conduct (consistent with local, state, and federal law) and a description of these sanctions, up to and including expulsion, termination of employment, and referral for prosecution

Pursuant to the *FAFSA Simplification Act*, the Department published [Dear Colleague Letter \(GEN-21-04\)](#) on June 11, 2021. This letter discussed, among other things, the early implementation of the provision that removed the suspension of eligibility for *Title IV* aid for drug-related convictions that occurred while receiving *Title IV* aid of federal aid recipients. Note that this is not related to the information listed above that schools must include in their drug prevention materials. As it relates to federal *Title IV* aid programs, schools are not required to provide information and written notice to their student and employee population regarding the penalties associated with drug-related offenses and the impacts on *Title IV* aid eligibility. The [Federal Register Notice](#) announcing early implementation was posted on June 17, 2021.

Notice of Penalties

HEA section 485(k)

Distribution of Materials to All Students and Employees

The school may include this information in publications such as student or employee handbooks, provided that these publications are distributed to each student and employee. Merely making drug prevention materials available to those who wish to take them is not sufficient. The school must use a method that will reach every student and employee, such as the method used to distribute grade reports or paychecks.

The school must distribute these materials annually. If new students enroll or new employees are hired after the initial distribution for the year, the school must make sure that they also receive the materials.

Drug and Alcohol Abuse Prevention Program

Every participating school must certify that on the date it signs the Program Participation Agreement it has a drug and alcohol abuse prevention program in operation that is accessible to any officer, employee, or student at the school. The program adopted by the school must include an annual distribution to all students, faculty, and staff of information concerning drug and alcohol abuse and the school's prevention program.

Failure to Have a Prevention Program

[34 CFR 86.301](#)

A school must review its program once every two years to determine its effectiveness and implement changes to the program if they are needed, and to ensure that its disciplinary sanctions are being consistently enforced. As a part of this

biennial review, the school may, among other things, determine

- the number of drug and alcohol-related violations and fatalities that occur on a school's campus or as part of any of the school's activities and that are reported to campus officials; and
- the number and type of sanctions that are imposed by the school as a result of drug and alcohol-related violations and fatalities on the school's campus or as part of any of the school's activities.

The school must make available upon request from the Department and public the results of the review as well as the data and methods supporting its conclusions. It also important to note that schools must retain records related to their Drug and Alcohol Abuse Prevention Program for three years after the fiscal year it was created. If any litigation, claim, negotiation, audit, review, or other action involving the records has been started before expiration of the three-year period, the school shall retain the records until completion of the action and resolution of all issues that arise from it, or until the end of the regular three-year period, whichever is later.

The effectiveness of a school's prevention program may be measured by tracking the number of drug- and alcohol-related disciplinary actions, treatment referrals, and incidents recorded by campus police or other law enforcement officials. You may also find it useful to track the number of students or employees attending self-help or other counseling groups related to alcohol or drug abuse and to survey student, faculty, and employee attitudes and perceptions about the drug and alcohol problem on campus.

If a school does not certify that it has a prevention program or fails to carry out a prevention program, the Department may terminate any or all forms of federal financial aid to the school and may require it to repay any or all federal financial aid that it received while not in compliance.

Additional Sources of Information

Schools that are developing prevention programs should consult the Substance Abuse & Mental Health Services Administration (SAMHSA), in particular the [Drug-Free Workplace webpage](#) and helpline (1-800- 967-5752). These provide information about workplace programs and drug testing. SAMHSA is a division of the U.S. Department of Health & Human Services and also provides a treatment and referral hotline 1-800-WORKPLACE (1-800-967-5752) as well as [publications on drug abuse and prevention](#), among other topics.

Drug-Free Workplace requirements for Campus-Based schools

Because schools apply for and receive their Campus-Based allocation directly from the Department, they are considered to be federal grant recipients and as such are required to make a continuing, good faith effort, on a continuing basis, to maintain a drug-free workplace. The steps a school must take include

- establishing a drug-free awareness program to provide information to employees,
- distributing a notice to employees of prohibited unlawful activities and the school's planned actions against an employee who violates these prohibitions, and
- notifying the Department and taking appropriate action when it learns of an employee's conviction under any criminal drug statute.

A school's administrative cost allowance may be used to help defray related expenses, such as the cost of printing informational materials given to employees. The administrative cost allowance is discussed in *Volume 6*.

The drug-free workplace requirements apply to all offices and departments of a school that receives Campus-Based funds. Organizations that contract with the school are considered subgrantees not subject to the requirements of the Drug-Free Workplace Act.

Government-Wide Requirements for Drug-Free Workplace

Information About Athletics

The *Equity in Athletics Disclosure Act* Report

The *Equity in Athletics Disclosure Act* (EADA) requires a school that has an intercollegiate athletic program to make prospective students aware of its commitment to provide equitable athletic opportunities for its male and female students. As part of this requirement, each fall schools must report information to the Department and make it available to students, prospective students, and the public in easily accessible places. The annual report, officially called *The Report on Athletic Program Participation Rates and Financial Support Data* and commonly referred to as the EADA Report, must include information on

- the number of male and female full-time undergraduate students that attended the school (undergraduate students are those who are consistently designated as such by the school),
- the total amount and ratio of athletically related student aid awarded to male athletes compared to female athletes,
- the expenses incurred by the school for men's and women's sports,
- total annual revenues for men's or women's sports,
- the annual school salary of non-volunteer head coaches and assistant coaches for men's and women's teams, and
- for each varsity team in intercollegiate competition, the number and gender of participants and coaches, operating expenses, etc.

Equity in Athletics Disclosure Act (EADA)

HEA Section 485(e) and (g)

20 USC 1092

[34 CFR 668.41\(g\)](#)

[34 CFR 668.47](#) (Report on athletic program participation rates and financial support data)

[34 CFR 668.48](#) (Report on completion or graduation rates for student-athletes)

A school must publish its EADA report by October 15 and make it available upon request to students, prospective students, and the public. For example, a school may make hard copies of the report available in intercollegiate athletic offices, admissions offices, or libraries, or by providing a copy to all students in their electronic mailbox.

A school must provide the report promptly to anyone who requests the information. For example, a school may not refuse to provide a copy of the report to the news media, and the school may not require an individual requesting the information to come to the school to view the report. A school may not charge a fee for the information.

A school must submit its equity in athletics report to the Department via the EADA survey website annually within 15 days of making it available to students, prospective students, and the public. Note that a password and user ID are required for use of this website. They are sent by the Department to the chief administrator at the school. For help with this site, contact eadahelp@westat.com. The Department posts the [EADA reports for participating schools](#) online.

For specific categories and reporting rules, please see the EADA User's Guide for the online survey. Please reference 34 CFR 668.47(c) for specific information that must be included in the report.

Completion and Graduation Rates for Student Athletes

As part of their EADA disclosures, schools that offer athletically related student aid must produce an annual report that includes the following:

- The number of students, categorized by race and gender, who attended the school in the year prior to the submission of the report.
- The number of the students above who received athletically related student aid, categorized by race and gender within each sport.
- The completion or graduation rate and, if applicable, transfer- out rate of all the entering, certificate- or degree-seeking, full- time, undergraduate students described in [34 CFR 668.45\(a\)\(1\)](#), categorized by race and gender.
- The completion or graduation rate and, if applicable, transfer- out rate of the entering students described in [34 CFR 668.45\(a\)\(1\)](#) who received athletically related student aid, categorized by race and gender within each sport.
- The average completion or graduation rate and, if applicable, transfer-out rate for the four most recent completing or graduating classes of entering students described in [34 CFR 668.45\(a\)\(1\)](#), [\(3\)](#), and [\(4\)](#), categorized by race and gender. If a school has rates for fewer than four of those classes, it must disclose the rates it has.
- The average completion or graduation rate and, if applicable, transfer-out rate of the four most recent completing or graduating classes of entering students described in [34 CFR 668.45 \(a\)\(1\)](#) who received athletically related student aid, categorized by race and gender within each sport. If a school has rates for fewer than four of those classes, it must disclose the rates it has.

A school must provide this report to prospective student athletes, their parents, high school coaches, and guidance counselors. A school does not have to provide the report to the high school coach and guidance counselor if

- the institution is a member of a national collegiate athletic association,
- the association compiles data on behalf of its member institutions, which the Department determines are substantially comparable to those required by [34 CFR 668.48\(a\)](#), and
- the association distributes the compilation to all secondary schools in the United States.

Exception to Providing Completion/Graduation Rates for Student Athletes

[34 CFR 668.41\(f\)\(1\)\(ii\)](#)

The definition of athletically related student aid used here is the same definition that is also used for the EADA disclosure requirements. The definitions of certificate- or degree-seeking students, first-time undergraduate students, undergraduate students, and normal time are the same as those used for the calculation of completion or graduation and transfer-out rates for a school's general student body cohort.

Undergraduate students—For purposes of [34 CFR 668.45](#) and [34 CFR 668.48](#) (completion and graduation rates for students and student athletes) only, means students enrolled in a bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate. [34 CFR 668.41\(a\)](#)

Certificate or degree-seeking student—one enrolled in a course of credit and recognized by the school as seeking a degree or certificate.

Textbook Information

To the maximum extent practicable, a school must post verified textbook pricing information for both required and recommended materials for all classes (i.e., not just the school's online classes) on the schedule that the school has posted online.

This pricing information must include the International Standard Book Number (ISBN) and retail price for all required and recommended textbooks and supplemental materials for each course listed in the institution's course schedule used for

preregistration and registration. If the ISBN is not available, the pricing information must include the publisher and copyright date, as well as the title and author. If the school determines that disclosure of this pricing information is not practicable, it may substitute the designation “To Be Determined (TBD)” in lieu of the required pricing information.

If applicable, the school must include on its written course schedule a reference to the textbook information available on its Internet schedule and the Internet address for that schedule.

Schools are encouraged to provide information on renting textbooks, purchasing used textbooks, textbook buy-back programs, and alternative content delivery programs.

A school must provide the following information to its bookstore if the bookstore requests it:

- the school’s course schedule for the subsequent academic period; and
- for each course or class offered, the information it must include on its Internet course schedule for required and recommended textbooks and supplemental material, the number of students enrolled, and the maximum student enrollment.

The statutory requirement about textbook disclosures was described in DCL [GEN-08-12](#). Further guidance was given in [GEN-10-09](#). Also note that the law requires textbook publishers to provide information to faculty about pricing, copyright dates of previous editions, content revisions, alternate formats, etc.

Financial Literacy and At-Risk Students

You should provide borrowers with counseling at various stages of enrollment, interactive tools to manage debt, repayment options, school contact information, and information about the income potential of occupations relevant to their course of study. You can give this information through a variety of media such as face-to-face counseling, classes, publications, e-tutorials, e-mailed newsletters, and supplements to financial aid offers. You can offer a financial literacy course on a credit or non-credit basis as long as receiving a loan is not contingent upon taking the course.

In addition, the Financial Literacy and Education Commission, which includes the Departments of Education and the Treasury among other federal agencies, has published a report, *Best Practices for Financial Literacy and Education at Institutions of Higher Education*, which schools may find helpful with their financial literacy counseling.

You should identify and provide special counseling for at-risk students, such as those who withdraw prematurely from their educational programs, who do not meet SAP standards, or both.

Private Education Loans

A private education loan is a non-federal loan that is made to a borrower expressly for postsecondary education expenses, regardless of whether the loan is provided through the educational institution that the student attends or directly to the borrower from the private educational lender. (See the following definition of private education loan for exclusions.)

Loans made under *Title VII* and *Title VIII* of the *Public Health Service Act*, which are administered by the [Health Resources and Services Administration](#), are considered to be private education loans. These include Health Professions Student Loans, Primary Care Loans, Loans for Disadvantaged Students, and Nursing Student Loans.

If a private education loan is part of a preferred lender arrangement, it is subject to the rules for those arrangements (described later in this section).

Note: [Electronic Announcement – GENERAL-22-12](#) clarified that income share agreements (ISAs) used to finance expenses for postsecondary education are private education loans under [34 CFR 601.2\(b\)](#).

Private Education Loans

Disclosures Required for Private Education Loans

A school or institution-affiliated organization that provides information regarding a private education loan from a lender to a prospective borrower must provide the following disclosures, even if it does not participate in a preferred lender arrangement.

The private education loan disclosures must

- provide the prospective borrower with the information required by 15 U.S.C. 1638(e)(1) [[12 CFR 226.47\(a\)](#) in the Federal Reserve System regulations], and
- inform the prospective borrower that she may qualify for FSA loans or other assistance from the *Title IV* programs and that the terms and conditions of an FSA loan may be more favorable than the provisions of private education loans.

The school or affiliate must ensure that information about private education loans is presented in such a manner as to be distinct from information about *Title IV* loans.

The school must, upon the request of the applicant, discuss with her the availability of federal, state, and institutional student financial aid.

Self-Certification Form for Private Education Loans

A lender must obtain a signed, completed [Private Education Loan Applicant Self-Certification](#) from the loan applicant before initiating a private education loan. The applicant may get a copy of the form from the private lender and submit it to your school for completion or confirmation. Your school may also, at its option, provide the information needed to complete the form directly to the lender.

If the loan applicant (the student or parent) requests a copy of the self-certification form from your school, you must provide it. You may post an exact copy of the form on your website for applicants to download, or you may provide them a paper copy directly.

The applicant may also ask, if the student has been enrolled or admitted to your school, that you complete section 2 before providing him the form. You must do that to the extent that you have the information. Section 2 of the form collects the student's cost of attendance (see *Volume 3, Chapter 2*), the other financial assistance (OFA), and the difference between them. The OFA includes, for students who have completed the FAFSA, the amounts of aid that replace the SAI, which you determined according to the rules in *Volume 3, Chapter 3*; it does not include the private education loan(s) that the self-certification form is for.

The self-certification must be printed by the school or lender with black ink on white paper. The typeface, point size, and general presentation of the form may not be changed from the version approved by OMB. The only changes that may be made to the form are:

- Bold type in section headings may be removed, and bold or italic type may be added to the instructions.
- Schools and lenders may use any blank spaces at the top, bottom, or sides of the form for bar coding or other school/lender-specific information. However, such space may not be used to include the student's or parent's Social Security number.

Self-Certification Form

Schools as Private Lenders

Note that if a school solicits, makes, or extends private education loans, it is considered to be a private educational lender subject to the Federal Reserve's regulations on such. When the school is the lender, it must complete and give the self-certification form to the loan applicant and get the signed form back from the applicant before making the private education loan.

In some cases a school may be making more than one private education loan to an applicant. For example, a school may be providing a loan funded by the school (or from donor-directed contributions) and a Public Health Service loan. In such cases, the school can provide one self-certification form to the applicant.

Definitions

Private educational lender—(1) a financial institution, as defined in section 1813 of Title 12 that solicits, makes, or extends private education loans; (2) a federal credit union, as defined in section 1752 of Title 12 that solicits, makes, or extends private education loans; or (3) any other person engaged in the business of soliciting, making, or extending private education loans. 15 USC 1650(a)(7)

Private education loan—As defined in [12 CFR 226.46\(b\)\(5\)](#), a loan provided by a private educational lender that is not a *Title IV* loan and that is issued expressly for postsecondary education expenses to a borrower, regardless of whether the loan is provided through the educational institution that the student attends or directly to the borrower from the private educational lender. A private education loan does not include—

1. An extension of credit under an open-end consumer credit plan, a reverse mortgage transaction, a residential mortgage transaction, or any other loan that is secured by real property or a dwelling; or
2. An extension of credit in which the educational institution is the lender if—
 - i. The term of the extension of credit is 90 days or less; or
 - ii. An interest rate will not be applied to the credit balance and the term of the extension of credit is one year or less, even if the credit is payable in more than four installments.

[34 CFR 601.2\(b\)](#)

Institution-affiliated organization—one that is directly or indirectly related to a covered institution and that recommends, promotes, or endorses education loans for students attending the covered institution or their families. An institution-affiliated organization may include an alumni organization, athletic organization, foundation, or social, academic, or professional organization of a covered institution and does not include any lender with respect to any education loan secured, made, or extended by such lender. [34 CFR 601.2](#)

Preferred Lender Lists

For any year in which the school has a preferred lender arrangement, it will at least annually compile, maintain, and make available for students attending the school and the families of such students a list in print or other medium of the specific lenders for private education loans that the school recommends, promotes, or endorses in accordance with such preferred lender arrangement.

Preferred Lenders

HEA Sec. 153(a)(2)(A)
20 USC 1019a(a)(1)(A)

20 USC 1019b(c)
15 USC 1638(e)(11)
[34 CFR 601.10](#)
[12 CFR 226.47](#)

The school's preferred lender list must fully disclose

- why it participates in a preferred lender arrangement with each lender on the preferred lender list, particularly with respect to terms and conditions or provisions favorable to the borrower; and
- that the students attending the school (or their families) do not have to borrow from a lender on the preferred lender list; and
- when available, the information identified on a model disclosure form to be developed by the Department for each type of education loan that is offered through a preferred lender arrangement to the school's students or their families.

The school is required to

- exercise a duty of care and a duty of loyalty to compile the preferred lender list, without prejudice and for the sole benefit of the school's students and their families; and
- not deny or otherwise impede the borrower's choice of a lender for those borrowers who choose a lender that is not included on the preferred lender list. This requirement is also included in the school's Code of Conduct; see Chapter 3.

The preferred lender list must also prominently disclose the method and criteria used by the school in selecting lenders to ensure that such lenders are selected on the basis of the best interests of the borrowers, including

- payment of origination or other fees on behalf of the borrower,
- highly competitive interest rates or other terms and conditions or provisions of FSA loans or private education loans,
- high-quality servicing for such loans, or
- additional benefits beyond the standard terms and conditions or provisions for such loans.

The preferred lender list must indicate, for each listed lender, whether the lender is or is not an affiliate of each other lender on the preferred lender list. If a lender is an affiliate of another lender on the preferred lender list, the listing must describe the details of this affiliation.

Preferred Lender Disclosures

For each type of private education loan offered under a preferred lender arrangement, a school (or institution-affiliated organization) must disclose

- the maximum amount of *Title IV* funds available to students in an easy-to-understand format,
- the Truth in Lending information [15 USC 1638(e)(11)] for each type of private education loan offered through a preferred lender arrangement to the school's students and their families, and
- when available, the information identified on a model disclosure form to be developed by the Department for each type of education loan that is offered through a preferred lender arrangement to the school's students or their families.

Truth in Lending Act

TILA section 128(e)(1)
15 USC 1638(e)(1)
[12 CFR 226.46](#) through [226.48](#)

The school must disseminate this information on its website and in all informational materials such as publications, mailings, or electronic messages or materials that are distributed to prospective or current students and their families and describe financial aid that is available at an institution of higher education.

Use of Institution and Lender Name

A school or school-affiliated organization that participates in a preferred lender arrangement regarding private education loans must not agree to the lender's use of its name, emblem, mascot, or logo in the marketing of private education loans to students attending the school in any way that implies that the loan is offered or made by the school or its affiliate instead of the lender. This prohibition also applies to other words, pictures, or symbols readily identified with the school or affiliate.

The school or its affiliate must also ensure that the name of the lender is displayed in all information and documentation related to the private education loans described in this section.

Use of School or Lender Name

20 USC 1019a(a)(2)–(a)(3)
[34 CFR 601.12](#)

Definitions

Covered institution—Any institution of higher education, proprietary institution of higher education, postsecondary vocational institution, or institution outside the United States, as these terms are defined in 34 CFR part 600, that receives any federal funding or assistance.

Preferred lender arrangement—An agreement between a lender and a school or an institution-affiliated organization of the school under which the lender provides education loans to the students at the school or their families and that involves the school or its institution-affiliated organization recommending, promoting, or endorsing those loans.

A preferred lender arrangement does not include agreements with respect to loans made under the Direct Loan Program.

For the purpose of this definition, an arrangement does not exist if the private education loan made to a student attending the school is made by the school or by an institution-affiliated organization of the school and the loan is

- funded by the school's or its institution-affiliated organization's own funds;
- funded by donor-directed contributions;
- made under title VII or title VIII of the Public Service Health Act; or
- made under a state-funded financial aid program, if the terms and conditions of the loan include a loan forgiveness option for public service.

[34 CFR 601.2\(b\)](#)

Misrepresentation

Misrepresentation

[34 CFR Part 668, Subpart F](#)

Definition

[34 CFR 668.71\(c\)](#)

Misrepresenting educational program

[34 CFR 668.72](#)

Misrepresenting financial charges

[34 CFR 668.73](#)

Employability of graduates

[34 CFR 668.74](#)

Misrepresentation is defined as a false, erroneous, or misleading statement an eligible institution, one of its representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs, or to provide marketing, advertising, recruiting or admissions services makes directly or indirectly to a student, prospective student or any member of the public, or to a state agency, an accrediting agency, or the Department.

A **misleading statement** includes any statement that has the likelihood or tendency to mislead under the circumstances. A misleading statement may be included in the institution's marketing materials, website, or any other communication to students or prospective students. Misrepresentation includes any statement that omits information in such a way as to make the statement false, erroneous, or misleading. A statement may still be misleading, even if it is true on its face.

A statement is any communication made in writing, visually, orally, or through other means. This definition applies to statements made by an eligible school, the school's representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs or those that provide marketing, advertising, recruiting, or admissions services.

Misrepresentation includes the dissemination of a student endorsement or testimonial that a student gives either under duress or because the school required the student to make such an endorsement or testimonial to participate in a program.

A school, one of its representatives, or a related party engages in *substantial misrepresentation* when it misrepresents the nature of its educational program, its financial charges, or the employability of its graduates. Substantial misrepresentation is defined as any misrepresentation, including omission of facts as defined under [668.75](#), on which the person to whom it was made could reasonably be expected to rely, or has reasonably relied, to that person's detriment. Substantial misrepresentations are prohibited in all forms, including those made in any advertising or promotional materials or in the marketing or sale of courses or programs of instruction offered by the institution. A school is responsible for the harm caused by its misrepresentations, even if such misrepresentations cannot be attributed to institutional intent or knowledge and are the result of inadvertent or innocent mistakes.

[34 CFR 668.72](#) Nature of educational program

Misrepresentation concerning the nature of an eligible institution's educational program includes but is not limited to false, erroneous, or misleading statements concerning—

1. The particular type(s), specific source(s), nature and extent of its institutional, programmatic, or specialized accreditation;
2. Whether a student may transfer course credits

[34 CFR 668.73](#) Nature of financial charges

Misrepresentation concerning the nature of an eligible institution's financial charges includes but is not limited to false, erroneous, or misleading statements concerning—

- a. Offers of scholarships to pay all or part of a course charge;
- b. Whether a particular charge is the customary charge at the institution for a course;

- earned at the institution to any other institution;
3. Conditions under which the institution will accept transfer credits earned at another institution;
 4. Whether successful completion of a course of instruction qualifies a student—
 - For acceptance to a labor union or similar organization; or
 - To receive, to apply to take, or to take the examination required to receive, a local, state, or federal license, or a nongovernmental certification required as a precondition for employment, or to perform certain functions in the states in which the educational program is offered, or to meet additional conditions that the institution knows or reasonably should know are generally needed to secure employment in a recognized occupation for which the program is represented to prepare students;
 5. The requirements for successfully completing the course of study or program and the circumstances that would constitute grounds for terminating the student's enrollment;
 6. Whether its courses are recommended or have been the subject of unsolicited testimonials or endorsements by—
 1. Vocational counselors, high schools, colleges, educational organizations, employment agencies, members of a particular industry, students, former students, or others; or
 2. Governmental officials for governmental employment;
 7. Its size, location, facilities, or equipment;
 8. The availability, frequency, and appropriateness of its courses and programs to the employment objectives that it states its programs are designed to meet;
 9. The nature, age, and availability of its training devices or equipment and their appropriateness to the employment objectives that it states its programs and courses are designed to meet;
 10. The number, availability, and qualifications, including the training and experience, of its faculty and other personnel;
 - c. The cost of the program and the institution's refund policy if the student does not complete the program;
 - d. The availability or nature of any financial assistance offered to students, including a student's responsibility to repay any loans, regardless of whether the student is successful in completing the program and obtaining employment; or
 - e. The student's right to reject any particular type of financial aid or other assistance, or whether the student must apply for a particular type of financial aid, such as financing offered by the institution.
- (Authority: 20 U.S.C. 1094)
- ### **34 CFR 668.74 Employability of graduates**
- Misrepresentation regarding the employability of an eligible institution's graduates includes but is not limited to false, erroneous, or misleading statements concerning—
- a. The institution's relationship with any organization, employment agency, or other agency providing authorized training leading directly to employment;
 - b. The institution's plans to maintain a placement service for graduates or otherwise assist its graduates to obtain employment;
 - c. The institution's knowledge about the current or likely future conditions, compensation, or employment opportunities in the industry or occupation for which the students are being prepared;
 - d. Whether employment is being offered by the institution or that a talent hunt or contest is being conducted, including but not limited to the use of phrases such as "Men/women wanted to train for **," "Help Wanted," "Employment," or "Business Opportunities";
 - e. Government job market statistics in relation to the potential placement of its graduates; or
 - f. Other requirements that are generally needed to be employed in the fields for which the training is provided, such as requirements related to commercial driving licenses or permits to carry firearms, and failing to disclose factors that would prevent an applicant from

11. The availability of part-time employment or other forms of financial assistance;
12. The nature and availability of any tutorial or specialized instruction, guidance and counseling, or other supplementary assistance it will provide its students before, during or after the completion of a course;
13. The nature or extent of any prerequisites established for enrollment in any course;
14. The subject matter, content of the course of study, or any other fact related to the degree, diploma, certificate of completion, or any similar document that the student is to be, or is, awarded upon completion of the course of study;
15. Whether the academic, professional, or occupational degree that the institution will confer upon completion of the course of study has been authorized by the appropriate state educational agency. This type of misrepresentation includes, in the case of a degree that has not been authorized by the appropriate state educational agency or that requires specialized accreditation, any failure by an eligible institution to disclose these facts in any advertising or promotional materials that reference such degree; or
16. Any matters required to be disclosed to prospective students under [34 CFR 668.42](#) and [34 CFR 668.43](#) of this part.

qualifying for such requirements, such as prior criminal records or preexisting medical conditions.

(Authority: 20 U.S.C. 1094)

(Authority: 20 U.S.C. 1094)

Sanctions

If the Department determines that an eligible institution has engaged in substantial misrepresentation, it may

- revoke the school's program participation agreement
- impose limitations on the school's participation in *Title IV* programs
- deny participation applications made on behalf of the school; or
- initiate a proceeding to require the school, whose misrepresentation resulted in a borrower's successful borrower defense to repayment, to pay the Department the amount of the loan to which the defense applies in accordance with [34 CFR 668, subpart G](#)

Foreign Gifts, Contracts, and Ownership

Under the circumstances described below, schools must report to the Department information about foreign ownership or control and about gifts from or contracts with any foreign source that are, singly or in combination, worth \$250,000 or more in a calendar year.

Foreign Gifts and Contracts

HEA Sec. 117
U.S.C. Sec. 1011f

A school (and each campus of a multi-campus school) must report this information if it

- is legally authorized to provide a program beyond the secondary level within a state;
- provides a program that awards a bachelor's degree or a more advanced degree, or provides at least a two-year program acceptable for full credit toward a bachelor's degree;
- is accredited by a nationally recognized accrediting agency; and
- is extended any federal financial aid (directly or indirectly through another entity or person) or receives support from the extension of such aid to any of the school's sub-units.

Schools that are owned or controlled by a foreign source must file two reports per year: one no later than January 31 and the other no later than July 31. Other schools that receive a gift from or enter into a contract with a foreign source that meets the threshold stated above, must file a report no later than January 31 or July 31, whichever is sooner.

Previously schools must use the [online reporting system](#) to report this information. Data that schools report include:

- Whether they are owned or substantially controlled by a foreign source, the identity of the source, the date ownership or control began, and changes resulting from it.
- Gift amounts from a foreign source that, singly or in combination, meet the \$250,000 threshold. This includes restricted gifts.
- Contract amounts (and other terms) with a foreign source that meet the same threshold. This includes restricted contracts.
- The name and address of the foreign source and what type it is: (1) a foreign government, (2) a foreign legal entity, (3) a person who is not a citizen or national of the U.S. or one of its protectorates or territories, or (4) an agent acting on behalf of one of these sources (1-3).
- For restricted or conditional gifts or contracts, a detailed description of the restrictions or conditions. This includes which situations they relate to that are listed in the definition below.

Note that what schools report has changed from what used to be reported on the E-App. See the [June 22, 2020, announcement](#) for more details about the new reporting method and the information that schools will now report. Appendix A of the announcement has an outline of the report, and Appendix B has a list of Q's and A's.

Finally, the report contains an acknowledgement of a failure to comply. The information collected in the report is subject to 18 U.S.C. §1001, which provides that a person may be subject to fines and imprisonment if he knowingly falsifies or conceals a material fact, makes any materially false or fraudulent statement or representation, or makes or uses any document that contains a materially false or fraudulent statement. Also, if a school fails to fulfill the obligations of HEA Section 117, the Secretary of Education may request the Department of Justice to undertake a civil action in federal district court.

[Background information and resources related to HEA Section 117](#) can be found on the U.S. Department of Education website. For technical questions or access issues, email ForeignGiftsAccess@ed.gov.

Anti-lobbying Provisions

Prohibition on use of *Title IV* Funds

Title IV funds may not be used to pay any person for trying to influence a member of Congress, an employee of a member of Congress, or an officer or employee of Congress or any agency.

This prohibition applies to the making of a federal grant or loan, awarding federal contracts, and entering into federal cooperative agreements, as well as to the extension, continuation, renewal, amendment, or modification of a federal contract, grant, loan, or cooperative agreement.

Also, *Title IV* funds may not be used to hire a registered lobbyist or pay any person or entity for securing an earmark. Schools receiving *Title IV* funds will have to certify their compliance with these requirements annually.

A school may not use its administrative cost allowance to pay for its membership in professional associations (such as the National Association of Student Financial Aid Administrators, the National Association of College and University Business Officers, etc.), regardless of whether the association engages in lobbying activities.

Prohibition on use of *Title IV* Funds

20 USC 1011m
[34 CFR Part 82](#)

Definitions

Foreign source—This term comprises

- a foreign government, including an agency of a foreign government;
- a legal entity, governmental or otherwise, created solely under the laws of a foreign state or states;
- an individual who is not a citizen or a national of the United States or a trust territory or protectorate thereof; and
- an agent, including a subsidiary or affiliate of a foreign legal entity, acting on behalf of a foreign source.

Gift—Any gift of money or property.

Contract— Any agreement for the acquisition by purchase, lease, or barter of property or services by the foreign source, for the direct benefit or use of either of the parties.

Restricted or conditional gift or contract—Any endowment, gift, grant, contract, award, present, or property of any kind which includes provisions regarding

- the employment, assignment, or termination of faculty;
- the establishment of departments, centers, research or lecture programs, or new faculty positions;
- the selection or admission of students; or
- the award of grants, loans, scholarships, fellowships, or other forms of financial aid restricted to students of a specified country, religion, sex, ethnic origin, or political opinion.

HEA §117(h)
20 U.S.C. §1011f(h)

Campus-Based Disclosure

If a school that receives more than \$100,000 in Campus-Based funds has used non-federal funds to pay any person for lobbying activities in connection with the Campus-Based Programs, the school must submit a disclosure form (Standard Form LLL) to the Department. The school must update this disclosure at least annually and when changes occur.

The disclosure form must be signed by the chief executive officer (CEO). A school is advised to retain a copy in its files.

The school must require that this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

First Amendment Violations

Reporting Final Court Judgments

Public schools that receive direct grants, including Pell grants, from the Department and that are legally required to abide by the First Amendment to the U.S. Constitution must comply with protections for freedom of speech, association, press, religion, assembly, petition, and academic freedom. The Department will determine that a public institution has not complied with the First Amendment only if there is a final, non-default judgment by a state or federal court that the school or one of its employees, acting in his or her official capacity, violated the First Amendment. A final judgment is one that the school chooses not to appeal or that is not subject to further appeal.

Private schools must comply with their stated policies regarding freedom of speech, including academic freedom. The Department will determine that a private institution has not complied with its stated policies only if there is a final, non-default judgment by a state or federal court that the school or one of its employees, acting on behalf of the school, violated its institutional policy regarding freedom of speech or academic freedom.

Both public and private schools subject to the above judgments must submit to the Department a copy of the court's final, non-default judgment no later than 45 calendar days after the judgment is entered. This requirement became effective November 23, 2020; it applies only to violations of the First Amendment or a school's freedom of speech policy that occur on or after that date and bring a final judgment, as explained above.

Submission of Final Court Judgments

[34 CFR 75.500\(b\)-\(c\)](#) and
[34 CFR 76.500\(b\)-\(c\)](#)

Equal Treatment of Religious Student Organizations

Public schools that receive direct grants from the Department cannot deny to any student organization whose stated mission is religious in nature any right, benefit, or privilege that is otherwise afforded to other student organizations at the school because of its beliefs, practices, policies, speech, membership standards, or leadership standards that are informed by sincerely held religious beliefs. Such rights and benefits include but are not limited to full access to the facilities of the school, distribution of student fee funds, and official recognition of the organization by the school. Anyone may report a violation of this requirement to the Department by emailing religiousliberty@ed.gov.

See the [November 25, 2020, Federal Register notice](#) for more information about these First Amendment issues.

Equal Treatment of Religious Student Organizations

[34 CFR 75.500\(d\)](#) and
[76.500\(d\)](#)

Voter Registration

If a participating school is located in a state that requires voter registration prior to election day and/or does not allow registration at the time of voting, then the school must make a good-faith effort to distribute voter registration forms to its students. This requirement was included in the *National Voter Registration Act of 1993* (also known as the “NVRA” or “motor voter law”).

The Department of Justice identified that the requirements of the NVRA apply to 44 states and the District of Columbia. Six states—Idaho, Minnesota, New Hampshire, North Dakota, Wisconsin, and Wyoming— are exempt from the NVRA. Likewise, the territories are not covered by the NVRA (Puerto Rico, Guam, U.S. Virgin Islands, American Samoa).

The school must make the voter registration forms widely available to its students and must individually distribute the forms to its degree- or certificate-seeking (FSA-eligible) students. The school can mail paper copies, or it may send an electronic message to each student with a voter registration form or with an Internet address where the form can be downloaded. The message must be devoted exclusively to voter registration.

In applicable states, schools must request voter registration forms from the state 120 days prior to the state’s deadline for registering to vote. This provision applies to general and special elections for federal office and to the elections of governors and other chief executives within a state. If a school does not receive the forms within 60 days prior to the deadline for registering to vote in the state, it is not liable for failing to meet the requirement during that election year.

Exclusions For Foreign Schools

Many of the consumer information requirements described in this chapter do not apply to foreign schools. Following is a list of those that do not apply with the relevant regulatory or statutory citation. For details see the [November 2018 Federal Register notice](#).

- Transfer of credit policies and articulation agreements ([34 CFR 668.43\(a\)\(11\)](#))
- Copyright infringement policies and sanctions, including computer use and file sharing ([34 CFR 668.43\(a\)\(10\)](#))
- School and program accreditation, approval, or licensure ([34 CFR 668.43\(a\)\(6\)](#))
- Drug and alcohol abuse prevention program (20 U.S.C. 1011i; [34 CFR 86.100](#) and [34 CFR 86.103](#))
- Completion/graduation and transfer-out rates for students receiving athletically related student aid ([34 CFR 668.41\(f\)](#) and [34 CFR 668.48](#))
- Intercollegiate athletic program participation rates and financial support (Equity in Athletics Disclosure Act) ([34 CFR 668.41\(g\)](#) and [34 CFR 668.47\(c\)](#))
- Completion/graduation and transfer-out rates (including disaggregated completion/graduation rates) ([34 CFR 668.41\(d\)](#) and [34 CFR 668.45](#))
- Placement in employment ([34 CFR 668.41\(d\)](#))
- Job placement rates ([34 CFR 668.14\(b\)\(10\)](#))
- Types of graduate and professional education in which the institution’s graduates enroll ([34 CFR 668.41\(d\)\(6\)](#))
- Retention rate ([34 CFR 668.41\(d\)\(3\)](#))
- Security report—missing person notification policy ([34 CFR 668.46\(b\)\(14\)](#) and [34 CFR 668.46\(h\)](#))
- Fire safety report ([34 CFR 668.41\(e\)](#) and [34 CFR 668.49](#))
- Fire log ([34 CFR 668.49\(d\)](#))
- State grant assistance ([34 CFR 668.14\(b\)\(11\)](#))
- Vaccinations policy (20 U.S.C. 1092(a)(1))
- Student body diversity (20 U.S.C. 1092(a)(1)(Q))
- Textbook information (20 U.S.C. 1015b)
- Accountability for programs that prepare teachers (20 U.S.C. 1022d– 1022g)
- Voter registration forms (20 U.S.C. 1094(a)(23))
- Constitution Day (36 U.S.C. 106)

Chapter 7

Record Keeping, Privacy, & Electronic Processes

Schools must maintain detailed records to show that *Title IV* funds are disbursed in the correct amounts to eligible students. These records must be retained for a certain amount of time and made available to authorized parties in the course of audits, program reviews, or investigations. Personally identifiable information (PII) in these records must be safeguarded and may only be released to other parties under certain conditions specified in all applicable laws, regulations, and policies. You may wish to share the contents of this chapter with your school's IT office or provider.

Required Records

A school must keep comprehensive, accurate program and fiscal records related to its use of *Title IV* program funds. Complete and accurate records are important. Program and fiscal records must demonstrate the school is capable of meeting the administrative and fiscal requirements for participating in *Title IV* programs. Records must demonstrate proper administration of Title IV program funds and show a clear audit trail for *Title IV* program expenditures. For example, records for each *Title IV* recipient must clearly show that the student was eligible for the funds received and that the funds were disbursed according to program regulations. To assess your compliance with the provisions of this chapter, see Activity 2 on the [fiscal management](#) page of the FSA Assessments website.

In addition to the general institutional record keeping requirements discussed here, a school must also comply with all program-specific record keeping requirements contained in the individual *Title IV* regulations.

Record Keeping

[34 CFR 668.24](#)

Closed School or Branch

If a school closes, stops providing educational programs, is terminated or suspended from the *Title IV* programs, or undergoes a change in ownership that results in a change of control, it must provide for the retention of required records. It must also provide for access to those records for inspection and copying by the Department. A school that formerly participated in the FFEL Program must also provide access for the appropriate guaranty agency.

If a school has an additional location or branch that closes, the school should maintain its loan records beyond the end of the three-year record retention requirement to respond to the Department or to refute borrower claims of eligibility for discharge.

Records Related to School Eligibility

A school must establish and maintain on a current basis any application the school submitted for FSA program funds. Other program records that must be maintained include:

- Program Participation Agreement (PPA), approval letter, and Eligibility and Certification Approval Report (ECAR),
- application portion of the FISAP,
- accrediting and licensing agency reviews, approvals, and reports,
- state agency reports,
- audit and program review reports,
- self-evaluation reports, and
- other records, as specified in regulation, that pertain to financial responsibility and standards of administrative capability.

Records Relating to Student Eligibility

A school must keep records that substantiate the eligibility of students for *Title IV* funds, such as:

- cost of attendance information,
- documentation of a student's satisfactory academic progress (SAP),
- documentation of student's program of study and the courses in which the student was enrolled,
- data used to establish student's admission, enrollment status, and period of enrollment,
- required student certification statements and supporting documentation,
- documents used to verify applicant data and resolve conflicting information,
- documentation of all professional judgment decisions, and
- financial aid history information for transfer students.

Fiscal Records

As part of meeting its fiduciary responsibilities, a school must maintain accounting and fiscal records to demonstrate its proper use of *Title IV* funds. A school's fiscal records must provide a clear audit trail that shows that funds were received, managed, disbursed, and returned in accordance with federal requirements.

The fiscal records a school must maintain include but are not limited to the following:

- records that reflect each *Title IV* program transaction,
- bank statements for all accounts containing *Title IV* funds,
- records of student accounts, including each student's institutional charges, cash payments, FSA payments, cash disbursements, re-funds, returns, and overpayments required for each enrollment period,
- general ledger (control accounts) and related subsidiary ledgers that identify each *Title IV* program transaction (FSA transactions must be separate from school's other financial transactions),
- Federal Work-Study payroll records, and
- the fiscal operations report portion of the FISAP.

A school must also maintain records that support data appearing on required reports, such as, but not limited to:

- Pell Grant statements of accounts,
- cash requests and quarterly or monthly reports from the G6 payment system (formerly G5),
- FSA program reconciliation reports,
- audit reports and school responses,
- state grant and scholarship award rosters and reports,
- accrediting and licensing agency reports, and
- records used to prepare the income grid on the FISAP.

Loan Program Records

There are special record keeping requirements in the Direct and FFEL loan programs. A school must maintain

- A copy of the paper or electronic loan certification or origination record, including the loan amount and the period of enrollment.
- The cost of attendance, other financial assistance, and expected family contribution used to calculate the loan amount (and any other information that may be required to determine the borrower's eligibility, such as the student's Federal Pell Grant eligibility or ineligibility).
- The date(s) the school disbursed the loan funds to the student (or to the parent borrower), and the amount(s) disbursed. (For loans delivered to the school by check, the date the school endorsed each loan check, if required.)
- Documentation of the confirmation process for each academic year in which the school uses the multi-year feature of the Master Promissory Note. This may be part of the borrower's file, but acceptable documentation can also include a statement of the confirmation process that was printed in a student handbook or other financial aid publication for that school year. The documentation may be kept in paper or electronic form. There is no retention limit for this

documentation; you must keep it indefinitely because it may affect the enforceability of loans.

Loan Program Records

[34 CFR 668.24](#),

[34 CFR 682.610](#), and

[34 CFR 685.309\(c\)](#)

A school must keep records relating to a student or parent borrower's eligibility and participation in the Direct Loan or FFEL program for three years after the end of the award year in which the student last attended the school. A school must keep all other records relating to the school's participation in the Direct Loan or FFEL program for at least three years after the end of the award year in which the records are submitted.

Campus-Based Records

Schools participating in the Campus-Based Programs must keep the FISAP and any records supporting the data used to create it (e.g., the source data for the income grid) for three years from the end of the award year in which the FISAP is submitted. Consider the [Fiscal Operations Report for 2023–2024 and Application to Participate for 2025–2026](#). It is submitted during the 2024–2025 award year by September 30, 2024. That award year ends on June 30, 2025, so schools must retain the data used to create that FISAP until at least June 30, 2028 (three years from June 30, 2025).

See *Volume 6*, Chapter 1, for a discussion of the record-keeping requirements for the FWS and FSEOG programs, and see Chapter 3 of that volume about record keeping for Perkins Loans.

Record Retention Periods

Schools must retain all required records for a minimum of three years from the end of the award year. However, the starting point for the three-year period is not the same for all records. For example, FFEL and Direct Loan reports must be kept for three years after the end of the award year in which they were submitted, while borrower records must be kept for three years from the end of the award year in which the student last attended.

Different retention periods are necessary to ensure enforcement and repayment of Perkins Loans, which are normally held by the school. Perkins Loan repayment records, including cancellation and deferment records, must be kept for three years from the date that the loan was assigned to the Department, cancelled, or repaid. Perkins original promissory notes and original repayment schedules must be kept until the loan is satisfied or needed to enforce the obligation.

A school may retain records longer than the minimum period required. Moreover, a school may be required to retain records involved in any loan, claim, or expenditure questioned in any *Title IV* program review, audit, investigation, or other review, for more than three years (see *Chapter 8* for information on program reviews and audits). If the three-year retention period expires before the issue in question is resolved, the school must continue to retain all records until resolution is reached.

There are also additional record retention requirements that apply to schools granted waivers of the audit submission requirements.

Summary of Record Retention Requirements

From [34 CFR 668.24](#) Record retention and examinations.

Program Records

A school must establish and maintain, on a current basis, any application for *Title IV* funds and program records that document—

- the school's eligibility to participate in the *Title IV*, HEA programs,
- the eligibility of the school's educational programs for *Title IV*, HEA program funds,
- the school's administration of the *Title IV*, HEA programs in accordance with all applicable requirements,
- the school's financial responsibility,
- information included in any application for *Title IV*, HEA program funds, and
- the school's disbursement and delivery of *Title IV*, HEA program funds.

Fiscal Records

A school must account for the receipt and expenditure of all *Title IV* program funds in accordance with generally accepted accounting principles.

A school must establish and maintain on a current basis—

- financial records that reflect each *Title IV* program transaction, and
- general ledger control accounts and related subsidiary accounts that identify each *Title IV* program transaction and separate those transactions from all other school financial activity.

Records for *Title IV* Aid Recipients

A school must maintain records for each *Title IV* recipient that include but are not limited to—

- The FAFSA Submission Summary or Institutional Student Information Record (ISIR) used to determine a student's eligibility for *Title IV* program funds,
- Application data submitted to the Department, lender, or guaranty agency by the school on behalf of the student or parent,
- Documentation of each student's or parent borrower's eligibility for *Title IV* program funds (e.g., records that demonstrate that the student has a high school diploma, GED, or the ability to benefit),
- Documentation relating to each student's or parent borrower's receipt of *Title IV* program funds, including but not limited to:
 - The amount of the grant, loan, or FWS award; its payment period; its loan period, if appropriate; and the calculations used to determine the amount of grant, loan, or FWS award;
 - The date and amount of each disbursement of grant or loan funds, and the date and amount of each payment of FWS wages;
 - The amount, date, and basis of the school's calculation of any refunds/returns or overpayments due to or on behalf of the student, or the treatment of *Title IV* program funds when a student withdraws; and
 - The payment of any overpayment or return of *Title IV* program funds to the to the Department.
- Documentation of and information collected at any initial or exit loan counseling required by applicable program regulations,
- Reports and forms used by the school in its participation in a *Title IV* program, and any records needed to verify data that appear in those reports and forms,
- Documentation supporting the school's calculation of its completion or graduation rates, and transfer-out rates under [34 CFR 668.45](#) (see *Chapter 6*).

Pell and TEACH grants, Campus-Based Program Records

Three years from the end of the award year for which the aid was awarded

Except:

- Fiscal Operations Report (FISAP) and supporting records—three years from the end of the award year in which the report was submitted
- Perkins repayment records*—Until the loan is satisfied, or the documents are no longer needed to enforce the obligation
- Perkins original promissory notes—three years from the date the loan is assigned to ED, canceled, or repaid

Direct Loans & FFEL

- Records related to borrower's eligibility and participation—three years from the end of the award year in which the student last attended
- All other records, including any other reports or forms—three years from the end of the award year in which the report was submitted

*includes original repayment schedule, though manner of retention remains same as promissory note

Record Maintenance

Acceptable Formats

A school must maintain all required records in a systematically organized manner. Unless a specific format is required, a school may keep required records in:

- hard copy
- microform
- computer file
- optical disk
- CD-ROM
- other media formats

Record retention requirements for the Institutional Student Information Record (ISIR) are discussed here. All other record information, regardless of the format used, must be retrievable in a coherent hard copy format (for example, an easily understandable printout of a computer file) or in a media format acceptable to the Department.

Any document that contains a signature, seal, certification, or any other image or mark required to validate the authenticity of its information must be maintained in its original hard copy or in an imaged media format. This includes tax returns, verification statements, and FAFSA Submission Summaries used to determine eligibility, and any other document when a signature, seal, etc., contained on it is necessary for the document to be used for the purposes for which it is being retained.

A school may maintain a record in an imaged media format only if the format is capable of reproducing an accurate, legible, and complete copy of the original document. When printed, the copy must be approximately the same size as the original document.

Please note that promissory notes that are signed electronically must be stored electronically and the promissory note must be retrievable in a coherent format. Because Direct Loan MPNs are stored in COD, this requirement can be satisfied through COD.

The requirement providing for other media formats acceptable to the Department allows for the use of new technology as it is developed. The Department will notify schools of acceptable media formats; schools should not apply for approval of

a media format.

Requirements for Electronic Promissory Notes

[34 CFR 668.24\(d\)\(3\)\(i\)](#) through (iv)

Special Requirements for FAFSA Submission Summaries and ISIRs

Special maintenance and availability requirements apply for FAFSA Submission Summaries and ISIRs used to determine eligibility. It is essential that these basic eligibility records be available in a consistent, comprehensive, and verifiable format for program review and audit purposes.

Hard copies of FAFSA Submission Summaries that students submit to schools must be maintained and available in their original format or in an imaged media format. The ISIR, an electronic record, must be maintained and available in its original format (e.g., as it was archived using EDEXpress software supplied to the school). A school that uses EDEXpress has the ability to preserve the ISIR data that it has maintained during the applicable award year by archiving the data to a disk or other computer format.

Examination of Records

Location

A school must make its records readily available to the Department at a location of the school designated by the Department. These include any records of transactions between the school and the financial institution where it deposits *Title IV* funds.

A school is not required to maintain records in any specific location. For example, it may be more appropriate for a school to maintain some records in the financial aid office while maintaining others in the business office, the admissions office, or the office of the registrar. The responsible administrator in the office maintaining the records should be aware of all applicable record retention requirements.

Cooperation with Agency Representatives

A school that participates in any *Title IV* program and the school's third-party servicers, if any, must cooperate with the agencies and individuals involved in conducting any audit, program review, investigation, or other review authorized by law. See *Chapter 4* for more information on independent audits and *Chapter 8* for information on program reviews. A school must also provide this cooperation to its accrediting agency and to any guaranty agency in whose program the school participates.

Cooperation must be extended to the following individuals and their authorized representatives: an independent auditor, the Secretary of the Department of Education, the Department's Inspector General, and the Comptroller General of the United States. See [Electronic Announcement GEN-23-56](#) about nondisclosure agreements improperly limiting or prohibiting employee communications with the Department.

A school must cooperate by providing

- Timely access to requested records, pertinent books, documents, papers, or computer programs for examination and copying by any of the agents listed above. The records to which timely access must be provided include but are not limited to computerized records and records reflecting transactions with any financial institution with which the school or servicer deposits or has deposited any *Title IV* funds.
- Reasonable access to all personnel associated with its or its servicer's administration of the *Title IV* programs so that any of the agents listed above may obtain relevant information. A school or servicer must allow those personnel to supply all relevant information and to be interviewed without the presence of the school's or servicer's management

(or tape recording of the interviews by the school or servicer).

If requested by the Department, a school or servicer must provide promptly any information the school or servicer has regarding the last known address, full name, telephone number, enrollment information, employer, and employer address of a recipient of *Title IV* funds who attends or attended the school. A school must also provide this information, upon request, to a lender or guaranty agency in the case of a borrower under the FFEL Program.

Examination of Records

[34 CFR 668.24\(f\)](#)

Privacy of Student Information Under FERPA

The *Family Educational Rights and Privacy Act of 1974* (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of students' education records, which are records that are: (1) directly related to a student; and (2) maintained by an education agency or postsecondary institution or by a party acting for the agency or institution. The law generally applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The student records of a housing facility owned by a third party that has a contract with a school to provide housing for its students are considered under the control of the school (whether the rent is paid directly by the student or by the school on their behalf). Records maintained by the third party or the school related to students living in that housing are subject to FERPA. Note: Do not confuse FERPA with the *Privacy Act of 1974* that governs the records kept by government agencies, including the application records in the federal processing system.

FERPA Citations

20 USC 1232g

[34 CFR 99.7](#) Notification of FERPA Rights

[34 CFR 99.8](#) Law enforcement unit records

[34 CFR 99.10](#), [11](#), and [12](#) Right of student to review records

[34 CFR 99.20](#), [21](#), and [22](#) Right of student to request amendment to records

[34 CFR 99.30](#) Prior consent requirement

[34 CFR 99.31](#) When prior consent is not required to disclose information

[34 CFR 99.32](#) Record keeping requirement

[34 CFR 99.33](#) Limitations on redisclosure

[34 CFR 99.34](#) Disclosure to other institutions where the student transfers

[34 CFR 99.35](#) Disclosure to certain authorities for audit or evaluation of education programs

At the postsecondary level, FERPA affords eligible students with certain rights. FERPA defines an "eligible student" as a student who has reached 18 years of age or is attending an institution of postsecondary education at any age. With exceptions such as those noted in this section, FERPA affords postsecondary students the right to inspect and review their

education records, the right to seek to have their records amended, and the right to have some control over the disclosure of personally identifiable information from their education records.

These rules apply to all education records a school maintains, including admissions records (only if the student was admitted), academic records, and any financial aid records pertaining to the student. Therefore, the financial aid office is not usually the office that develops a school's FERPA policy or the notification to students, although it may have some input.

You can read the [FERPA model notification](#) that the Department has posted online. The Department has issued a technical assistance document that provides information on FERPA and HEA legal requirements related to preparing for and addressing situations that threaten the health or safety of the campus community. The Department's Student Privacy Policy Office (SPPO) administers FERPA; for more information, see the [Protecting Student Privacy website](#).

Sole Possession Records

Sole possession records are exempted from the definition of education record and thus are not subject to FERPA. They are kept in the sole possession of the maker of the record and are

- used as a memory or reference tool, and
- not accessible or revealed to any other person except a temporary substitute for the maker of the record.

Student's Right to Review Education Records under FERPA

A school must provide a student with an opportunity to review his or her education records within 45 days of the receipt of a request. A school is only required to provide the student with copies of education records or make other arrangements to provide the student access to the records if a failure to do so would effectively prevent the student from obtaining access to the records. A case in point would be a situation in which the student does not live within commuting distance of the school. While the school may not charge a fee for retrieving the records, it may charge a reasonable fee for providing copies of the records, provided that the fee would not prevent access to the records.

While the rights under FERPA have transferred from a student's parents to the student when the student attends a postsecondary institution, FERPA does permit a school to disclose a student's education records to his or her parents if the student is a dependent student under IRS rules.

Note that the IRS definition of a dependent is quite different from that of a dependent student for FSA purposes. For IRS purposes, students are dependent if they are listed as dependents on their parent's income tax returns. (If the student is a dependent as defined by the IRS, disclosure may be made to either parent, regardless of which parent claims the student as a dependent.)

There are other situations in which information about a student may be disclosed to his or her parents. A school official may

- disclose information from a student's education records to parents in the case of a health or safety emergency involving the student.
- let parents of students under the age of 21 know when the student has violated any law or policy concerning the use or possession of alcohol or a controlled substance.
- share with parents information that is based on that official's personal knowledge or observation and that is not based on information contained in an education record.

Prior Written Consent to Disclose the Student's Records

Except under one of the special conditions described in this section, a student must provide written consent before an education agency or institution may disclose personally identifiable information from the student's education records.

The written consent must state the purpose of the disclosure, specify the records that may be disclosed, identify the party or class of parties to whom the disclosure may be made, and be signed and dated.

If the consent is given electronically, the consent form must identify and authenticate a particular person as the source of

the electronic consent and indicate that person's approval of the information contained in the electronic consent.

The FERPA regulations include a list of exceptions where the school may disclose personally identifiable information from the student's education records without prior written consent. Several of these allowable disclosures are of particular interest to the financial aid office since they are likely to involve the release of financial aid records.

Disclosures to School Officials

Some of these disclosures may be made to officials at your school under certain conditions. Typically, these might include disclosures of admissions records, grades, or financial aid records. Disclosure may be made to other school officials, including teachers, within the school whom the school has determined to have legitimate educational interests. Third-party servicers that your school has contracted with to perform *Title IV* functions are considered school officials under FERPA provided they:

- perform a school service or function for which your school would otherwise use employees,
- are under the control of your school with respect to the use and maintenance of education records, and
- comply with FERPA requirements about the use and redisclosure of personal information from education records.

A school official may disclose personally identifiable information from student education records to a third-party servicer who meets the above criteria if the official determines that the third-party servicer has a "legitimate educational interest." Your school must include in its annual notification of rights under FERPA the criteria for determining who is a school official and what constitutes a legitimate educational interest. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Also, for such servicers to receive disclosures without student consent as though they were school officials, they must not use that personal information to set up a bank account or maintain a credit balance for students. See [DCL GEN-23-03](#).

Disclosures to Another Institution

FERPA permits an institution to disclose education records to officials of another postsecondary institution where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. [[34 CFR 99.31\(a\)\(2\)](#) & [34 CFR 99.34](#).]

If your school routinely discloses information to other schools where students seek to enroll, it should include this information in its annual privacy notification to students, or, if not, your school must make a reasonable attempt to notify students at their last known address.

Crime and Security Records

There are two different FERPA provisions concerning the release of records relating to a violent crime. One concerns the release to the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding conducted by the school. The school may disclose the final results of the disciplinary proceeding, regardless of whether the school concluded a violation was committed [[34 CFR 99.31\(a\)\(13\)](#)]. A separate provision permits a school to disclose to anyone the final results of any disciplinary hearing against an alleged perpetrator of a crime of violence or a non-forcible sex offense only when that student was found in violation of the school's policy on the offense [[34 CFR 99.31\(a\)\(14\)](#)].

Records created and maintained by a school's law enforcement unit are exempt from the privacy restrictions of FERPA. A school may disclose information from these "law enforcement unit records" to anyone—including parents or federal, state, or local law enforcement authorities— without the student's consent pursuant to school policy and/or state law.

Disclosures to Government Agencies

Disclosures may be made for audit, evaluation, and enforcement purposes to authorized representatives of the U.S. Department of Education, which include employees of the Department—such as those of the National Center for Education Statistics and the offices of Federal Student Aid, Postsecondary Education, Inspector General and Civil Rights—as well as firms under contract to the Department to perform certain administrative functions or studies.

In addition, disclosure may be made if it is in connection with financial aid the student has received or applied for. Such disclosure may only be made if the student information is needed to determine the amount of the aid or the conditions or student's eligibility for the aid or to enforce the terms or conditions of the aid.

Schools may, without violating FERPA, release personally identifiable information on nonimmigrant students with an F, J, or M visa to U.S. Immigration and Customs Enforcement in compliance with the Student Exchange Visitor Information System program.

Disclosures in Response to Subpoenas or Court Orders

FERPA permits schools to disclose personally identifiable information from a student's education records without the student's prior written consent to comply with a lawfully issued subpoena or court order. In most cases the school must make a reasonable effort to notify the student who is the subject of the subpoena or court order before complying so that he may seek protective action. However, the school does not have to notify the student if the court or issuing agency has prohibited such disclosure if certain conditions are met.

A school may also disclose information from education records, without the consent or knowledge of the student, to representatives of the U.S. Department of Justice in response to an *ex parte* order issued in connection with the investigation of crimes of terrorism. "Terrorism" and "crimes of terrorism" are defined in 18 USC 2331 and 2332b(g)(5)(B).

Subpoena Citations

20 USC 1232g(b)(1)(J)(i) and (ii), (b)(2)(B)

20 USC 1232g(b)(4)

[34 CFR 99.31\(a\)\(9\)](#)

[34 CFR 99.32](#)

Documenting the Disclosure of Information

A school does not have to record requests for access made by the eligible student, a school official who has a legitimate educational interest, some court orders or subpoenas, or a party seeking directory information or who has written consent from the eligible student.

Otherwise, a school must keep a record of each request for access and each disclosure, including any anticipated redisclosures, of personally identifiable information from a student's education records to other parties. The record of the request and disclosure must identify the parties who requested the information and their legitimate interest in the information. This record must be maintained with the student's education records as long as the education records themselves are kept. [[34 CFR 99.32](#)]

FERPA Responsibilities and Student Rights

A school is required to

- annually notify students of their rights under FERPA;
- include in that notification the procedure for exercising their rights to inspect and review education records; and
- maintain a record with a student's education records listing to whom personally identifiable information was disclosed and the legitimate interests the parties had in obtaining the information (does not apply to school officials with a legitimate educational interest or to directory information).

A student has the right to

- inspect and review any education records pertaining to the student;
- request an amendment to his/her records; and
- consent to disclosure of personally identifiable information from education records, except when FERPA permits disclosure without consent.

HIPAA (Privacy of Health Records) and FERPA

The *Health Insurance Portability and Accountability Act of 1996* (HIPAA) sets standards to protect the confidentiality of health information.

However, the HIPAA Privacy Rule excludes from its coverage those records that are protected by FERPA at educational agencies and institutions that provide health or medical services to students. This is because Congress specifically addressed how education records should be protected under FERPA. For this reason, student health records are protected by FERPA, not the HIPAA Privacy Rule.

Your school's disability services office normally obtains and maintains health records for each student who applies for services or waivers, so the receipt and maintenance of health records by student services units is well established. Note: In many cases a student receiving a waiver from a school's academic progress policy would also have applied for services from your school's disability services office. Since most financial aid offices are not used to handling medical records, you may find it more practical to have the disability services office maintain the record and to refer- ence that record in your file in the financial aid office. Of course, you will have to ensure that the record maintenance requirements are complied with.

It may be helpful to review this [guidance on HIPAA and FERPA](#). For more information on HIPAA, see HHS's [HIPAA website](#). HIPAA regulations are published as 45 CFR Parts 160, 162, and 164.

Higher Education Act and Internal Revenue Code Data Use Limitations

The HEA and Internal Revenue Code (IRC) also provide limitations on the uses of data. The *FAFSA Simplification Act* and the *FUTURE Act* amended the HEA and IRC in significant ways that affect this data use. There is a key distinction between the federal tax information (FTI) that the Department receives from the IRS and the FAFSA data that students and other contributors enter in the application or that is derived from the application. The HEA explains how both types of data can be used, whereas the provisions of the IRC apply more specifically to the FTI that is received by the Department and further disclosed to schools, state higher education agencies, and designated scholarship organizations.

Higher Education Act Data Use

Under Section 483, the HEA speaks to the use of data based on the entity that received the data. For schools, FAFSA data and FTI may be used for the application, award, and administration of financial aid to the applicant. A school may also use FAFSA data—but not FTI—for research that does not release any individually identifiable information on any applicant to promote college attendance, persistence, and completion. Lastly, the ISIR may not be shared with any other entity without the explicit written consent of the applicant.

For state higher education agencies, FAFSA data and FTI may be used for the application, award, and administration of financial aid to the applicant. A state agency may also use FAFSA data—but not FTI—for research that does not release any individually identifiable information on any applicant to promote college attendance, persistence, and completion. Identifying information only, as provided by applicants on the FAFSA, may be used in coordination with local educational agencies (LEAs) or secondary schools to determine whether graduating secondary students have filed the FAFSA and to encourage them to complete the application.

Except for disclosing identifying information on the FAFSA to LEAs and secondary schools for FAFSA completion efforts, a state agency may only share FAFSA data, excluding FTI, with explicit written consent of the applicant with federal, state, or local government agencies or tribal organizations to help the student in applying for financial or non-monetary assistance from such entities for any component of the student's cost of attendance.

Any entity that receives FAFSA data from schools or state higher education agencies shall not sell, share, or otherwise use applicant information other than for the purposes outlined in Section 483 and consistent with Section 494 of the HEA.

Lastly, unchanged by amendments to the HEA by the *FUTURE Act* and *FAFSA Simplification Act*, the HEA also prohibits nongovernmental researchers or policy analysts from accessing PII from NSLDS and prohibits the use of NSLDS data for marketing purposes. It is important to note that these prohibitions are applicable to all NSLDS data, including NSLDS data received by institutions via the ISIR.

Internal Revenue Code Data Use

The IRC restricts the use of FTI solely for three purposes, and the FTI that may be used varies in each case: (1) Determining eligibility and amounts for federal student financial aid; (2) Determining eligibility for, or repayment obligations under, income-driven repayment plans under *Title IV*; and (3) For the purpose of (and to the extent necessary in) monitoring and reinstating *Title IV* loans that were discharged based on a total and permanent disability. As noted above, schools and state higher education agencies are permitted to use FTI for the application, award, and administration of student aid programs (i.e., institutional, and state-based aid programs).

See Section 494 of the HEA for details regarding the access of FAFSA information, including situations where FTI is implicated and written consent of the applicant and/or contributor is further required. That section also explains what statements such consent must contain.

Also, see FSA's May 12, 2023, [Electronic Announcement: \(GENERAL-23-34\)](#) Access and Use of Federal Tax Information (FTI) for Federal Student Aid Programs Beginning with the 2024-25 FAFSA Processing Cycle (Updated April 18, 2024) for more information on the programmatic and systems changes affected by FTI and the new labelling of FTI as controlled unclassified information (CUI) and the consequent safeguarding requirements and penalties.

FTI and FAFSA Data Restrictions

FAFSA information the Department provides to state agencies and institutions respectively:

- HEA Section 483(a)(3)(B) and (C)
- NSLDS restrictions
- HEA Section 485B(d)(2)
- IRC Section 6103(l)(13)
- HEA Section 494

The E-sign Act and Information Security

The Electronic Signatures in Global and National Commerce Act (E-Sign Act) provides, in part, that a signature, contract, or other record relating to a transaction may not be denied legal effect, validity, or enforceability solely because it is in electronic form or because an electronic signature or electronic record was used in its formation. The E-Sign Act permits lenders, guaranty agencies, and schools to use electronic signatures and electronic records in place of traditional signatures and records that, under the HEA and underlying regulations, otherwise must be provided or maintained in hard-copy format.

Unless a statute or regulation specifically requires a school to provide or maintain a record or document on paper, obtain a pen and paper signature, or send a notification or authorization via U.S. mail, your school may, respectively,

- provide and maintain that record electronically,
- obtain the signature electronically as long as the electronic process complies with the E-Sign Act and all other applicable laws,
- provide notices or receive authorizations electronically. You may also use an electronic process to provide required notices and make disclosures by directing students to a secure website that contains the required notifications and disclosures.

For additional information on electronic transactions involving student loans, see Section 2 of *Standards for Electronic Signatures in Electronic Student Loan Transactions*, in [Dear Colleague Letter: GEN-01-06](#).

Information Security Requirements

15 USC 6801(b), 6805(b)(2)

Federal Trade Commission regulations

[16 CFR 313.3\(n\)](#) and

[16 CFR 314.1-5](#)

Obtaining Voluntary Consent for Electronic Transactions

Before using electronic transactions to communicate with a recipient of *Title IV* funds, the recipient must affirmatively consent to the use of an electronic record. The recipient's consent must be voluntary and based on accurate information about the transactions to be completed. This consent to participate in electronic transactions is required for all financial information provided or made available to student loan borrowers and for all notices and authorizations to FSA recipients required under [34 CFR 668.165](#)—Notices and Authorizations. See *Volume 4* for more information on notices and authorizations for disbursements.

The consent must be obtained in a manner that reasonably demonstrates that the person can access the information to be provided in an electronic form. For example, if you are going to send financial information by email, you could send a request for consent to the recipient via email, require the recipient to respond in a like manner, and maintain a record of that response.

Safeguarding Confidential Information in Electronic Processes

Any time a school uses an electronic process to record or transmit confidential information or obtain a student's confirmation, acknowledgment, or approval, the school must adopt reasonable safeguards against possible fraud and abuse. Reasonable safeguards a school might take include password protection, password changes at set intervals, access revocation for unsuccessful logins, user identification and entry-point tracking, random audit surveys, and security tests of the code access.

If your school uses an electronic process to provide notices, make disclosures, and direct students to a secure website, it must provide notice of this each year to each student, whether via email, campus mail, or the traditional mail of the U.S. Postal Service.

The annual individual notice must

- identify the information required to be disclosed that year,
- provide the exact Web address for the information,
- state that persons are entitled to a paper copy upon request, and
- inform students how to request a paper copy.

Establishing and Maintaining an Information Security Program

The Federal Trade Commission (FTC) has ruled that most colleges are subject to the provisions of the Financial Services Act's Security Provisions (also known as the Financial Services Modernization Act). In the regulation, the commission created a definition of financial institutions that includes most colleges on the basis of the financial relationships they have with students, donors, and others. Consequently, colleges must adopt an information security program and draft detailed policies for handling financial data covered by the law, such as parents' annual income, and take steps to protect the data from falling into the wrong hands. For specific requirements, see the discussion under "FTC Standards for Safeguarding Customer Information" later in this chapter.

While colleges have flexibility in choosing a system that provides for electronic requests for release of personally identifiable information, they must ensure that their systems provide adequate safeguards. Also, the FTC requirements apply to *Title IV* third-party servicers, so colleges must use servicers that are capable of maintaining such safeguards and must require servicers by contract to implement and maintain those safeguards.

Protecting Student Information

Under their Program Participation Agreement (PPA) and the *Gramm-Leach-Bliley Act* (Public Law 106-102), schools must protect student financial aid information, with particular attention to information provided to institutions by the Department or otherwise obtained in support of the administration of the federal student financial aid programs.

The GLBA requires institutions to, among other things,

- Develop, implement, and maintain a written information security program;
- Designate the employee(s) responsible for coordinating the information security program;
- Identify and assess risks to customer information;
- Design and implement an information safeguards program;
- Select appropriate service providers that are capable of maintaining appropriate safeguards; and
- Periodically evaluate and update their security program.

Presidents and chief information officers of institutions should have, at a minimum, evaluated and documented their current security posture against the requirements of GLBA and have taken immediate action to remediate any identified deficiencies.

The Department is incorporating the GLBA security controls into the Annual Audit Guide in order to assess and confirm schools' compliance with the GLBA. The Department will require the examination of evidence of GLBA compliance as part of schools' annual student aid compliance audit.

See [Dear Colleague Letter GEN-15-18](#) on protecting student information. It gives suggestions and resources for following industry standards and best practices on managing information systems. [GEN-16-12](#) offers more information. On February 9, 2023, the Department posted [DCL GEN-23-09](#), providing an overview and resources for updates to GLBA requirements under the FTC's Final Rule amending the Standards for Safeguarding Customer Information (Safeguards Rule), published December 9, 2021. The deadline for institutions to comply with these standards was June 9, 2023.

On August 2018, the Department issued a warning about a malicious phishing campaign that sought access to student accounts via student portals. That announcement identified single-factor authentication as a weakness exploited in these cyberattacks and recommended that colleges use two- or multi-factor authentication to reduce the likelihood of such security breaches. To report incidents or get answers to questions about cybersecurity, send an email to FSA_IHECyberCompliance@ed.gov.

Reporting Security Breaches to Students and the Department

The Department considers any breach in the security of student records and information to be a demonstration of a potential lack of administrative capability.

Schools' SAIG Agreements include a provision that schools must immediately notify the Department when there is

breach of security of student records and information, and ED strongly encourages schools to notify their students of the breach at the same time. To notify the Department, schools should use the [Cybersecurity Breach Intake form](#) on the FSA Partners website.

In completing the form for the Department, schools should include the following:

- Date of breach (suspected or known)
- Impact of breach (# of records, etc.)
- Method of breach (hack, accidental disclosure, etc.)
- Information Security Program Point of Contact - Email and phone details
- Remediation Status (complete, in process - with detail)
- Next steps (as needed)

Federal Student Aid has consolidated its cybersecurity compliance information and resources on its [FSA Cybersecurity Compliance site](#).

NIST Special Publication 800-171 Rev. 2

As data breaches increase, it is vital that schools protect controlled unclassified information (CUI) used in the administration of the federal student aid programs. Since 2018 many schools have adopted some or all of the recommended requirements of National Institute of Standards and Technology (NIST) Special Publication 800-171. We further encourage use of NIST 800-171 Rev. 2, *Controlled Unclassified Information in Non- federal Systems*, to help mitigate risks related to CUI.

FTC Standards for Safeguarding Customer Information

Colleges participating in *Title IV* programs are subject to the information security requirements established by the FTC for financial institutions.

Customer information that must be safeguarded

These requirements apply to all customer information your school has, regardless of whether it pertains to students, parents, or others your school has a customer relationship with or pertains to the customers of other financial institutions that have given such information to you.

Customer information is any record containing nonpublic personal information¹ about a customer of a financial institution, whether in paper, electronic, or other form, that is handled or maintained by or on behalf of you or your affiliates.

Establishing and maintaining an information security program

As a financial institution covered under these information security requirements, your school must develop, implement, and maintain a comprehensive information security program.²

The information security program must be written in one or more readily accessible parts and contain administrative, technical, and physical safeguards that are appropriate to the size and complexity of the school, the nature and scope of its activities, and the sensitivity of any customer information at issue. The safeguards shall be reasonably designed to achieve the following objectives:

- insure the security and confidentiality of customer information,
- protect against any anticipated threats or hazards to the security or integrity of such information, and
- protect against unauthorized access to or use of such information that could result in substantial harm or inconvenience to any customer.

Required elements of an information security program

Designated coordinators. Your school must designate an employee or employees to coordinate its information security program.

Risk assessment. Your school must identify reasonably foreseeable internal and external risks to the security, confidentiality, and integrity of customer information that could result in the unauthorized disclosure, misuse, alteration, destruction, or other compromise of such information and assess the sufficiency of any safeguards in place to control these risks.

At a minimum, the school's risk assessment should include consideration of risks in each relevant area of your operations, including

¹ Personally identifiable financial information; and any list, description, or other grouping of consumers (and publicly available information pertaining to them) that is derived using any personally identifiable financial information that is not publicly available.

² The administrative, technical, or physical safeguards you use to access, collect, distribute, process, protect, store, use, transmit, dispose of, or otherwise handle customer information.

- employee training and management,
- information systems, including network and software design, as well as information processing, storage, transmission, and disposal, and
- detecting, preventing, and responding to attacks, intrusions, or other system failures.

Safeguards and testing/monitoring. Your school must design and implement information safeguards to control the risks you identify through risk assessment, and regularly test or otherwise monitor the effectiveness of the safeguards' key controls, systems, and procedures.

Evaluation and adjustment. Your school must evaluate and adjust its information security program in light of the results of the required testing and monitoring, as well as for any material changes to your operations or business arrangements or any other circumstances that it has reason to know may have a material impact on your school's information security program.

Overseeing service providers. A service provider is any person or entity that receives, maintains, processes, or otherwise is permitted access to customer information by providing services directly to your school. Your school must take reasonable steps to have service providers that are capable of maintaining appropriate safeguards for customer information, and you must require your service providers by contract to implement and maintain such safeguards.

FTC regulations: 16 CFR 313.3(n) and 16 CFR 314.1-5 Gramm-Leach-Bliley Act: Sections 501 and 505(b)(2) U.S. Code: 15 USC 6801(b), 6805(b)(2)

Preventing Copyright Violations

A school must implement written plans to effectively combat the unauthorized distribution of copyrighted material by users of the school's network without unduly interfering with educational and research use of the network.

Copyright Requirements

[34 CFR 668.14\(b\)\(30\)](#)

These plans must include the use of one or more technology-based deterrents and procedures for handling unauthorized distribution of copyrighted material (including disciplinary procedures). Technology-based deterrents include bandwidth shaping, traffic monitoring, accepting and responding to Digital Millennium Copyright Act (DMCA) notices, and commercial

products designed to reduce or block illegal file sharing. See [GEN-10-08](#). No particular technology measures are favored or required for inclusion in the school's plans, and each school has the authority to determine its own plans, including those that prohibit content monitoring.

The school's plans must also include measures to educate its community about appropriate versus inappropriate use of copyrighted material, including the information described under the student consumer information rules in *Chapter 6*. These mechanisms may include any additional information and approaches that the school determines will contribute to the effectiveness of the plans. For instance, the school might include pertinent information in student handbooks, honor codes, and codes of conduct in addition to email and/or paper disclosures.

The school must have a written plan for the periodic review of the effectiveness of these measures, using relevant assessment criteria.

The school must, in consultation with its chief technology officer (or other designated officer), periodically review the legal alternatives for downloading or otherwise acquiring copyrighted material (and disseminate the results, as described in *Chapter 6*) and offer legal alternatives for downloading or otherwise acquiring copyrighted material (to the extent practicable and as determined by the school).

The Department anticipates that individual institutions, national associations, and commercial entities will develop and maintain up-to-date lists that may be referenced for compliance with this provision.

Chapter 8

Program Reviews, Sanctions, & Closeout

In this chapter we discuss program reviews conducted at schools, sanctions and corrective actions, and procedures for schools that are ending their participation in one or more of the *Title IV* programs.

Program Reviews by the Department

The Department of Education oversees the *Title IV* programs to ensure they are administered properly. One way we do this is by conducting program reviews to confirm that schools meet FSA requirements for institutional eligibility, financial responsibility, and administrative capability. Program reviews identify compliance problems and suggest corrective actions. To assess your school's compliance with the provisions of this chapter, see the [institutional eligibility](#) module on the FSA Assessments website. The latest [Program Review Guide](#) is available in the Knowledge Center.

If a school is cited in a program review for improperly disbursing FSA program funds or other violations, it must restore the funds as appropriate. In addition to having to restore the funds it disbursed in error, a school may also be subject to corrective actions and sanctions such as fines, emergency action, limitation, suspension, or termination, as discussed later in this chapter.

A program review covers many of the same areas as an audit (see *Chapter 4*), including fiscal operations and accounting procedures as well as compliance with the specific program requirements for student eligibility and awards. However, program reviews are not conducted annually at every school; priority is according to criteria specified in the law and given to schools that

- have a high cohort default rate or dollar volume of default,
- have a significant fluctuation in Pell Grant awards or FSA loan volume that is not accounted for by changes in the programs,
- are reported to have deficiencies or financial aid problems by the appropriate state agency or accrediting agency,
- have high annual dropout rates, and
- the Department determines may pose a significant risk of failing to comply with the administrative capability or financial responsibility requirements.

Department program reviewers will

- analyze school records and identify weaknesses in the school's procedures for administering *Title IV* funds;
- determine how those weaknesses may subject *Title IV* funds to potential or actual fraud, waste, and abuse;
- identify corrective actions that will strengthen the school's future compliance with FSA rules and regulations;
- quantify the harm from any failings of the school and identify liabilities where noncompliance has led to loss, misuse, or unnecessary spending of federal funds; and
- when necessary, refer schools for administrative action to protect the interests of students and taxpayers.

Program Review Priority

20 USC 1099c-1(a)(2)

Scope of the Review

A program review may be either a general assessment review, a focused review, or a compliance assurance review. A general assessment review is the most common type of review and is normally conducted to evaluate the school's overall performance in meeting FSA administrative and financial requirements. A focused review is normally conducted to determine if the school has problems with specific areas of FSA program compliance. A compliance assurance review is a

tool that is used to help validate the Department's risk assessment system.

For general assessment, compliance assurance, and some focused reviews, the review team will randomly select student files. A review sample is generally randomly selected and consists of 15 students from each award year under review. The review team will analyze the academic file, student account ledger, student financial aid file, and admissions file for each student in the sample. A review sample may not be randomly selected for focused reviews. Additionally, the Department is not prohibited from examining the files of other recipients to follow up on certain issues.

Reviewers will also examine school records that are not specific to individual students. These records include required policies and procedures, fiscal records, and consumer information (i.e., the school's website, school catalog[s], pamphlets, etc.).

It may be necessary for the reviewer to conduct interviews with school officials, including academic or education personnel or the registrar, admissions personnel, financial aid personnel, fiscal office personnel, placement officers, and/or campus security personnel. In addition, the reviewer may interview students.

Location of the Review

Program reviews may be conducted on-site at the institution or off-site. The lead reviewer will coordinate all correspondence and communication with the institution during an on-site or off-site review.

School Participation Division

The School Participation Division conducts program reviews and reviews compliance audits, financial statements, and initial eligibility and recertification applications to get a picture of a school's overall compliance. FSA's School Eligibility and Oversight Service Group (SEOSG) coordinates the School Participation Divisions, which are staffed by personnel in the regions and in Washington, DC. Each division is assigned a portfolio of schools and is responsible for the oversight functions mentioned above for those schools.

The entire division will evaluate information on the school from a variety of sources to identify any compliance issues at the school. The division can then assess potential risk to the *Title IV* programs and determine appropriate action. Once appropriate actions are decided upon, the person assigned to the school ensures that the recommended actions are taken.

The School Participation Division will collect and review information on a school from many sources, including but not limited to:

- applications for recertification,
- financial and compliance audits,
- state agencies,
- accrediting agencies and licensing boards,
- student complaints, and
- Department databases.

A School Participation Division may decide to take actions that include but are not limited to

- renewing full recertification or awarding only provisional certification;
- initiating a program review;
- establishing liabilities;
- developing a strategy for providing technical assistance;
- transferring the school to the cash monitoring or reimbursement payment method (see Volume 4: Processing Aid and Managing *Title IV* funds);
- requiring a letter of credit; and
- referring the school for an enforcement action.

Actions do not always have to be negative. For example, the School Participation Division can recommend a school apply for participation in the Experimental Sites Initiative. In addition, Program Reviewers can add recommendations or suggestions to a report that are designed to provide helpful information to the school moving forward.

Such oversight provides the additional benefit of permitting a school to contact one team that will have all information on the school available in one place. A listing of contact information for the regional School Participation Divisions can be found in the [Knowledge Center](#).

Notification of the Review

The institution will typically receive advance notification of the program review by telephone and letter to the president and financial aid administrator. The school also receives written notice of the review and is asked to provide relevant materials (e.g., policies and procedures, consumer publications, a list of *Title IV* recipients) prior to it. The school will also be expected to make other records available at the start of the review. In some cases, notice is given before the start of the review, the morning of the review, or at the time the review team arrives at the school.

Examination of Records

[34 CFR 668.24\(f\)](#)

Schools are required to cooperate with the Department in a program review and provide unrestricted access to any and all information requested to conduct the review. Access includes the right to copy records (including computer records), examine computer programs and data, and interview employees and students without the presence of management or the presence of the school's or a servicer's recording device. Failure to provide this access to the program review team may lead to an adverse administrative action.

Also, the Department has the authority to issue administrative subpoenas to assist in conducting investigations of possible violations of the provisions of *Title IV* programs. The law authorizes the Department to request the Attorney General to invoke the assistance of any court of the United States for purposes of enforcing a subpoena if necessary.

Administrative Subpoena Authority

HEA Sec. 490A

Department Obligations

For its part in program reviews, the Department is required to

- establish guidelines designed to ensure uniformity of practice in the conduct of program reviews;
- make copies of all review guidelines and procedures available to all participating schools;
- permit schools to correct administrative, accounting, or record keeping errors if the errors are not part of a pattern and there is no evidence of fraud or misconduct;
- base any civil penalty assessed against a school resulting from a program review or audit on the gravity of the violation, failure, or misrepresentation;

- inform the appropriate state and accrediting agency whenever it takes action against a school (this is a reciprocal relationship—see below);
- provide schools an adequate opportunity to review and respond to any program review report and related materials before a final report is issued; and
- consider a school’s response in any final program review report or audit determination and include in that (1) a written statement addressing the school’s response, (2) a written statement of the basis for the report or determination; and (3) a copy of the school’s response. [20 USC 1099c-1(b)]

The HEA requires that each state, through at least one state agency, must

- furnish the Department, upon request, with information regarding licensing and other authorization for a school to operate in that state;
- promptly notify the Department of revocations of licensure or authorization; and
- promptly notify the Department of credible evidence that a school has committed fraud in the administration of the *Title IV* programs or has substantially violated a provision of the HEA.

State Responsibilities

HEA Sec. 495

Entrance and Exit/Status Conference

Normally, the review team will hold an entrance conference with school officials at the beginning of the review. The purpose of the entrance conference is to provide school officials with information about the review and the program review process and for reviewers to learn how federal student aid is processed at the school.

The review team will hold an exit or status conference at the end of a program review. The purpose of the exit conference is to inform school officials about the next steps in the process, summarize preliminary findings, advise school officials of any immediate changes that must be made, and/or provide details of any remaining outstanding items. If the fieldwork is not complete or the data has not been fully analyzed, a status meeting is conducted. A return visit may be necessary or an exit conference may be conducted virtually after further analysis is completed.

Written Report

The program review team prepares a preliminary written report after completion of the review. The school may respond to this report if it wishes to offer additional information to support its position or if it disagrees with any of the report’s findings. When the Department has fully reviewed the school’s response and any additional follow up documentation provided by the school, the Department will issue a Final Program Review Determination (FPRD) letter to the school.

Final Program Review Determinations (FPRD) and Appeals

A Final Program Review Determination (FPRD) letter serves to inform the institution of the Department’s final determination for each of the findings in the Program Review Report. The FPRD also identifies liabilities, if any, calculated based on the findings of the program review; provides instructions for the payment of liabilities, as appropriate; notifies the institution of its right to appeal the existence and amount of any liabilities identified, as appropriate; and closes the program review, if appropriate.

The FPRD may require the school to take further action to resolve one or more of the findings. This action may include making student level adjustments in the COD System, the G6 payment system, and paying liabilities to the Department, student, or lenders on behalf of the student. In some cases, institutions are also required to provide proof of payment of liabilities or other follow-up documentation in response to the FPRD.

The goal of accreditation is to ensure that the education provided by postsecondary educational institutions meets an acceptable level of quality. The Department recognizes agencies that meet established criteria, and such recognition is a sign that an agency has been determined to be a reliable authority on the quality of the institutions or programs the agency accredits.

An accrediting agency can be recognized by the Department for institutional or programmatic accreditation. An institutional accreditation agency accredits an entire institution. A programmatic accrediting agency accredits specific educational programs, departments, or schools within an institution.

An agency must have standards that effectively address the quality of a school or program in the following areas

- Success with respect to student achievement in relation to mission, including, as appropriate, consideration of course completion, state licensing examination, and job placement rates
- Curricula
- Faculty
- Facilities, equipment, and supplies
- Fiscal and administrative capacity as appropriate to the specific scale of operations
- Student support services
- Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising
- Measures of program length and the objectives of the degrees or credentials offered
- Record of student complaints received by, or available to, the agency
- Record of compliance with the school's FSA program responsibilities, based on items such as default rate data and the results of compliance audits and program reviews and any other information that the department may provide to the agency
- Any additional accreditation standards the accrediting agency deems appropriate

There are many additional statutory requirements a national accrediting agency must meet to qualify for recognition. For example, an accreditation agency must

- consistently apply and enforce standards for accreditation that ensure that the education or training offered by an institution or program, including any offered through correspondence or distance education, is of sufficient quality to achieve its stated objectives for the duration of the school's accreditation period;
- perform, at regularly established intervals, on-site inspections and reviews of institutions of higher education (that may include unannounced site visits), with particular focus on educational quality and program effectiveness;
- agree that all adverse actions taken under [34 CFR Part 602 Subpart B](#) are subject to the arbitration requirements in 20 U.S.C. 1099b(e); and
- if it is an institutional accrediting agency, maintain adequate substantive change policies that ensure that any substantive change to the educational mission, program, or programs of an institution after an agency has accredited or preaccredited the institution do not adversely affect the capacity of the institution to continue meeting the agency's standards.

There is [more information as well as lists of agencies](#) recognized by the Department on its website.

Department's recognition of accrediting agencies

Sec. 496 of the HEA

20 USC 1099b

[34 CFR 602](#)

Management Group. The cover letter of the FPRD provides instructions on how to file an appeal. If payment or an appeal is not received within 45 days, the Department may elect to use administrative offset to collect the funds owed.

Only *final* audit or program review determinations may be appealed. The letter conveying a final determination is clearly identified as a Final Audit (or Program Review) Determination Letter and explains the appeals procedures.

Appealing Audits and Program Reviews

[34 CFR Part 668 Subpart H](#)

Corrective Actions and Sanctions

If a school has violated the FSA program regulations, the Department may, at its sole discretion, allow the school to respond to the problem and indicate how it will correct it. However, if the school has repeatedly violated the law or regulations or the Department has determined that the violations are egregious, it may sanction the school.

Corrective Actions and Sanctions

[34 CFR 600.41](#)

[34 CFR Part 668 Subpart G](#)

Sanctions

Sanctions include emergency actions, fines, limitations, suspensions, and terminations (see the following descriptions under “Corrective Actions and Sanctions”). The Department may initiate actions against any school that

- violates the law or regulations governing the *Title IV* programs, its Program Participation Agreement (PPA), or any agreement made under the law or regulations; or
- substantially misrepresents the nature of its educational programs, its financial charges, or its graduates’ employability. For details on misrepresentation, see *Chapter 6*.

In addition, the Department has the authority to terminate a school or program that no longer meets the eligibility criteria given in *Chapter 1*.

Similarly, the Department may also sanction a third-party servicer that performs functions related to *Title IV* programs. Further, the Department has the authority to sanction a group of schools or servicers if it finds that a person or entity with substantial control over all schools or servicers within the group has violated any of the FSA program requirements or has been suspended or debarred from program participation. See *Chapters 1* and *4*.

Corrective Actions and Sanctions

Emergency Action

The Department may take an emergency action to withhold FSA program funds from a school or its students or a third-party servicer, if applicable, if the Department receives information, determined by a Department official to be reliable, that the school is violating applicable laws, regulations, special arrangements, agreements, or

limitations. To take an emergency action, the Department official must determine that

- the school is misusing federal funds;
- immediate action is necessary to stop this misuse; and
- the potential loss outweighs the importance of using established procedures for limitation, suspension, and termination.

The school is notified by registered mail (or other expeditious means) of the emergency action and the reasons for it. The action becomes effective on the date the notice is mailed.

An emergency action suspends the school's participation in all *Title IV* programs and prohibits the school from disbursing FSA program funds. The action may not last more than 30 days unless a limitation, suspension, or termination proceeding is initiated during that period. In that case, the emergency action is extended until the proceeding, including any appeal, is concluded. The school is given an opportunity to show cause that the action is unwarranted.

Fine

The Department may fine a school up to \$67,544 for each statutory or regulatory violation. In determining the amount of the fine, the Department considers the gravity of the offense, the nature of the violation, and the school's size. The school is notified by certified mail of the fine action, the amount of the fine, and the basis for the action. A school has 20 days from the date of mailing to submit a written request for a hearing or to submit written material indicating why the fine should not be imposed.

Limitation

Under a limitation, which lasts for at least 12 months, the Department imposes specific conditions or restrictions upon a school and its administration of the *Title IV* programs. As a result, the school is allowed to continue participating in those programs. If the school fails to abide by the limitation's conditions, a termination proceeding may be initiated.

Suspension

A suspension removes a school from participation in *Title IV* programs for a period not to exceed 60 days (unless a limitation or termination proceeding has been initiated or the Department and the school agree to an extension). A suspension action is used when a school can be expected to correct an FSA program violation in a short time.

Corrective Action

As part of any fine, limitation, or suspension proceeding, the Department may require a school to take corrective action. This may include making payments to eligible students from its own funds or repaying improperly used funds to the Department. In addition, the Department may offset any funds to be repaid against any benefits or claims due the school.

Termination

A termination ends a school's participation in the *Title IV* programs. A school that has violated the law or regulations governing the *Title IV* programs, its PPA, or any other agreement made under FSA regulations and was terminated from participating in the *Title IV* programs generally may not apply to be reinstated for at least 18 months.

Possibility of Reinstatement

A school requesting reinstatement in the *Title IV* programs must submit a fully completed E-App to the Department and demonstrate that it meets the standards in [34 CFR Part 668](#). As part of the reinstatement process, the school must show that it has corrected the violation(s) on which its termination was based, including repaying all funds (to the Department or to the eligible recipients) that were improperly received, disbursed, caused to be disbursed, or withheld. The Department may approve the request, deny the request, or approve the request subject to limitations (such as granting the school provisional certification). If the Department approves

the reinstatement request, the school will receive a new ECAR and enter into a new PPA.

Criminal Penalties

The law provides that any person who knowingly and willfully embezzles; misapplies; steals; obtains by fraud, false statement, or forgery; or fails to refund any funds, assets, or property provided or insured under *Title IV* of the Higher Education Act; or attempts to commit any of these crimes will be fined up to \$20,000 or imprisoned for up to five years, or both. If the amount of funds involved in the crime is \$200 or less, the penalties are fines up to \$5,000 or imprisonment up to one year, or both.

Any person who knowingly and willfully makes false statements, furnishes false information, or conceals material information in connection with the assignment of an FSA program loan or attempts to do so, will, upon conviction, be fined up to \$10,000 or imprisoned for up to one year, or both. This penalty also applies to any person who knowingly and willfully

- makes, or attempts to make, an unlawful payment to an eligible lender of loans as an inducement to make, or to acquire by assignment, a loan insured under such part; or
- destroys or conceals, or attempts to destroy or conceal, any record relating to the provision of FSA program assistance with intent to defraud the United States or to prevent the United States from enforcing any right obtained by subrogation under this part.

Criminal Penalties

HEA Sec. 490

Closeout Procedures (When *Title IV* Participation Ends)

A school may stop participating in *Title IV* programs voluntarily or may be required to leave involuntarily, as described below. In either situation, it must follow the closeout procedures specified in the regulations.

End of a School's Participation in the *Title IV* Programs

[34 CFR 668.26](#)

Involuntary Withdrawal From Participation

A school's participation ends in the following circumstances:

- The school closes or stops providing instruction for a reason other than normal vacation periods or as a result of a natural disaster that directly affects the school or its students
- The school loses its accreditation
- The school loses its state licensure
- The school loses its eligibility
- The school's PPA expires
- The school's participation is terminated under 34 CFR 668 subpart G

- The school's provisional certification is revoked by the Department
- The school's cohort default rate exceeds allowable limits
- The school files a petition for bankruptcy, or the school, its owner, or its CEO is responsible for a crime involving *Title IV* funds

Closeout Procedures

In general, when a school ceases to be eligible due to failing to meet statutory or regulatory requirements, it must notify its School Participation Division within 30 days of its loss of eligibility to participate in the *Title IV* programs. The school must also do the following:

Notification Requirement

[34 CFR 600.40\(d\)](#)

- Within 45 days of the effective ending date of participation, submit to the Department all financial reports, performance reports, and other reports, as well as a dated letter of engagement for an audit by an independent certified public accountant of all *Title IV* program funds received. The completed audit report must be submitted to the Department within 45 days after the date of the letter of engagement.
- Report to the Department on the arrangements for retaining and storing (for the remainder of the appropriate retention period described in *Chapter 7*) all records concerning the school's management of the appropriate FSA programs.
- Inform the Department how the school will provide for collecting any outstanding federal loans held by the school.
- Refund students' unearned *Title IV* funds. (See [Volume 5, Chapter 2](#).)
- Liquidate its Perkins Loan portfolio and fund if it participated in the Perkins Loan program. (See *Volume 6, Chapter 5 and the Federal Perkins Loan Program Assignment and Liquidation Guide available in the Knowledge Center*.)

In addition, a school that closes must refund to the federal government or, following written instructions from the Department, otherwise distribute any unexpended *Title IV* funds it has received (minus its administrative cost allowance, if applicable).

Unpaid Commitments and Loss of Program Eligibility

If a school's participation ends during a payment period or if a program loses its eligibility, but the school continues to provide education in the formerly eligible program until the end of the payment or enrollment period, the school may use *Title IV* funds it possesses to

- satisfy unpaid Pell Grant or Campus-Based Program commitments made to eligible students for that payment period or for previously completed payment periods before the school's participation ended;
- use the *Title IV* funds in its possession to satisfy unpaid Direct Loan commitments made to eligible students for that period of enrollment before participation ended by delivering subsequent Direct Loan disbursements to the students or by crediting them to their accounts (if the first disbursement already was delivered or credited to the students' accounts before the school's participation ended).

Note: The school may request additional funds from the Department to meet these commitments.

A commitment under the Pell and TEACH grant programs occurs when an enrolled student is attending a school and has submitted a valid FAFSA Submission Summary to it or when the school has received a valid institutional student information report. A commitment under the Campus-Based Programs occurs when a student is enrolled and attending the school and has received a notice from the school of the amount that they can expect to receive and how and when that amount will be paid.

Transitional Operation for up to 120 Days

The Department may permit a school to continue to originate, award, or disburse *Title IV* funds for no more than 120 days following the date of a final, non-appealable decision by a state authorizing agency to remove its authorization; by an accrediting agency to withdraw, suspend, or terminate accreditation; or by the Department to end the school's participation in *Title IV* programs. The school's accrediting agency and state must agree with the transitional operation, and the school must

- have notified the Department of its plans to conduct an orderly closure according to any requirements of its accrediting agency;
- perform a teach-out approved by its accrediting agency;
- agree to abide by the conditions of the PPA that was in effect on the date of the above decision, except that it will originate, award, or disburse funds only to enrolled students who can complete the program within 120 days of the decision or who can transfer to a new school; and
- give the Department acceptable written assurances that (1) the health and safety of its students are not at risk, (2) it has adequate financial resources to ensure that instructional services remain available to students during the teach-out, and (3) it is not subject to probation or its equivalent or to adverse action by its state authorizing body or accrediting agency (except as provided in the decision above).

Transitional Operation

34 CFR 668.26(e)

Teach-Out Plan

A school must submit a teach-out plan, in compliance with all state laws related to closure, to its accrediting agency if

- the Department initiates an emergency action or initiates the limitation, suspension, or termination of the school's participation in any *Title IV* program;
- the school's accrediting agency acts to withdraw, terminate, or suspend the accreditation or pre-accreditation;
- the school's state licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program;
- the school intends to close a location that provides 100% of at least one program; or
- the school otherwise intends to cease operations.

Teach-Out Plan

[34 CFR 668.14\(b\)\(31\)](#)

Definition

[34 CFR 600.2](#)

Eligibility of additional locations for teachout purposes

[34 CFR 600.32\(d\)](#)

Closure of a Branch or Location

A separate closeout audit is not required if a school closes an additional location or a branch campus because the next

due compliance audit for the school must report on the use of *Title IV* funds at the closed location. However, the school must notify the Department of the additional location or branch closure. See Chapter 5 for information on reporting closures to the Department.

When an additional location or branch closes and borrowers who attended the school obtain loan discharges by reason of the closure of the location or branch (or improper ability-to-benefit or loan certifications), the Department will pursue recovery against the larger institution, its affiliates, and its principals.

Recovery of Loan Discharges When a Branch/Location Closes

20 USC 1087(c)(1)

Loss of Eligibility or Withdrawal from the Direct Loan Program

If a school is notified that it has lost its eligibility to participate in the Direct Loan Program and the school does not intend to appeal the decision, it must immediately inform all current and prospective students of its loss of eligibility. The school must also explain that it can no longer originate Direct Loans for students or parents. If the school appeals its loss of eligibility within the required timeframe, the school may continue originating Direct Loans during the appeal process. Once a final decision on the appeal is made, the school must take the actions described in the Department's final appeal determination letter.

If a school plans to withdraw from participation in the Direct Loan Program, it must notify the Department of its decision in writing. Once the effective date of withdrawal has been established, the school is prohibited from disbursing loan funds to students. However, if the school made a first disbursement to some students before its loss of eligibility, it may still be able to make a subsequent disbursement to those students. See the conditions in [34 CFR 668.26\(d\)](#).

Students enrolled at a school that loses eligibility or discontinues participation in the Direct Loan program can continue to receive interest subsidies if they enroll and remain enrolled at an eligible school.

End of Title IV Participation

School Closes or Stops Providing Instruction

If the school closes its main campus or stops providing instruction on its main campus, its loss of eligibility includes all its locations and programs.

If a school ceases to provide educational instruction in all *Title IV*-eligible programs, the school should make arrangements for its students to complete their academic programs. If the school chooses to enter into a formal teach-out arrangement, it should contact its school participation division for guidance.

School Loses Eligibility

A school loses its eligibility to participate in the *Title IV* programs when it no longer meets the requirements of [34 CFR Part 600](#), certain requirements of [34 CFR Part 668](#), or when the Department terminates the school under Subpart G of the General Provisions.

Voluntary Withdrawal from *Title IV* Participation

For many reasons a school may voluntarily withdraw from participating in one or all of the *Title IV* programs. For instance, a school might wish to withdraw from the Direct Loan Program to work on lowering high student loan

cohort default rates. To withdraw from one or all of the *Title IV* programs, the school must notify the Department via the electronic application. The school participation division has more information about this procedure.

A school that withdrew voluntarily (for instance, to lower its default rate) can request to participate again without the waiting period required for a school that was terminated from a program involuntarily or withdrew voluntarily while under a show cause or suspension order.

Withdrawing from the *Title IV* program while under a termination order or other sanction—or to avoid being placed under them—is not considered a voluntary withdrawal.

School Loses Primary Accreditation ([34 CFR 600.11\(c\)](#))

When a school loses its institution-wide accreditation, the Department generally may not certify or recertify that school to participate in any *Title IV* program for two years after the school has had its accreditation withdrawn, revoked, or otherwise terminated for cause or after a school has voluntarily withdrawn under a show cause or suspension order. If a school wishes to be reinstated, it must submit a fully completed E-App to the Department.

The Department will not recertify a school that has lost its institution-wide accreditation in the previous two years unless the original accrediting agency rescinds its termination of the school's accreditation. Also, if a school voluntarily withdrew from accreditation during the last two years under a show cause or suspension order, the Department will not recertify the school unless the accrediting agency rescinds the original order. Finally, a school may not be recertified on the basis of accreditation granted by a different accrediting agency during the two-year period.

There are two exceptions to the two-year rule:

1. If the Department determines that loss of institution-wide accreditation was due to the school's religious mission or affiliation, the school can remain certified for up to 18 months while it obtains alternative accreditation.
2. If a school's institution-wide accrediting agency loses its Department recognition, the school has up to 18 months to obtain new accreditation.

Note: It is possible for accreditation to be withdrawn from one of the programs at a school without affecting the accreditation (and eligibility) of other programs at the school.