

# ACADEMIC CALENDARS, MODULES, AND TITLE IV

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*NeASFAA March 2021*

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## WHY THIS TOPIC?

- Academic calendar impacts how Title IV aid is administered in a program of study
- Modules can in some cases significantly impact a program's academic calendar, which in turn affects Title IV
- Academic programs continue to innovate around course scheduling and delivery
- Financial Aid Administrators need to know (and be able to communicate) how this impacts student aid

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# AGENDA

- 01 Academic Calendars
- 02 Modules
- 03 Summer Term
- 04 Intersessions
- 06 Clinical Work – self study
- 07 Resources

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# ACADEMIC CALENDARS



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## THREE MAIN ACADEMIC CALENDARS

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- Standard term
- Nonstandard term
- Nonterm
  - Clock-hour
  - Credit-hour

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## REGULATORY REMINDER

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- Regulations are written from the standpoint that the school has set up a program to operate on a standard term calendar, a nonstandard term calendar, or a nonterm calendar
- Regulations are not set up, nor has extensive guidance been developed, for a program that drifts from one calendar to the next during the program
  - Generally, a program is offered using ONE calendar, not a combination
  - ED has issued guidance that says one nonstandard term in a program makes the entire program nonstandard, with some exceptions that will be discussed later in this session

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## DEFINITION OF A TERM

- Definition of a term: a discrete period during which all associated courses are scheduled to begin and end
  - Course start and end dates must generally reflect the boundaries imposed by terms
  - Courses with start and/or end dates that precede or exceed the dates established for the term may call into question a program's term-based status
- Within a term, there may be full-length courses, compressed courses or modules, and courses offered sequentially
  - Although start and end dates are defined, flexibilities exist regarding how coursework is delivered within the term

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# Standard Terms

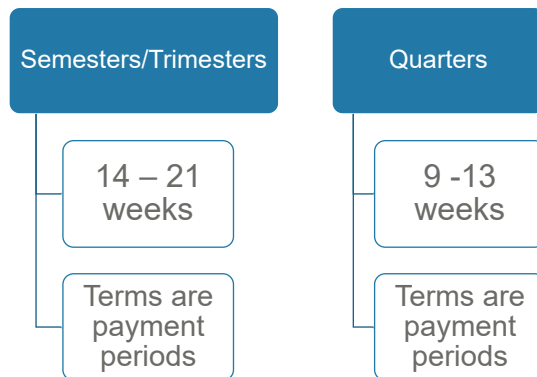
Fall Semester

Spring Semester

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## REVISED POLICY FOR STANDARD TERMS

- The Department reviewed its “standard term” policy and announced the following changes in the November 5, 2019 Electronic Announcement (EA):
  - Standard terms are no longer required to be substantially equal

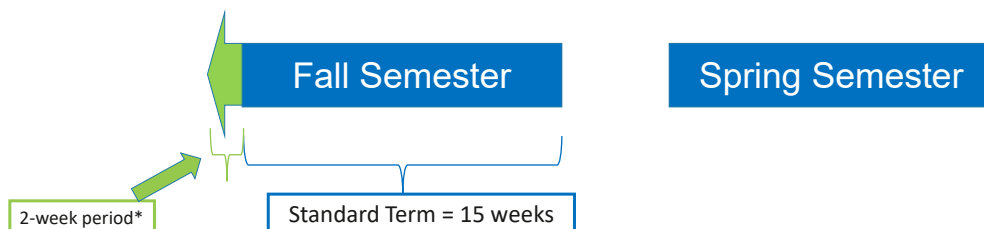


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## CLASSES THAT EXTEND BEYOND THE ESTABLISHED STANDARD TERM

- Prior to the November 5, 2019 EA guidance, ED allowed for the unusual circumstance where a class, or classes, extended beyond the boundaries of an established term by granting a two-week tolerance so that a standard term could remain standard



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## STANDARD TERM GUIDANCE BEFORE NOVEMBER 5, 2019

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- A single class (or a limited number of classes) could extend beyond the start or end dates of a standard term by no more than two weeks
  - The term was still considered standard
- The program became nonstandard term if class(es) exceeded two weeks
- The class or classes could not overlap another term
  - Overlapping terms = nonterm calendar/program

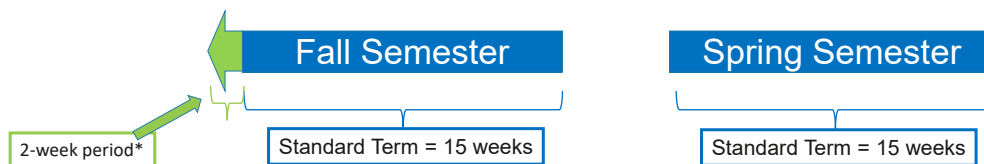
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## STANDARD TERM GUIDANCE AFTER NOVEMBER 5, 2019

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- Consider a class in an academic program that may begin before all the other classes in a standard term and/or finishes after all the classes in a standard term
  - The additional time simply becomes part of the term for the student



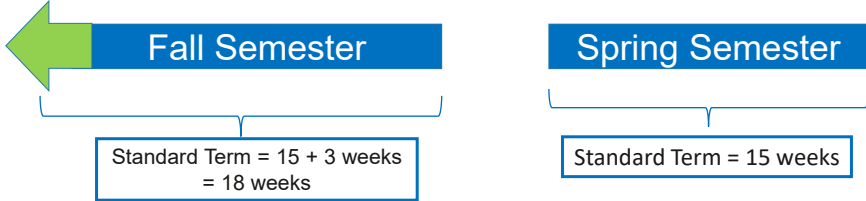
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## STANDARD TERM GUIDANCE AFTER NOVEMBER 5, 2019



- Consider a class in an academic program that may begin before all the other classes in a standard term and/or finishes after all of the classes in a standard term
  - The additional time becomes part of the term which is now 18 weeks for this student




- Classes that do not span the entire term become modules

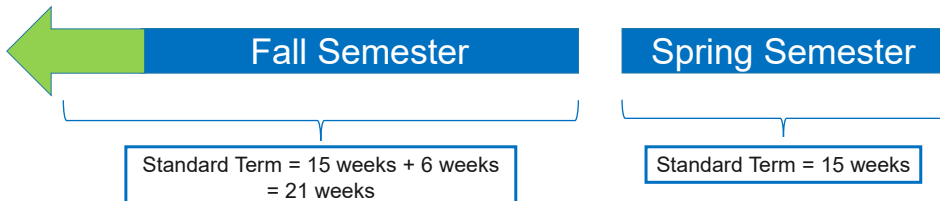
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## STANDARD TERM GUIDANCE AFTER NOVEMBER 5, 2019



- Consider a class in an academic program that may begin before all the other classes in a standard term and/or finishes after all of the classes in a standard term
  - The additional time could make a semester as long as 21 weeks, or a quarter as long as 13 weeks, and it does not have to be substantially equal to another standard term



- Classes that do not span the entire term become modules

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## STANDARD TERM FLEXIBILITIES

- May be offered traditionally
  - Example:
    - All courses begin and end on or about the first and last day of the term respectively
- May be offered nontraditionally
  - Examples:
    - Courses offered consecutively/sequentially within the term
    - Compressed coursework (modules, mini-terms, etc.)
      - Modules can overlap each other within the term

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## STANDARD TERMS AND TITLE IV

Payment period?	The term
Pell formula used?	Typically Formula 1 <ul style="list-style-type: none"> <li>• Small number of programs use Formula 2</li> <li>• All term-based programs may use Formula 3</li> </ul>
Academic year used for Direct Loan limits?	SAY, BBAY1, or may alternate
Can use a 1-term loan period?	Yes



SAY = Scheduled Academic Year  
BBAY1 = Borrower-Based Academic Year 1

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# Nonstandard Terms

Fall Winter Spring Summer

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## **NONSTANDARD TERM**

Nonstandard terms are any terms that do not fit the definition of standard terms

- Might be shorter or longer than standard terms
- May look like standard terms but be nonstandard due to awarding a type of credit not usually associated with that type of term
  - For example, a standard quarter but student earns semester credit hours

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## THREE TYPES OF NONSTANDARD TERMS

- Nonstandard terms that are substantially equal and at least nine weeks (SE9W)
  - Substantially equal means no term is more than two weeks of instructional time longer than any other term in the program
- Nonstandard terms that are substantially equal (SE)
- Nonstandard terms that are NOT substantially equal (NSE)

## NONSTANDARD TERMS AND TITLE IV

	SE9W	SE	NSE
Payment period?	The term	The term	For Pell, the Term; For DL, works like nonterm programs (half the hours and weeks in the loan period)
Pell formula used?	Formula 3	Formula 3	Formula 3
Academic year used for Direct Loans?	May use SAY or BBAY1 if the program has a scheduled academic year, otherwise BBAY2	BBAY3	BBAY3
Can use a 1-term loan period?	Yes	No	No

## ADVANTAGES OF STANDARD OVER NONSTANDARD TERMS

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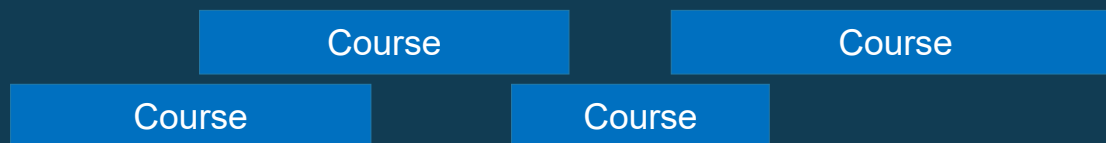
- Standard terms may use Federal Pell Grant Formula 1
- Consistency in disbursement rules across programs
  - Payment period is always the term for all Title IV programs
- Flexibility with SAY and BBAY 1
- May originate single-term loans
- Treatment of Summer terms
  - In an otherwise standard term program, both the Pell and DL programs allow for treatment of Summer as a standard term (with conditions) regardless of Summer term length

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## Nonterm Programs

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## NONTERM

Academic programs, that for Title IV purposes, are not administered in terms

- All clock-hour programs must be nonterm for Title IV
- Nonterm programs may be credit hour



**If a program has terms that overlap each other, the program is nonterm for Title IV purposes.**

(This may become very important when it comes to modules!)

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## NONTERM PROGRAMS AND TITLE IV

Payment period?	½ the hours AND weeks in the school's definition of an academic year; or ½ the hours AND weeks remaining in the program (if shorter than an academic year)
Pell formula used?	Formula 4
Academic year used for Direct Loans?	BBAY3
Can use a 1-term loan period?	No (as there are no terms) but there may be a portion of a program remaining that is shorter than the academic year

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## MODULES

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What is a module?

- Any period of enrollment that is shorter than a school's regularly scheduled academic periods that either falls within but does not span an entire term, and/or falls between a school's regularly scheduled academic periods, that is not treated as a stand-alone term
  - Sometimes schools have other names for modules:
    - Mini-session
    - J-term
    - Intersession
    - Segment

} Regardless of what the school calls these sessions, ED considers them to be modules.

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# WHAT DO MODULES LOOK LIKE?

TERM

Module A      Module B

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# WHAT DO MODULES LOOK LIKE?

TERM

Module C      Module D      Module E

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## WHAT DO MODULES LOOK LIKE?

**TERM**

**Module F**                      **Module G**                      **Module H**

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## WHAT DO MODULES LOOK LIKE?

**TERM**

**Module A**                      **Module B**

**Module C**                      **Module D**                      **Module E**

**Module F**

**Module G**                      **Module H**

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## MODULES AND NONTERM CALENDARS

- In a nonterm calendar, modules have very little impact
  - There are no terms to be affected by modules
- Student completes a payment period by successfully completing hours (clock or credit), and weeks of instruction
- Whether the instruction is presented in modules or not generally does not affect the payment periods
- It is possible that a school may not be able to determine if hours in a payment period have been successfully completed until the successful completion of a module

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## MODULES AND NONSTANDARD TERMS

### Modules Are Contained Within Longer Nonstandard Terms

In most cases, the term is the payment period

Treated similarly to how modules are handled in a standard term program

### Modules Themselves are Freestanding Terms

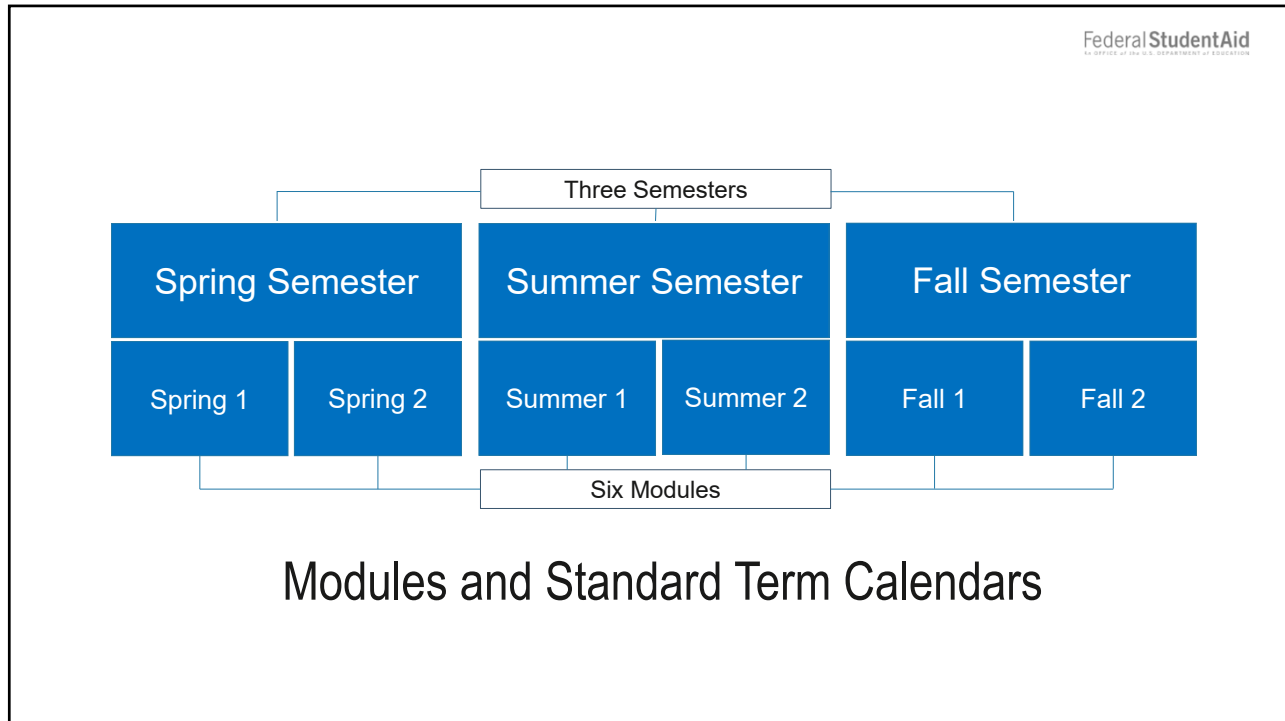
If SE: The term is the payment period

If NSE: The term is the payment period **except** for DL, which is disbursed as though nonterm

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## STANDARD TERM ILLUSTRATION

- Standard term, semester-based program
  - Academic year is 32 weeks, consisting of two 16-week semesters
- Semester contains two 8-week modules
- Classes may last the entire semester or occur within modules
  - Students may enroll in any combination of classes
- Full-time enrollment is 12 semester hours

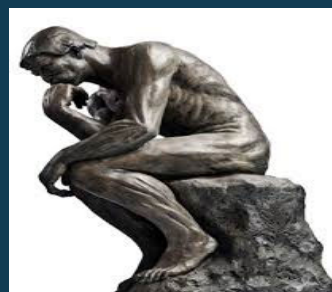
Fall 16 weeks		Spring 16 weeks	
8-week module	8-week module	8-week module	8-week module

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# CONSIDERATIONS FOR MODULES

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## DISBURSEMENT CONSIDERATIONS

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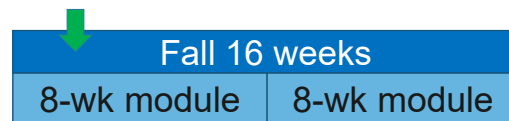
- Payment period is the entire standard term (semester)
  - Regardless of student's enrollment in courses over the entire semester, modules, or both
- Payment of Title IV (except FWS) is calculated on a payment period basis, not by individual module
  - However, it is allowable to break up the payment for the payment period into multiple disbursements if the school chooses
- Earliest disbursement date is 10 days before the first day of classes for a payment period
  - This is centered around when the **student's** classes begin

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## PELL RECALCULATION EXAMPLE

- School uses the calendar in the Standard Term Illustration and has a single Pell recalculation date of September 21 (green arrow), which falls before the start of Module 2
- As of the Pell recalculation date, John is enrolled for nine credit hours
- On September 23, two days after the Pell recalculation date, John adds three credit hours from Module 2; Pell enrollment status must not be changed to add the additional credit hours due to school's Pell recalculation policy

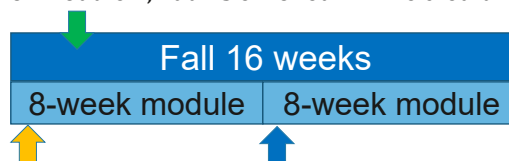


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## PELL RECALCULATION EXAMPLE

- A different school uses the calendar in the Standard Term Illustration, multiple Pell recalculation dates, and must recalculate Pell up to the Pell recalculation date for the last class in which the student enrolls
  - September 7 for Module 1 (Orange arrow)
  - September 21 for the full semester (Green arrow)
  - November 1 for Module 2 (Blue arrow)
- Paul enrolled in 12 credit hours (full-time) for the entire semester, and was still full-time as of the September 21 Pell recalculation date; school disburses Pell
- On October 3, he drops six credit hours from his full semester coursework
  - On October 20, he adds one three credit-hour course in Module 2
  - As of the November 1 Pell recalculation date for Module 2, Paul is enrolled in nine credit hours
  - His final Pell enrollment status is  $\frac{3}{4}$ -time
  - School recalculates Paul's Pell award



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## DIRECT LOAN CONSIDERATIONS

- Loan period
  - Shortest period for which a loan may be originated is the term, not a module
  - For example, a student enrolls for Spring semester only
    - Student enrolls in six credit hours in Module 1
    - Student does not enroll in any Module 2 course(s)
    - Loan period is the entire semester, not just Module 1
  - Loan eligibility for a term-only loan is determined using a one-term COA, less the corresponding EFC (for subsidized loans), less EFA, up to the applicable annual loan limit

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## DIRECT LOAN CONSIDERATIONS

- Enrollment status
  - Pell Recalculation Date (PRD) is not applicable to Direct Loan
    - It is used only for Pell/TEACH Grant/Iraq-Afghanistan Service Grant
  - Enrollment status is checked at the time of disbursement
  - Recalculations are not required
  - Janis enrolls for six credit hours (three in Module 1 and three in Module 2); student begins attendance in Module 1; loan is disbursed (enrollment status  $\frac{1}{2}$  time); she never begins attendance in Module 2
    - Loan disbursement is correct; no adjustment or recovery of loan funds
    - Must adjust Pell if it was included in her award package
    - Possible R2T4 issues associated with student not taking all modules she was scheduled to take

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## DIRECT LOAN COA AND EFC EXAMPLE – ADRIANNA

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- Adrianna is going to attend Fall and Spring Semesters
- But, in Fall she is ½-time, and she is only attending classes in Module 1

Fall 16 weeks

Spring 16 weeks

8-week module

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## DIRECT LOAN COA AND EFC EXAMPLE – ADRIANNA

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- What is Adrianna's loan period?
- What is her COA?
- What is her EFC?

Fall 16 weeks

Spring 16 weeks

8-week module

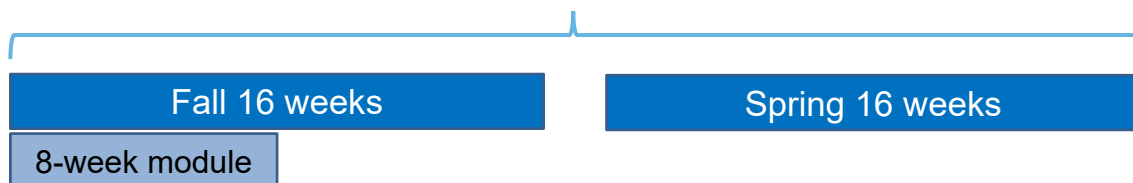
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## DIRECT LOAN COA AND EFC EXAMPLE – ADRIANNA

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- What is Adrianna's loan period?
- Her loan period is from the first day of Fall to the last day of Spring



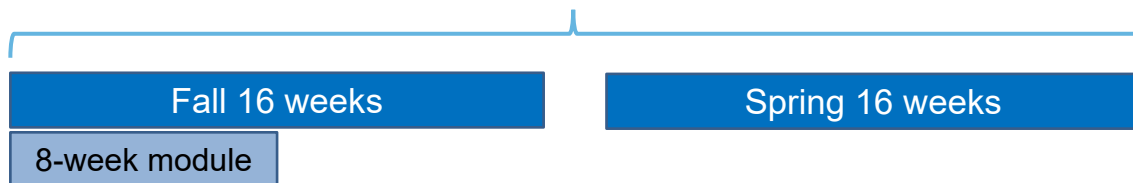
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## DIRECT LOAN COA AND EFC EXAMPLE – ADRIANNA

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- What is Adrianna's COA?
- Her COA will reflect her costs for the entire loan period minus any time during an academic term that the school knows she will not be attending
- So, Adrianna's costs will be from the beginning of Fall to the end of Spring minus the costs attributable to Fall Module 2, when she is not attending, but including the costs associated with the break between terms



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## DIRECT LOAN COA AND EFC EXAMPLE – ADRIANNA

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- What costs are used for Spring when originating the DL at the beginning of Fall?
- Adrianna is a ½-time student for Fall so the school can use the costs associated with that enrollment status for both academic terms or if the school knows that her enrollment status will be different in Spring, it can use that information

The diagram illustrates two academic terms: 'Fall 16 weeks' and 'Spring 16 weeks'. A bracket above both terms indicates they are part of a larger cycle. Below the 'Fall 16 weeks' term, there is a smaller box labeled '8-week module'.

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## DIRECT LOAN COA AND EFC EXAMPLE – ADRIANNA

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- Adrianna is a ½-time student for Fall so the school can use the costs associated with that enrollment status for both academic terms
  - The school can change the Spring COA, and loan amount, if applicable, if enrollment status changes when the Spring semester starts
    - School policy, or
    - PJ, or
    - Not at all
- The school must not assume an enrollment status for Spring without reason

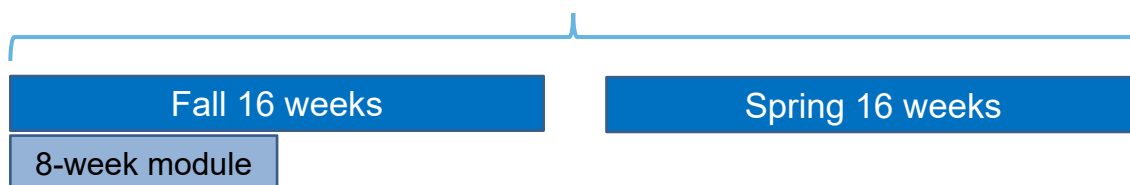
The diagram illustrates two academic terms: 'Fall 16 weeks' and 'Spring 16 weeks'. A bracket above both terms indicates they are part of a larger cycle. Below the 'Fall 16 weeks' term, there is a smaller box labeled '8-week module'.

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## DIRECT LOAN COA AND EFC EXAMPLE – ADRIANNA

- What is Adrianna’s EFC?
- The school has latitude
  - EFC for the number of months from the beginning of Fall to the end of Spring
  - EFC from Fall to Spring but back out the break between semesters
  - EFC from Fall to Spring but back out the Fall – Module 2

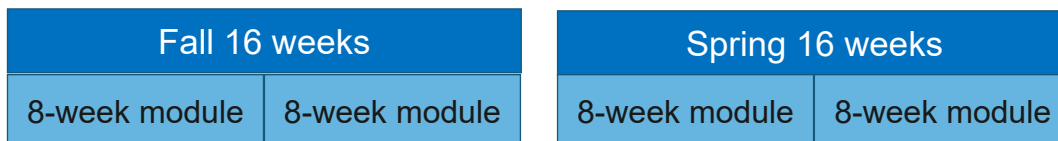


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## DIRECT LOAN COA AND EFC EXAMPLE – SEAN

- Sean is going to attend Fall and Spring Semesters
- He is attending classes in Modules 1 and 2 of Fall and Modules 1 and 2 of Spring
  - What is Sean’s loan period? **Fall and Spring**
  - What is his COA and EFC? **Full Academic Year**




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## DIRECT LOAN COA AND EFC EXAMPLE – SEAN




- Sean decides to drop classes in Fall Module 2 and Spring Module 2
  - What is Sean’s loan period? **Fall and Spring**
  - What is his COA and EFC? **Full Academic Year**

Fall 16 weeks	
8-week module	8-week <del>module</del>

Spring 16 weeks	
8-week module	8-week <del>module</del>


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# SUMMER TERMS

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## SUMMER TERMS

- Many Summer terms contain multiple or mini-sessions
  - For example: Summer 1, Summer 2, and Summer 3
  - These are considered modules
- School has options
  - Combine modules into a single term
    - Numerous advantages
  - Treat modules as stand-alone terms
    - Could result in entire program being a nonstandard term program
- School must award Title IV aid for Summer enrollment
  - Summer term, intersessions, J terms, Maymester, etc.

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## SUMMER TERMS: PELL

- If term-based program offers a series of modules that occur in the Summer, they may be combined and treated as one term and that term will be the payment period (which will have modules)
- If program qualifies for Formula 1 or 3, use the same formula to calculate Pell for Summer
  - If program does not define full-time for Summer as 12 credit hours, Formula 3 must be used for **all** Pell calculations in the entire program
    - Enrollment status will be determined by a special calculation found in Pell Formula 3
    - Full-time definition for Summer must be applied across all Title IV programs
- When modules are combined into a single term:
  - Weeks of instructional time in the combined term are weeks from beginning of the first module to date the last module ends
  - Student's enrollment status for the payment period is based on the total number of credit hours for all modules

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## SUMMER TERMS: PELL

- If a combined summer term crosses over the award year, the combined term is treated as a crossover payment period, regardless of which modules the student attends
- If mini-sessions are **not** combined into a single term:
  - Each mini-session is generally treated as a separate nonstandard term
  - Pell Formula 3 must be used if full-time enrollment status for each of these terms is something less than 12 hours
  - Pell Formula 1 may be used if the school establishes full-time for each of these Summer terms as 12 hours
    - This only applies to Summer terms where the Fall through Spring terms are standard

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## SUMMER TERMS: DIRECT LOAN

- SAY and modules
  - May be grouped together into either a header or trailer to the SAY
- BBAY and modules
  - **Must** be grouped together as a single term in order to use BBAY
  - BBAY containing Summer term (regardless of whether comprised of modules) does not have to be 30 weeks in length—applies to BBAY 1 only
- Loan period
  - Shortest period a loan may be originated for is the term
    - Even if the student is attending fewer modules than comprise the term
- COA for Summer loans cannot include costs for modules the student is not expected to be enrolled

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## SUMMER EXAMPLE 1

- Full-time enrollment is defined as 12 semester hours
- School combines Summer modules 1, 2, and 3 to make one Summer payment period (term)



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## SUMMER EXAMPLE 1A - JAMES

- James is taking six credit hours all in Summer 1, is awarded a Summer-only loan and a Federal Pell Grant as a header to the upcoming award year
  - Enrollment status is ½-time
  - Loan period comprises the entire Summer term or payment period
    - If school is required to make multiple disbursements, second disbursement will not be made until the calendar midpoint – after the student has completed classes
  - Summer 1 does not have to crossover for James to receive a Pell Grant disbursement from the upcoming award year because the combined Summer term, which is the payment period, is a crossover payment period

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## SUMMER EXAMPLE 1B - BENJAMIN

- Benjamin is taking 9 credit hours:
  - Three in Summer 1,
  - Three in Summer 2, and
  - Three in Summer 3
- Enrollment status is  $\frac{3}{4}$ -time
- Loan period comprises Fall/Spring/Summer
- School's policy for crossover payment periods is that it determines Pell eligibility for a crossover payment period on a student-by-student basis and pays from the award year that is most advantageous to the student

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## SUMMER EXAMPLE 1B - BENJAMIN

- Benjamin was full time in the previous Fall and Spring payment periods and received 100% of his Pell Grant
- He is paid a  $\frac{3}{4}$ -time Pell for Summer from the next award year and the disbursement is made at the start of Summer 1
- He is disbursed Direct Loan Funds for Summer payment period (the loan period is Fall/Spring/Summer)

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## SUMMER EXAMPLE 1B - BENJAMIN

- Benjamin’s Title IV aid for Summer is based on expected enrollment of three hours in each Summer module
- Benjamin completes Summer 1 and 2, but does not return for Summer 3
  - Pell Grant is subject to a mandatory Pell Recalculation
  - No adjustment to Direct Loan disbursement
    - Student was ½-time or more at the time of Direct Loan disbursement
  - Possible R2T4 considerations
    - Student MAY be beyond the 60% point of the payment period, or may have dropped Summer 3 classes before the end of Summer 2, or may be a withdrawal

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## SUMMER EXAMPLE 2

- School does not define full-time enrollment status as 12 credit hours
- Each Summer session is a nonstandard term

$$\text{Enrollment status} = \frac{\text{Credit-hours in Academic year}}{\text{Weeks in nonstandard term}} \times \frac{\text{Weeks in nonstandard term}}{\text{Weeks in academic year}}$$

- Only Summer 2 is a crossover payment period

Summer 1  
4 wks

Summer 2  
4 wks

Summer 3  
4 wks

**REMEMBER!**  
These are NOT modules, they are nonstandard terms

July 1

This choice results in the entire Program being nonstandard term. Pell Formula 3 must be used and the disbursement rules for nonstandard terms not substantially equal in length are followed.

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## SUMMER ENROLLMENT AWARENESS

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- Student may enroll in multiple Summer modules and complete one or more, but not all of them

For example:

- Student enrolls in Summer 1, 2, and 3, completes Summer 1 and 2, but does not return for Summer 3
- Typically, students do not see this as a withdrawal; *however*, under current regulations, R2T4 may apply
- Important that students enrolling in multiple Summer modules are instructed to withdraw from, or drop the subsequent session(s) prior to completing the previous one if they do not intend to return
  - This will prevent the student from being subject to R2T4

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## INTERSESSIONS

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## STANDARD TERMS: INTERSESSIONS

- Sometimes modules fall between scheduled terms
  - J-terms
  - Maymester
  - Mini-session
- How to deal with intersessions or other additional terms and keep your program standard?
- Add the intersession to one standard term or the other
  - Treat the entire combined term as one payment period



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## STANDARD TERMS: INTERSESSIONS

- Does adding the intersession create a nonstandard term program?
- FSA's guidance states that for a program already using established standard terms, adding a term that is immediately prior to or after the standard term, which does not overlap with another term, keeps the standard terms as standard



- If student enrolls in intersession:
  - Total term length = length of intersession + length of term
  - Intersession becomes a module within the term

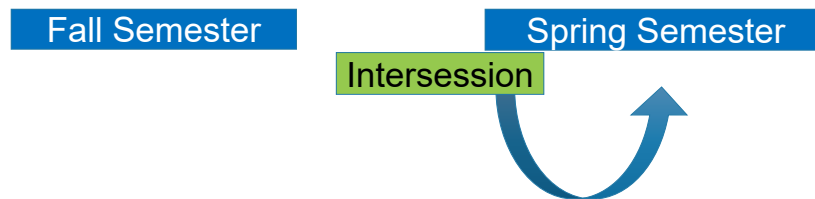
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## STANDARD TERMS: INTERSESSIONS

- Sometimes the intersession will overlap with the term to which it is attached
- **Modules** can overlap

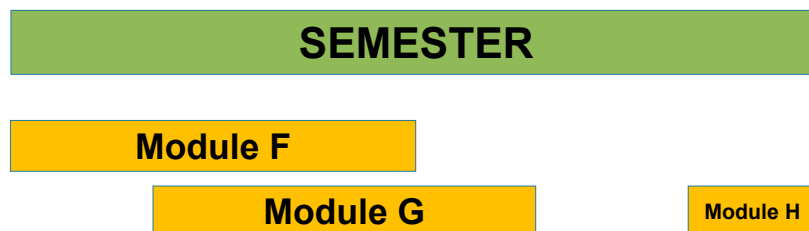


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## WHAT DO MODULES LOOK LIKE?

Remember this...

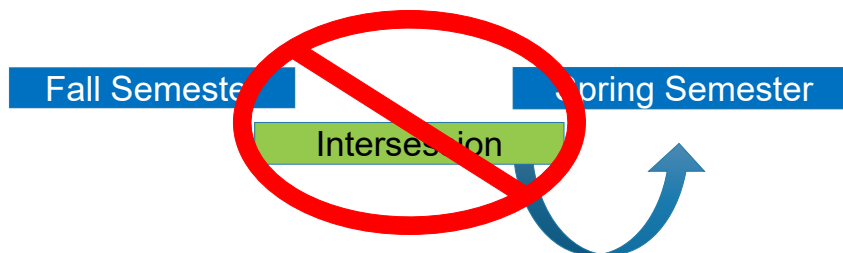


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## STANDARD TERMS: INTERSESSIONS

- Sometimes the intersession will overlap with the term to which it is attached and the other term



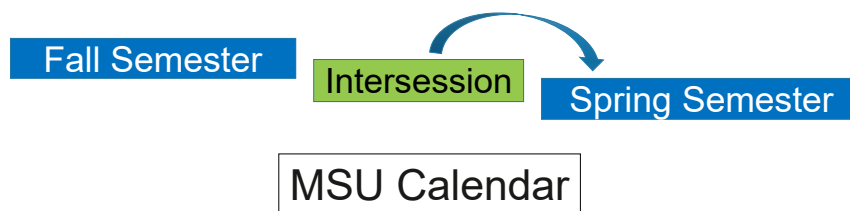
- These are now overlapping terms, which create a nonterm calendar
- An intersession may overlap one of the semesters, but not both

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## STANDARD TERMS: INTERSESSIONS EXAMPLE

- Modules Studies University (MSU) has two 15-week semesters with a 4-week intersession between them
- MSU attaches the intersession to Spring semester
  - The intersession would be a nonstandard term if MSU did not attach it to either semester

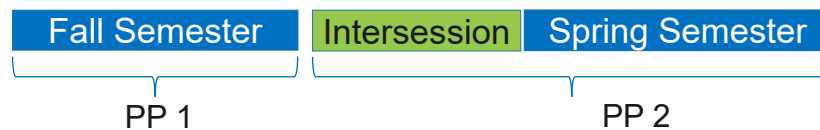


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## PAYMENT PERIODS: PELL EXAMPLE

- Fall semester is Payment Period (PP) 1
- The combined intersession and Spring semester is PP 2
- School may still use Pell Formula 1
  - Terms are still considered standard
  - Must use 12 hours (or more) as full-time
  - The Pell disbursements for each payment period will be equal
- Hours in intersession count toward Spring enrollment status

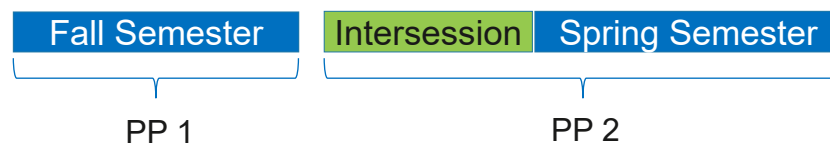


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## PAYMENT PERIODS: DIRECT LOANS EXAMPLE

- Fall semester is Payment Period (PP) 1
- The combined intersession and Spring semester is PP 2
  - PP 2 now has two modules, the intersession and the 15-week semester
- School may use SAY or BBAY 1
- Hours in intersession count toward Spring enrollment status
- COA for loans reflects costs associated with all periods that school knows student will pursue at time of origination

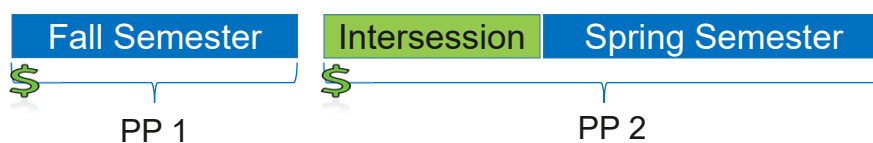


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## PAYMENT PERIODS: DIRECT LOANS EXAMPLE

- Kathryn takes nine hours in the Fall, three hours in the intersession and three hours in the Spring
- Kathryn's COA includes costs for all three periods
- Kathryn is at least half time in PP 1 and receives her loan disbursement for PP 1 at or about the beginning of PP 1, assuming she is not subject to delayed disbursement
- Kathryn is at least half time in PP 2 and receives her second loan disbursement at or about the beginning of PP 2, which is the beginning of the intersession



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## CLINICAL WORK



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## CLINICAL WORK AND STANDARD TERMS

- Some programs follow a strictly standard term calendar until the student progresses to a part of the program that involves work outside of the classroom but still part of their academic program
  - ED refers to this as clinical work
- Clinical work is often found in medical related fields and in programs preparing educators
- Clinical work may not coincide with the institution's standard terms
  - Clinical work is usually offered on a different calendar schedule

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## CLINICAL WORK AND STANDARD TERMS

- Institutions may allow, for Title IV purposes, the clinical work to be treated as if it were being offered on the school's standard term calendar, only if ALL the following apply:
  1. All students in the program must participate in the practicum or clinical experience and its completion is a requirement for graduates to apply for licensure or the authorization to practice the occupation those students intend to pursue

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## CLINICAL WORK AND STANDARD TERMS

- Institutions may allow, for Title IV purposes, the clinical work to be treated as if it were being offered on the school's standard term calendar, only if ALL the following apply:
  2. The institution has little or no control over the length or start/end dates of the practicum or clinical experience.
    - This may be the result of constraints imposed by outside licensing bodies, or
    - The need to accommodate the schedules of entities with which students are being placed (e.g., school districts and hospitals)

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## CLINICAL WORK AND STANDARD TERMS

- Institutions may allow, for Title IV purposes, the clinical work to be treated as if it were being offered on the school's standard term calendar, only if ALL the following apply:
  3. Credit hours associated with the practicum or clinical experience must be associated with the term in which most of the training occurs, even if the starting and ending dates do not exactly align with the term dates and/or overlap with another term exists

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## CLINICAL WORK AND STANDARD TERMS

- If the clinical work meets all these requirements
  - The clinical work will not create nonstandard terms
  - The clinical work will not create a nonterm calendar even if the clinical work is overlapping another term

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## CLINICAL WORK AND STANDARD TERMS

### Rules to remember for clinical work in this category

- Policies and Procedures must explain how this aspect of Title IV administration is being handled by the school
- The academic year and loan period for Direct Loans should be determined using the clinical work training dates and
- The loan period should include the cost of attendance and estimated family contribution for the clinical work training period
- Return of Title IV funds (R2T4) calculations use the payment period or period of enrollment of the clinical work training dates

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# RESOURCES

- FSA Handbook
  - Volume 3: Chapter 1 (Academic Calendars), Chapter 3 (Pell), Chapter 5 (Direct Loan)
  - Volume 5 (R2T4)
- Program Integrity Q & A website
  - <http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/integrity-qa.html>
- Electronic Announcement, [November 5, 2019](#): Revised Policy for Standard Term Length
- FSA E-Training Website Learning Tracks: <https://fsatraining.ed.gov>
  - Administering Aid in Non-Standard Terms
  - Packaging Concepts (includes lessons on modules, intersessions, and summer)
  - R2T4 for Programs Offered in Modules

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# FEDERAL STUDENT AID E-TRAINING


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<https://fsatraining.ed.gov>

## FAA Tool kit

Now Available


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# RESOURCES – FAA TOOLKIT

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<https://fsatraining.ed.gov/course/view.php?id=277>

**Information for Financial Aid Professional (IFAP)**

- The Federal Student Aid (FSA) Handbook
- Application Processing Guides
- Operational Guides
- Technical References
- The Higher Education Act (HEA)
- Code of Federal Regulations (CFR)
- In a Nutshell: Negotiated Rulemaking
- Federal Registers
- Dear Colleague Letters (DCL)
- Electronic Announcements
- Program Integrity Q&As

**Other Published Guidance from ED**

- FAA Access to CPS Online
- Common Origination and Disbursement (COD) System
- National Student Loan Data System (NSLDS)
- Other Web-based Systems and Software
- Web-based Resources
- Contact Information for ED and Other Federal Resources
- FSA Assessments
- Tools for Building Policies and Procedures
- Direct Loan Tools
- Preparing for Audits and Program Reviews

Must be logged in to fsatraining.ed.gov use the FAA Tool Kit

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## ASK A FED

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- The AskAFed email box is staffed by FSA training professionals every business day during normal business hours
- AskAFed can help with policy guidance inquiries related to Title IV administration
- The address is [AskAFed@ed.gov](mailto:AskAFed@ed.gov)



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## TRAINING FEEDBACK

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- To ensure quality training, we ask all participants to please fill out an online session evaluation
- At the conclusion of the conference, all attendees will receive an email with a link to an electronic evaluation that we ask you to complete
- This feedback tool informs FSA of areas for improvement in our training presentations and offers an effective process for “listening” to our school partners

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**QUESTIONS?**

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