

Satisfactory Academic Progress

Students need to make Satisfactory Academic Progress (SAP) in their classes whether they are receiving federal financial aid or not. ASTEP follows Dakota College at Bottineau's (DCB) rules for SAP whether an ASTEP student is taking classes through DCB or Minot State University (MSU).

Grade Point Average

DCB requires ASTEP students who are taking classes for credit to have a minimum grade point average (GPA) of 2.0 for all of their classes together.

Time Frame

Students can receive federal financial aid for a while beyond their program length if it takes them longer to complete their classes.

Attempted Credits

Students will receive federal financial aid as long as they make Satisfactory Academic Progress in at least two thirds of the classes that they attempt each semester.

Satisfactory Academic Progress in Audited Classes

Sometimes ASTEP students take classes for audit. This means that they are not getting a grade in those classes. Minimum GPAs and attempted credits do not apply to auditing students but these students still need to make academic progress in their classes. There are some ways that academic progress is measured and monitored in audited classes for students in ASTEP. These are:

- Learning Contracts based on academic goals identified in person-centered planning meetings
- Feedback from academic mentors and faculty mentors
- Early alerts about academic and attendance concerns
- Progress scores on a rubric

The Academic Coordinator will monitor students' academic progress and provide a report to the DCB Vice President for Academic Affairs and Office of Financial Aid.

What Happens if a Student is Not Making Satisfactory Academic Progress?

ASTEP follows Institute of Higher Education (IHE) procedures to address inadequate academic progress. ASTEP also has some of its own steps to follow to support students who are not making SAP. These steps include three meetings with a variety of activities that happen in each meeting. These steps are shown in Table 1.

Progress in Other ASTEP Domains

Steps	Remediation Measures
First Meeting	<ul style="list-style-type: none"> • Meet with student, faculty member and academic coordinator. • Discuss strategies for improving academic performance. • Modify learning contract goals if necessary. • Identify additional accommodations through Access Services. • Develop and implement formal plan for improvement with action steps, supports needed, individuals responsible, and timelines.
Second Meeting	<ul style="list-style-type: none"> • Meet with student, parents, academic coordinator, and ASTEP project director. • Review plan for improvement. • Modify plan based on team recommendations.
Third Meeting	<ul style="list-style-type: none"> • Meet with student, parents, academic coordinator, and ASTEP project director. • Determine if class needs to be dropped or retaken in another semester.

ASTEP students are also expected to make satisfactory progress in employment, independent living, and social domains to receive the ASTEP College-to-Career certificate. ASTEP team members monitor progress in each of these areas.

Repeated Coursework

If a student needs to re-take a class as part of their ASTEP program of study, there are some DCB and MSU rules that will need to be followed.

Instructional Weeks and Credit Hours

Both DCB and MSU have 16-week semesters. During the fall and spring semesters, ASTEP students must take at least six credit hours of inclusive classes and work-based training experiences.

College-to-Career Certificate

The College-to-Career Certificate is the educational credential that ASTEP students are eligible to receive through DCB and MSU.

There are some minimum requirements for ASTEP’s College-to-Career Certificate. These include:

Requirement	Description
Inclusive Coursework	<ul style="list-style-type: none"> • Twenty-nine credits • Taken for credit or audited • Individualized based on PCP goals • Assignments can be modified in audited classes • Students get a grade in classes taken for credit • Students have a learning contract in audited classes
Work-Based Training	<ul style="list-style-type: none"> • Nine credits of inclusive work on campus or in the community • Based on students’ career interests and PCP goals • May be job shadowing, paid and unpaid internships, and paid employment
Independent Living	<ul style="list-style-type: none"> • Three credits of training in daily living skills • Completed in students’ homes or dorms and in the community
Social Skills	<ul style="list-style-type: none"> • Three credits of social skills training • Includes campus life events, clubs, and volunteer opportunities

Students who successfully complete the ASTEP College-to-Career Certificate will also gain skills in recreation/leisure, fitness, health and wellness, self-determination and advocacy, communication, and self-esteem. These skills will extend beyond college into adulthood.



As an ASTEP student, I understand the SAP requirements and will do my best to make satisfactory progress in my classes and all of the other required ASTEP areas (e.g. employment, independent living, and social).

Student Signature

Date

Parent/Guardian Signature

Date