AGENDA

National Collegiate Athletic Association
Division II Academic Requirements Committee

Teleconference
Dial-in Number: 866-590-5055
Passcode: 7828864

June 8, 2016
1 to 3 p.m. Eastern time

1. Welcome and announcements. (Brenda Cates)

2. Review of the NCAA Division II Academic Requirements Committee roster. [Supplement No. 1] (Cates)

3. Review of the February 2016 committee report. [Supplement No. 2] (Cates)

4. Review of the NCAA Division II Presidents Council and NCAA Division II Management Council April Summary of Actions. [Supplement No. 3] (Cates)

5. Update on academic misconduct proposal. [Supplement No. 4] (Susan Britsch)

6. Discussion regarding issues related to initial eligibility. (Jane McGill)
   a. Review of 2015-16 statistics. [Supplement No. 5]
   b. Review of 2016-17 initial-eligibility waiver directive. [Supplement No. 6]
   c. Review of the 2016-17 NCAA Division II Academic Requirements Committee Subcommittee on Initial-Eligibility Waivers policies and procedures. [Supplement No. 7]

7. Updates on prospective student-athlete review. (McGill)
   a. Review of 2015-16 prospective student-athlete review statistics. [Supplement No. 8]
   b. Review of 2016-17 prospective student-athlete trigger list and directive. [Supplement Nos. 9 and 10]
   c. Review of the 2016-17 NCAA Student Records Review Committee policies and procedures. [Supplement No. 11]

8. International Student Records Committee. (Elizabeth Coleman)
a. Review of the April 2016 NCAA International Student Records Committee report. [Supplement No. 12]

b. Review of the 2016-17 International Student Records Committee policies and procedures. [Supplement No. 13]

   • Review of the April 14 and May 12, 2016, High School Review Committee meeting reports. [Supplement Nos. 16 and 17]

10. Update of SAT concordance release. [Supplement No. 18] (Tom Paskus)

11. Update on new academic portal. (Gregg Summers)

12. Update on Foundation for the Future proposals. (Amanda Conklin)

13. Review of 2016-17 progress-toward-degree and two-year transfer directives and statistics. [Supplement Nos. 19 and 20] (Greg Dana)

14. Discuss membership feedback on current four-year transfer requirements. (Britsch)

15. Discuss certification of multiple degrees in different colleges. [Supplement No. 21] (Anne Rohlman)

16. Update on Path to Graduation education and initiatives. (Britsch)

17. Update on communication efforts and need for academic stories. (Amy Dunham)

18. Discussion regarding future meeting schedule. (Britsch)
   • September 8, 2016; Indianapolis.

19. Other business.

20. Adjournment.
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ACTION ITEMS.

1. Legislative Items.

   a. Noncontroversial Legislation - NCAA Bylaw 14.5.4.3 - Eligibility - Transfer Regulations - Two-Year College Transfers - Eligibility for Competition, Practice and Athletics Aid - All Other Qualifiers, Partial Qualifiers and Nonqualifiers – English, Math and Science.

      (1) **Recommendation.** Adopt noncontroversial legislation to permit a student-athlete who has earned credit hours at a previous two-year institution (prior to the student-athlete's most recent attendance at a four-year institution) to use those credit hours to satisfy the two-year college transfer requirements for English, math and science.

      (2) **Effective Date.** August 1, 2016, for student-athletes enrolling in a Division II institution on or after August 1, 2016.

      (3) **Rationale.** Current legislation does not permit a student-athlete to use credits earned at a two-year college prior to their most recent attendance at a four-year institution (e.g., 2-4-2-4 transfer) to meet the English, math and science core credit-hour requirements at the certifying institution. This change would prevent student-athletes from having to re-take courses they have already successfully completed at a two-year institution to satisfy two-year college transfer requirements.

      (4) **Estimated Budget Impact.** Will vary. Prospective student-athletes will not be responsible for additional tuition and fees to repeat classes that were successfully completed solely for the purpose of meeting the two-year college transfer requirements.

      (5) **Student-Athlete Impact.** Prospective student-athletes will have additional flexibility to use credits earned at a previous two-year institution to satisfy the two-year college transfer requirements for English, math and science.

   b. Modification of Wording – NCAA Bylaw 14.4.3.7.9 - Eligibility – Progress-Toward-Degree Requirements – Eligibility for Competition – Fulfillment of Credit-Hour Requirements After Designation of Degree – Credits Earned in a Voluntary or Optional Minor – Regular Academic Terms.

      (1) **Recommendation.** Adopt a modification of wording to amend NCAA Bylaw 14.4.3.7.9 (credits earned or accepted toward a minor) to clarify
that a student-athlete may use a maximum of six credit hours earned in a voluntary or optional minor per regular academic term to fulfill the credit-hour requirements for meeting progress toward degree; further to clarify that hours earned in a voluntary or optional minor during the summer may not be used to meet progress toward degree requirements.

(2) **Effective Date.** August 1, 2016.

(3) **Rationale.** Proposal No. 2016-3 (eligibility -- progress-toward-degree requirements -- eligibility for competition -- fulfillment of credit-hour requirements after designation of degree -- credits earned in a voluntary or optional minor) was adopted by the membership at the 2016 NCAA Convention. The membership sponsors of the proposal did not intend to permit credit hours earned toward a voluntary or optional minor during the summer to be used to meet progress-toward-degree requirements. The wording of the original proposal does not reflect the sponsors’ intent. This change will clarify that summer hours earned in an optional minor may not be used to meet progress-toward-degree requirements. This change is also consistent with the intent of the NCAA Division II Presidents Council, NCAA Division II Management Council and the NCAA Division II Academic Requirements Committee, which noted in their formal position statement in support of the proposal that placing limits on the number of hours reduces the opportunity for abuse of the legislation.

(4) **Estimated Budget Impact.** None.

(5) **Student-Athlete Impact.** Student-athletes will not be permitted to use credit hours earned in a voluntary or optional minor during the summer to satisfy progress-toward-degree requirements.

c. **Incorporation of Interpretation into the NCAA Division II Manual.**

(1) **Recommendation.** To incorporate the following official interpretation into the NCAA Division II Manual:

Application of Progress-Toward-Degree Requirements When Using Return to Original Institution Exception (II)

The Division II Academic Requirements Committee determined that a student-athlete who returns to the certifying institution using the two-year or four-year college return to original institution exception must satisfy all progress-toward-degree requirements that the student-athlete triggered during his or her previous enrollment at the certifying institution (e.g. annual credit hour requirement) before being eligible for competition.
[Reference: Bylaws 14.4.3.2 (term-by-term credit hour requirement), 14.4.3.2.1 (application or rule to transfer student), 14.4.3.3.2 (application of rule), 14.4.3.3.2.1 (application to a midyear enrollee), 14.4.3.4 (annual credit hour requirement), 14.4.3.4.1 (application of rule), 14.4.3.4.1.1 (application to a midyear enrollee), 14.5.4.6.4 (return to original institution exception), 14.5.5.3.7 (return to original institution without participation or with minimal participation exception.)]

(2) Effective Date. Immediate.

(3) Rationale. Incorporating the February 18, 2016, official interpretation into the Manual will clarify the application of the progress-toward-degree requirements for student-athletes who transfer and return to the certifying institution using the return to original institution exception.

(4) Estimated Budget Impact. None.

(5) Estimated Student-Athlete Impact. Student-athletes will be required to satisfy applicable progress-toward-degree requirements at the certifying institution prior to being eligible for competition.

2. Nonlegislative Items.

• None.

INFORMATIONAL ITEMS.

1. Review of Foundation for the Future Funding Requests. The committee agreed to support three proposals for funding through the Foundation for the Future initiative. Those proposals include, in order of priority:

a. Funding for conference offices in the areas of academic support, broadcast support, officiating improvement and branding.

b. Development of a comprehensive online coaches’ education program that will deliver legislative and health and safety related content to Division II coaches.

c. Review and assessment of the utilization and accuracy of academic data currently gathered in Division II, and the development of additional metrics that could guide academic policy in the division.

2. Discussion of Academic Misconduct. The committee reviewed proposed academic misconduct legislation that will be considered by the NCAA Division I Council in April. If the Council adopts legislation for Division I at that time, the committee will consider
options for sponsoring a legislative proposal in Division II during its summer teleconference.

3. **Discussion of Eliminating the Window of Reconsideration During the Division II Business Session at Convention.** The committee discussed whether the Presidents Council should sponsor legislation for the 2017 NCAA Convention to eliminate the window of reconsideration during the divisional business session at the NCAA Convention. The committee agreed that it would support eliminating the window of reconsideration, noting that reconsideration reduces the importance of the original vote and that holding only a single vote would promote more thorough consideration of each proposal prior to Convention.

4. **Status Report on Pending Changes to SAT.** The committee received an update on the changes to the SAT that will take effect in March 2016. Staff noted that the concordance between scores on the old test and scores on the new test will not be available until May. An editorial revision to current legislation was published February 10, 2016, indicating that the minimum combined SAT score required for tests taken on or after March 1, 2016, will be evaluated based on the concordance established by the College Board.

5. **Update on 2016 NCAA Convention Proposals That Impact Eligibility or Were Sponsored by the Committee.** The committee reviewed three 2016 NCAA Convention proposals that impact student-athlete eligibility. Specifically, the committee discussed concerns about whether the limit of six credit hours per term in an optional or voluntary minor that may apply toward progress-toward-degree requirements is appropriate for institutions on the quarter system (Proposal No. 2016-3). The committee agreed that the current limit of six credit hours remains appropriate for all institutions, but will continue to monitor the issue as the new progress-toward-degree legislation comes into effect.

6. **Review of Initial-Eligibility Waiver Policy Regarding Partial Qualifiers Who Meet 2018 Standards.** The committee discussed whether staff should approve initial-eligibility waivers for partial qualifiers who meet the sliding-scale standard that is scheduled to take effect in fall 2018. Staff noted that these prospective student-athletes typically have a comparatively high core-course grade-point average and minimal deficiency in standardized test score. The committee agreed that the new scale was approved in part because research indicated that it would more accurately and efficiently predict first-year academic success in college, and that this should be factored into the waiver process. The committee approved granting automatic initial-eligibility waivers for all partial qualifiers who meet 2018 standards, effective for those first enrolling in a Division II institution in fall 2016.

7. **Review List of Institutions Failing to Meet the Academic Performance Census (APC) Deadline in the 2015-16 Academic Year.** The committee received an update on the institutions that failed to meet their deadline to submit APC data, which was 15 weeks after the institution's first day of classes of the fall term of the regular 2015-16 academic
year. Five institutions failed to meet the original 15-week deadline. However, four of those institutions received deadline extensions under a policy adopted by the committee in February 2011 that authorized staff to grant single, three-day extensions. Those institutions met their extended deadline and were not subject to the penalty for failure to submit APC data per NCAA Constitution 3.3.4.15 (academic performance census – failure to submit). Stillman College received an automatic three-day extension, then submitted a request for a further extension on the same day that the school announced it would cease being an NCAA member at the end of the 2015-16 academic year. The school never submitted its data. The committee approved a revised deadline of March 3, 2016, and directed staff to inform the institution of the new deadline and to indicate that it would be penalized according to Constitution 3.3.4.15 if it failed to meet that deadline.

8. **Review of Research Data.** Staff presented data to the committee from the 2015 Growth, Opportunities, Aspirations and Learning of Students in College (GOALS) survey and the 2014-15 APC. The committee noted that first-year eligibility and retention rates rose in Division II in each of the first two years after the core-course requirements increased from 14 to 16 in fall 2013.

9. **Discussion Regarding the Use of the Return to Original Institution Transfer Exception and Progress-Toward-Degree Requirements.** The committee discussed interpretive guidance that staff has recently provided to the membership in cases where a student-athlete who does not meet progress-toward-degree requirements transfers to a second four-year institution for a term or terms, then wishes to use the return to original institution transfer exception to return and be immediately for competition.

The committee agreed to issue the following interpretation and requested that the interpretation be incorporated into the NCAA Manual [See Legislative Action Item 1c]:

**Application of Progress-Toward-Degree Requirements When Using Return to Original Institution Exception (II)**

The Division II Academic Requirements Committee determined that a student-athlete who returns to the certifying institution using the two-year or four-year college return to original institution exception must satisfy all progress-toward-degree requirements that the student-athlete triggered during his or her previous enrollment at the certifying institution (e.g. annual credit hour requirement) before being eligible for competition.

[Reference: Bylaws 14.4.3.2 (term-by-term credit hour requirement), 14.4.3.2.1 (application or rule to transfer student), 14.4.3.3.2 (application of rule), 14.4.3.3.2.1 (application to a midyear enrollee), 14.4.3.4 (annual credit hour requirement), 14.4.3.4.1 (application of rule), 14.4.3.4.1.1 (application to a midyear enrollee), 14.5.4.6.4 (return to original institution exception), 14.5.5.3.7 (return to original institution without participation or with minimal participation exception).]
10. **Discuss Impact of Length of Enrollment Prior to Withdrawal on Progress-Toward-Degree Waiver Decisions.** The committee discussed whether the Division II progress-toward-degree waiver directive should be amended to address cases where a transfer student-athlete withdrew from the previous institution following minimal attendance. The current directive calls for staff to deny requests to waive the progress-toward-degree requirements in situations where there is no extraordinary and documented reason for withdrawal (e.g., not liking the city or becoming homesick do not meet the threshold for a waiver). The committee directed staff to provide additional flexibility in waiving the requirements of Bylaw 14.4.3.2.1 (application of rule to transfer student) when there has been no significant mitigation presented, but the student-athlete was enrolled for less than 14 consecutive-calendar days at the previous institution and did not compete. In these circumstances, staff may consider other factors, such as the student-athlete's academic record and whether the previous institution supports the waiver request. The committee recommended that the progress-toward-degree waiver directive be adjusted to reflect the additional flexibility.

11. **Review of the NCAA Division II Strategic Plan.** The committee reviewed a progress report on the implementation of the 2015-21 Division II Strategic Plan. Staff noted that the report was a summary of everything the divisional governance structure is doing to support the plan, and that future reports will focus more on new initiatives related to the plan (e.g., Foundation for the Future grants).

12. **Update on Division II Educational Initiatives.** The committee received an update on the planning and development of regional compliance seminars. The seminars provide rules education and professional development for athletics administrators, coaches and representatives from the offices of financial aid, registrar and admissions locations within selected regions. The number of regional compliance seminars will expand from three in 2015-16 to as many as six in 2016-17.

13. **Update on Path to Graduation Toolkit.** The committee reviewed data about usage of the educational materials on NCAA.org related to the Path to Graduation legislative changes.

14. **Review of the NCAA International Student Records Committee Report.** The committee received a report from the International Student Records Committee meeting in October 2015.

15. **Review of the Academic Requirements Committee Report.** The committee reviewed and approved its September 2015 committee report.

17. **Future Meeting Schedule.** The committee agreed to conduct its summer teleconference in June or July 2016 (date to be determined) and its fall in-person meeting September 8, 2016.

*Committee Chair:* Brenda Cates, University of Mount Olive  
*Staff Liaisons:* Susan Britsch, Academic and Membership Affairs  
Gregg Summers, Research

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**NCAA Division II Academic Requirements Committee**  
**February 18, 2016, In-Person Meeting**

**Attendees:**  
Damon Arnold, Grand Valley State University  
William Biddington, California University of Pennsylvania  
Brenda Cates, University of Mount Olive  
Tonya Charland, Great Lakes Valley Conference  
Jennifer Heimstead, California State Polytechnic University, Pomona  
Joseph Kissell, Bloomsburg University of Pennsylvania  
Perry Massey, Fayetteville State University  
Lindsay Reeves, University of North Georgia  
Dene Thomas, Fort Lewis College  
Shawn Ward, Le Moyne College

**Absentees:**  
Corbin Greening, Henderson State University

**Guests in Attendance:**  
Ashley Beaton, University of Illinois at Springfield  
Gary Brown, Division II Governance Contractor

**NCAA Liaisons in Attendance:**  
Susan Britsch and Gregg Summers.

**Other NCAA Staff Members in Attendance:**  
Lydia Bell, Emily Capehart, Shauna Cobb, Amanda Conklin, Greg Dana, Miranda Giddens, Terri Steeb Gronau, Maritza Jones, Jane McGill, Tom Paskus, Julie Rainey, Elizabeth Sellers, Stephanie Smith, Katherine Sulentic, Angela Tressel, Jill Waddell and Quintin Wright.
SUMMARY OF SPRING QUARTERLY MEETINGS

The National Collegiate Athletic Association

April 18-19, 2016, Division II Management Council and
April 27-28, 2016, Presidents Council Meetings

1. WELCOME AND ANNOUNCEMENTS.

Management Council. The April meeting was called to order at 8:30 a.m. by the incoming chair, Jacqie McWilliams. The chair thanked the new members and their mentors for attendance at the dinner the previous evening, and welcomed the newest members of the Council to their first meeting—Kim Duyst, senior woman administrator, California State University, Stanislaus; Bridget Lyons, senior woman administrator, Barry University; Steve Murray, commissioner, Pennsylvania State Athletic Conference; Ismael Pagan-Trinidad, faculty athletics representative, University of Puerto Rico at Mayaguez; Eric Schoh, director of athletics, Winona State University; and Cherrie Wilmoth, senior woman administrator, Southeastern Oklahoma State University.

The chair noted the absence of Jasmyn Lindsay, one of the two Student-Athlete Advisory Committee representatives on the Council, as well as the fact that this would be Jim Crawley’s final Management Council meeting, as he was resigning his position as the representative from the Central Atlantic Collegiate Conference.

The chair introduced the four NCAA Pathway Program participants, who were monitoring the meeting—Marques Dantzler, assistant director of athletics for academics and compliance, Texas A&M University-Kingsville; Amy Foster, associate director of athletics for business and operations, Seattle Pacific University; Christian Stryker, associate director of athletics for external operations, Coker College; and Jason Trufant, senior associate director of athletics, Dowling College.

The chair also introduced Ryan Jones, who was selected as the new associate director of Division II and will begin his position May 9, as well as NCAA staff members in attendance. She noted that Angela Tressel, assistant director of academic and membership affairs, was attending the meeting as a professional development opportunity.

The overall schedule for the day was shared and the chair noted that the Division II Management Council Identity Subcommittee would be meeting at 5 p.m. when the Council recessed for the day.

Presidents Council. The Presidents Council met Wednesday evening, April 27, and Thursday morning, April 28. The chair welcomed new members in attendance—Philip Kerstetter, University of Mount Olive; Bill LaForge, Delta State University; and M. Roy Wilson, Wayne State University (Michigan).
The chair noted the absences of Ron Ellis, California Baptist University; Cynthia Jackson-Hammond, Central State University; and Les Wong, San Francisco State University.

2. **REVIEW OF PREVIOUS MEETING DOCUMENTATION.**

   a. **Management Council Meeting—January 13; Presidents Council Meeting—January 14; and Post-Convention Management Council Teleconference—January 16.**


      Presidents Council. The Presidents Council approved the summary of action document, as presented.

   b. **Board of Governors Meeting—January 13.**

      Management Council. The report from the Board of Governors meeting in January was provided for informational purposes. No action was taken.

      Presidents Council. The report from the Board of Governors meeting in January was provided for informational purposes. No action was taken.

   c. **Administrative Committee Meeting(s)/Action(s).**

      Management Council. The Management Council approved the interim actions taken by the Administrative Committee.

      Presidents Council. The Presidents Council approved the interim actions taken by the Administrative Committee.

3. **REVIEW OF 2015-16 DIVISION II PRIORITIES.**

   Management Council. The Management Council was updated on initiatives that have been developed or taken place with regard to the 2015-16 priorities. Priorities for 2016-17 will be established this spring to be approved by the Councils at the summer meetings. No action was taken.

   Presidents Council. The Presidents Council was informed that they would be receiving via email an update on priorities. No action was taken.
4. **NCAA CONVENTION AND LEGISLATION.**

a. **Presidents Council-Sponsored Proposals for the 2017 NCAA Convention.**

(1) **2017-1 (Amateurism—Competition-Related Expenses from an Outside Sponsor).**

*Management Council.* The Management Council recommended that the Presidents Council approve the legislative form of the proposal.

*Presidents Council.* The Presidents Council approved the legislative form of the proposal.

(2) **2017-2 (Eligibility—Seasons of Competition: 10-Semester/15-Quarter Rule—Hardship Waiver—Season-of-Competition Waiver—Competition While Eligible).**

*Management Council.* The Management Council recommended that the Presidents Council approve the legislative form of the proposal.

*Presidents Council.* The Presidents Council approved the legislative form of the proposal.

(3) **2017-3 (Playing and Practice Seasons—General Playing-Season Regulations—Time Limits for Athletically Related Activities—Additional Restrictions—No Class Time Missed for Competition in Nonchampionship Segment—Team Sports).**

*Management Council.* The Management Council recommended that the Presidents Council approve the legislative form of the proposal.

*Presidents Council.* The Presidents Council approved the legislative form of the proposal.

b. **Noncontroversial Proposals.**

*Management Council.* The Management Council approved the noncontroversial proposals in legislative form.

*Presidents Council.* No action was necessary.
c. **Memo for Inclusion of Proposals into the Division II Manual.**

**Management Council.** The Management Council recommended that the Presidents Council approve including into the 2016-17 Manual the proposals approved in legislative form and in concept at the April 2016 Management Council and Presidents Council meetings that are considered the running supplements for the 2016 calendar year. These proposals will appear in the “blue pages” of the 2017 NCAA Division II Official Notice.

**Presidents Council.** The Presidents Council approved the recommendation.

d. **The ‘Window of Reconsideration’ at the Annual Division II Business Session.**

**Management Council.** The Management Council discussed feedback from the Academic Requirements Committee, Legislation Committee and Membership Committee in regard to whether the Presidents Council should sponsor legislation for the 2017 NCAA Convention to eliminate legislation that permits a delegate who voted on the prevailing side in the original consideration of a division dominant or federated proposal(s) to make a motion to reconsider a vote of the proposal(s) during the business session of any Division II Convention. The Council was not supportive of a legislative change at this time; however, it agreed to refer the issue to the Legislation Committee for further discussion. The Council directed the committee to seek membership feedback on the issue and to develop options for a possible change to the legislation or the process for the reconsideration of proposals (e.g., lengthen the window of reconsideration; require delegates interested in reconsidering a proposal to report their intent to make a motion to reconsider a proposal prior to the window of reconsideration).

**Presidents Council.** The Presidents Council referred the issue back to the Legislation Committee for further discussion and membership feedback prior to taking any action.

5. **REVIEW OF COMMITTEE RECOMMENDATIONS AFFECTING DIVISION II.**

a. **Division II Committees.**

(1) **Academic Requirements Committee.**

(a) **Bylaw 14.5.4.3—Eligibility—Transfer Regulations—Two-Year College Transfers—Eligibility for Competition, Practice and Athletics Aid—All Other Qualifiers, Partial Qualifiers and Nonqualifiers—English, Math and Science.**
Management Council. The Management Council adopted noncontroversial legislation to permit a student-athlete who has earned credit hours at a previous two-year institution (prior to the student-athlete’s most recent attendance at a four-year institution) to use those credit hours to satisfy the two-year college transfer requirements for English, math and science, effective August 1, 2016, for student-athletes enrolling in a Division II institution on or after August 1, 2016.

Presidents Council. No action was necessary.

(b) Bylaw 14.4.3.7.9—Eligibility—Progress-Toward-Degree Requirements—Eligibility for Competition—Fulfillment of Credit-Hour Requirements After Designation of Degree—Credits Earned in a Voluntary or Optional Minor—Regular Academic Terms.

Management Council. The Management Council adopted a modification of wording to amend NCAA Bylaw 14.4.3.7.9 (credits earned or accepted toward a minor) to clarify that a student-athlete may use a maximum of six credit hours earned in a voluntary or optional minor per regular academic term to fulfill the credit-hour requirements for meeting progress toward degree; further, to clarify that hours earned in a voluntary or optional minor during the summer may not be used to meet progress-toward-degree requirements, effective August 1, 2016.

Presidents Council. No action was necessary.

(c) Incorporation of Interpretation into the Division II Manual.

Management Council. The Management Council agreed to incorporate the following official interpretation into the NCAA Division II Manual, effective immediately.

Application of Progress-Toward-Degree Requirements When Using Return to Original Institution Exception (II)

The Division II Academic Requirements Committee determined that a student-athlete who returns to the certifying institution using the two-year or four-year college return to original institution exception must satisfy all progress-toward-degree requirements that the student-athlete triggered during his or her previous
enrollment at the certifying institution (e.g. annual credit hour requirement) before being eligible for competition.

[Reference: Bylaws 14.4.3.2 (term-by-term credit hour requirement), 14.4.3.2.1 (application or rule to transfer student), 14.4.3.3.2 (application of rule), 14.4.3.4.1 (annual credit hour requirement), 14.4.3.4.4 (return to original institution exception), 14.5.5.3.7 (return to original institution without participation or with minimal participation exception).]

Presidents Council. No action was necessary.

(d) Academic Misconduct Discussion.

Management Council. The Management Council noted that the committee was considering options for sponsoring a legislative proposal in Division II, if the Division I Council adopts proposed academic misconduct legislation at its April meeting.

Presidents Council. No action was necessary.

(e) Status Report on Pending Changes to SAT.

Management Council. The Management Council noted that changes to the SAT went into effect in March 2016. The concordance between scores on the old test and scores on the new test will not be available until May. An editorial revision to current legislation was published February 10, 2016, indicating that the minimum combined SAT score required for tests taken on or after March 1, 2016, will be evaluated based on the concordance established by the College Board.

Presidents Council. No action was necessary.

(2) Championships Committee.

(a) February 16-17 Meeting.

i. NCAA Bylaw 17.19.2—Playing Seasons—Preseason Practice—Date of Practice and Preseason Activities—Soccer.
Management Council. The Management Council agreed to refer to the NCAA Committee on Competitive Safeguards and Medical Aspects of Sport a recommendation to sponsor legislation for the 2017 NCAA Convention to amend NCAA Bylaw 17.19.2 to specify that in soccer, an institution shall not begin practice in the championship segment before 21 days prior to the first permissible contest, as specified; further, to specify that during the preseason practice period before the institution’s first day of classes or the first scheduled contest, a soccer student-athlete’s participation in countable athletically related activities shall be limited to a maximum of four hours per day and 20 hours per week and that all countable athletically related activities shall be prohibited during one calendar day per week, effective August 1, 2017.

Presidents Council. No action was necessary.

ii. Bylaw 31.3.4.2—Administrative Regulations—Automatic Qualification—Requirements-Division Championship—Conference Champion Ineligible, Declines to or Cannot Compete—Conference Champion.

Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 31.3.4.2-(h) (automatic qualification—conference champion ineligible, declines to or cannot compete) to specify that if a conference’s automatic qualifier is ineligible to compete, declines to compete or cannot compete for any reason, automatic qualification shall be withdrawn for that year in the sport, as specified; further, to clarify that conference policy shall determine how a conference’s automatic qualifier is determined for championship selection, effective immediately.

Presidents Council. No action was necessary.

iii. Automatic Qualification for the Division II Men’s Soccer Championship.
Management Council. The Management Council recommended that the Presidents Council approve conference automatic qualification for the Division II Men’s Soccer Championship, effective August 1, 2017, for selections of the 2017 men’s soccer championship and thereafter. The Management Council believed that providing this opportunity is in the best interest of the sport, as it gives more meaning to the conference tournament. Currently, 18 conferences that sponsor men’s soccer would meet automatic-qualification requirements if they applied.

Presidents Council. The Presidents Council approved the recommendation.

iv. Committee Appointments.

Management Council. The Management Council ratified the following sports committee appointments, effective September 1, 2016, unless otherwise noted:

(i) Baseball. Sean Loyd, director of athletics and head baseball coach, West Virginia State University, to replace Harry Hillson, head baseball coach, Mansfield University of Pennsylvania; Dan McDermott, head baseball coach, Academy of Art University, to replace Kenny Leonesio, head baseball coach, California State University, Stanislaus; and Mark Richard, director of athletics, University of Montevallo, to replace Douglas Jones, head baseball coach, Tusculum College. All three appointments are due to term expirations.

(ii) Men’s Basketball. Brian Beaury, head men’s basketball coach, The College of Saint Rose, to replace Joseph Clinton, director of athletics and head men’s basketball coach, Dominican College (New York); Ken Gerlinger, assistant commissioner, Peach Belt Conference, to replace Wendell Staton, director of athletics, Georgia College & State University; and Jon Mark Hall, director of athletics, University of Southern Indiana, to replace Suzanne Sanregret, director of athletics,
Michigan Technological University. All three appointments are due to term expirations.

(iii) Men’s Basketball Rules. Chris Graham, commissioner, Rocky Mountain Athletic Conference, to replace Mark Peeler, director of athletics and head men’s basketball coach, Erskine College; and Eddie Jackson, associate director of athletics, Rogers State University, to replace Don Brubacher, director of athletics, Hillsdale College. Both appointments are due to term expirations. (NOTE: Mr. Jackson’s appointment is pending approval of Rogers State University to active membership by September 1, 2016.)

(iv) Women’s Basketball. Jason Martens, head women’s basketball coach, St. Mary’s University (Texas), to replace Lynne Andrew, assistant director of athletics, Fort Lewis College; and Sandra Michael, assistant vice president for athletics, Holy Family University, to replace Patricia Thomas, director of athletics, University of the District of Columbia. Both appointments are due to term expirations.

(v) Football. Kent Weiser, (reappointment) director of athletics, Emporia State University; Daryl Dickey, director of athletics, University of West Georgia, to replace Joe Reich, head football coach, Wingate University; and John Wristen, head football coach, Colorado State University-Pueblo, to replace Dell Robinson, commissioner, Great Lakes Intercollegiate Athletic Conference. Both appointments are due to term expirations.

(vi) Women’s Golf. Nick Crovetti, head golf coach, Merrimack College, to replace Rebecca Mailloux, head golf coach, Grand Valley State University; and Ryan Kaiser, associate director of athletics, Northwestern Oklahoma State University, to replace Chad Markuson, associate director of athletics, Minnesota State University Moorhead. Both appointments are due to term expirations.
(vii) Men’s and Women’s Ice Hockey Rules. Thomas Wilkins, associate director of athletics, Southern New Hampshire University, to replace Aaron Kemp, associate director of athletics, Mercyhurst College. (NOTE: This appointment is effective immediately, as Mr. Kemp’s term on the committee expired in 2014. The delay stems from a legislative amendment to clarify that the Division II representative could be from a Division II institution that sponsored either Division I or Division II ice hockey. Since that legislation was only recently adopted, the position is just now being filled.)

(viii) Men’s and Women’s Skiing. Joseph Haggenmiller, head Nordic skiing coach, Michigan Technological University, to replace Mark Anderson, head Alpine skiing coach, University of Alaska Anchorage, due to term expiration.

(ix) Men’s Soccer. Robert Cummings, head men’s soccer coach, California State University, Monterey Bay, to replace Brandon Bronzan, associate director of athletics, Sonoma State University, due to term expiration.

(x) Softball. Stacey Vallee, head softball coach/senior woman administrator, Francis Marion University, to replace Vicki Hollifield, head softball coach/senior woman administrator, Carson-Newman College, due to term expiration.

(xi) Men’s and Women’s Tennis. A. Kenyon Wagner, director of athletics, Brigham Young University, Hawaii. (NOTE: Mr. Wagner filled an interim vacancy on the committee and was eligible to be reappointed to an additional four-year term. However, given that the institution has announced it will phase out its athletics program after the 2016-17 academic year, Mr. Wagner will serve a shortened term.) Kristen Ford, senior woman administrator, Rocky Mountain Athletic
Conference, to replace Tyler Knox, compliance coordinator, Dallas Baptist University, due to term expiration.

(xii) Men’s and Women’s Track and Field and Cross Country. Steve Blocker, head track and field/cross country coach, Emporia State University, to replace Amber Feldman, associate commissioner for compliance and internal operations/senior woman administrator, Mid-America Intercollegiate Athletics Association; and Lee Glenn, assistant director of athletics, University of North Georgia, to replace Matthew van Lierop, head men’s and women’s tennis coach, Mount Olive University. Both appointments are due to term expirations.

(xiii) Wrestling. Jackie Paquette, associate director of athletics, University of Indianapolis, to replace Jason Valek, head wrestling coach, Newberry College, due to term expiration.

Presidents Council. No action was necessary.

Management Council. The Management Council did not ratify the appointment of James Moore, head women’s soccer coach, Georgian Court University, to the Men’s and Women’s Soccer Rules Committee, as the appointment was made in error.

Presidents Council. No action was necessary.

v. Selection Criteria Transparency.

Management Council. The Management Council noted that the committee had agreed to publish data used during the final week of the selection process, effective with the 2016 winter and spring championships, as this data was not made available for the fall championships. No action was necessary.

Presidents Council. No action was necessary.
vi. **Football Automatic Qualification (AQ).**

**Management Council.** The Management Council noted that the Championships Committee had acknowledged the Football Committee’s recommendation to delay AQ in football until further study has been completed, as well as the Championships Committee request that the group render a decision in advance of the 2019 season. No action was necessary.

**Presidents Council.** No action was necessary.

(b) **March 3 Teleconference.**

i. **Bylaw 13.17.3—Recruiting—Recruiting Calendars—Football—Dead Period Surrounding American Football Coaches Association Annual Convention.**

**Management Council.** The Management Council adopted noncontroversial legislation to amend NCAA Division II Bylaw 13.17.3 (football) to revise the recruiting calendar in football to establish a dead period from Monday through Wednesday of the week of the annual convention of the American Football Coaches Association, effective immediately.

**Presidents Council.** No action was necessary.

ii. **Performance Indicator Calculation in Men’s Soccer.**

**Management Council.** The Management Council voted to allow the soccer committee to modify the performance indicator calculation in men’s soccer (by expanding the point scale in the calculation to more accurately assign a value for wins, ties and losses, and location of the match).

**Presidents Council.** No action was necessary.

iii. **Regional Alignment in Women’s Lacrosse.**

**Management Council.** The Management Council approved the expansion of the regional alignment for Division II
women’s lacrosse from two regions (North and South) to four regions, effective September 1, 2017, as follows:

- **Atlantic**—Central Atlantic Collegiate Conference and the Pennsylvania State Athletic Conference—23 schools;
- **East**—East Coast Conference and Northeast-10 Conference—23 schools;
- **Midwest**—Great Lakes Intercollegiate Athletic Conference and the Rocky Mountain Athletic Conference—24 schools; and
- **South**—Conference Carolinas, South Atlantic Conference and Independent Schools—27 schools.

Presidents Council. The Presidents Council reviewed the information. No action was necessary.

(c) **March 16 Electronic Vote—Wrestling Committee Appointment.**

Management Council. The Management Council approved the effective date for the appointment of Jackie Paquette, Associate Director of Athletics, University of Indianapolis, on the Division II Wrestling Committee to be changed from September 1, 2016, to immediate.

Presidents Council. No action was necessary.

(d) **April 7 Teleconference—Sport Committee Appointments.**

Management Council. The Management Council ratified the following sports committee appointments, effective September 1, 2016, unless otherwise noted:

i. **Men’s Golf.** Craig Stensgaard, assistant director of athletics/head men’s and women’s golf coach, Northwest Nazarene University, to replace Todd Ohlmeyer, head men’s golf coach, St. Edward’s University, due to term expiration.

ii. **Women’s Lacrosse.** Julika Blankenship, head women’s lacrosse coach, Queens University of Charlotte, to replace
Lesley Graham, head women’s lacrosse coach, Saint Leo University, due to term expiration.

iii. Men’s Soccer. Claudio Arias, associate director of athletics/head men’s soccer coach, Texas A&M International University, to replace Frank Kohlenstein, head men’s soccer coach, Colorado School of Mines, due to term expiration.

iv. Women’s Soccer. James Moore, head women’s soccer coach, Georgian Court University, to replace Magnus Nilerud, head women’s soccer coach, University of Bridgeport, due to term expiration.

v. Men’s and Women’s Swimming and Diving. Barbara Parker, diving coach, University of West Florida, to replace Kelly LaCroix, diving coach, Wayne State University (Michigan), due to term expiration.

vi. Men’s and Women’s Track and Field and Cross Country. Jody Russell, faculty athletics representative/athletic trainer, Lock Haven University of Pennsylvania, to replace Kimberly Miller, assistant director of athletics, Shaw University, due to Ms. Miller having resigned from the committee; effective immediately.

vii. Women’s Volleyball. Melanie Robotham, assistant commissioner, Lone Star Conference, to replace Debbie Hendricks, head women’s volleyball coach, Metropolitan State University of Denver, due to Ms. Hendricks having left Metro State; effective immediately. In addition, Timothy McDiffett, senior associate director of athletics, University of Alaska Anchorage, to replace Jamie Bouyer, associate director of athletics, California State University, Dominguez Hills, due to term expiration.

Presidents Council. No action was necessary.

(3) Committee for Legislative Relief.

(a) Incidental Expense Waiver List.
Management Council. The Management Council approved the updated incidental expense waiver list, as specified. The updated list incorporates a number of legislative changes and broadens the scope of the remaining items so that they are less specific and will allow for more flexibility, while maintaining the intent of the original approved waiver.

Presidents Council. No action was necessary.

(b) Guideline and Information Standards for Waivers Involving NCAA Bylaw 14.5.5 (Four-Year College Transfers) and Assertions of Financial Hardship.

Management Council. The Management Council approved, as submitted, the guideline and information standards for the review of waiver requests seeking relief of Bylaw 14.5.5 (four-year college transfers) for assertions of financial hardship, effective immediately for student-athletes transferring for the 2016-17 academic year.

Presidents Council. No action was necessary.

(4) Legislation Committee.

(a) February 5 Report.

Management Council. The Management Council reviewed the committee’s report from its February teleconference. No action was taken.

Presidents Council. No action was necessary.

(b) March 7-8 Report.

i. Financial Aid and Nonchampionships Segment Reviews.

Management Council. The Management Council received a brief overview of the financial aid and nonchampionships concepts that the Legislation Committee has been reviewing. See below for actions taken by the Council with regard to these concepts.
Presidents Council. See below for action taken by the Presidents Council.

ii. NCAA Bylaw 12—Amateurism—Payment Based on Performance—From Amateur Team or Event Sponsor in Individual Sports.

Management Council. The Management Council recommended that the Presidents Council sponsor legislation for the 2017 NCAA Convention to amend Bylaw 12 (amateurism) to specify that following initial full-time collegiate enrollment, an individual may accept prize money in individual sports based on his or her place finish or performance in an open athletics event. The competition must occur outside the institution’s declared playing season during the institution’s official summer vacation period; further, to specify that such prize money shall not exceed the student-athlete's actual and necessary expenses and may be provided only by the sponsor of the event. Actual and necessary expenses may not include the expenses or fees of anyone other than the student-athlete, effective August 1, 2017.

Presidents Council. The Presidents Council agreed to sponsor the legislation for the 2017 Convention.


Management Council. The Management Council did not recommend that the Presidents Council sponsor legislation for the 2017 Convention to amend Bylaw 12.1.4 (impermissible—following initial full-time collegiate enrollment) to establish an exception to the preferential treatment, benefit or services rule to specify that it is permissible for an institution to designate money earned by a student-athlete in an institutional fundraiser, specifically for that student-athlete, up to the actual and necessary expenses for the specific item (e.g., transportation, uniforms); further, to specify that any unearned money
shall go to the institution, athletics department or team. Further, to establish a definition of earned and unearned money, effective August 1, 2017, for any fundraising activities that occur on August 1, 2017, and thereafter.

**Presidents Council.** No action was necessary.

iv. **Bylaw 15—Financial Aid—Calculation of Equivalencies—Count Only Athletics Aid Toward Individual and Current Team Equivalency Limits.**

Management Council. The Management Council recommended that the Presidents Council sponsor legislation for the 2017 Convention to amend Bylaw 15 (financial aid) to specify that only athletics aid counts toward individual and team equivalency limits, effective August 1, 2018.

**Presidents Council.** The Presidents Council agreed to sponsor the legislation for the 2017 Convention.

v. **Bylaw 15.6.3.1—Financial Aid—Terms and Conditions of Awarding Institutional Financial Aid—Period of Institutional Financial Aid Award—Period of Institutional Financial Aid Award—Requirement to Provide Athletically Related Financial Aid for One Academic Year.**

Management Council. The Management Council recommended that the Presidents Council sponsor legislation for the 2017 Convention to amend Bylaw 15.6.3.1 (one-year limit) to specify that an offer of athletically related financial aid shall not be awarded for a period of less than one academic year; further, to establish exceptions for providing athletically related financial aid for less than one academic year, as specified, effective August 1, 2018.

**Presidents Council.** The Presidents Council agreed to sponsor the legislation for the 2017 Convention.

vi. **Bylaw 15.6.4—Financial Aid—Terms and Conditions of Awarding Institutional Financial Aid—Reduction and
Cancellation During Period of Award—Increases in Athletically Related Financial Aid Permissible at Any Time, For Any Reason.

Management Council. The Management Council recommended that the Presidents Council sponsor legislation for the 2017 Convention to amend Bylaw 15.6.4 (reduction and cancellation during period of award) to permit increases in athletically related financial aid at any time, for any reason, effective August 1, 2018.

Presidents Council. The Presidents Council agreed to sponsor the legislation for the 2017 Convention.

vii. Bylaw 17.1.6.2.3—Playing and Practice Seasons—General Playing-Season Regulations—Weekly Hour Limitations—Outside the Playing Season—Football—14-Day Break at Conclusion of Season.

Management Council. The Management Council sponsored noncontroversial legislation to amend Bylaw 17.1.6.2.3 (football) to specify that following the institution’s final contest in the segment that concludes with the NCAA championship, including any competition in a conference championship, out-of-season activities and countable athletically related activities are prohibited for a 14 consecutive calendar-day period, effective immediately.

Presidents Council. No action was necessary.

viii. Bylaw 17.1.6.2.2—Playing and Practice Seasons—General Playing-Season Regulations—Weekly Hour Limitations—Outside the Playing Season—Skill Instruction—Definition of Co-Mingling.

Management Council. The Management Council sponsored noncontroversial legislation to amend Bylaw 17.1.6.2.2 (skill instruction) to specify that co-mingling occurs when a student-athlete rotates among multiple groups during a skill instruction session; further, to eliminate the restriction on coaches rotating from group to group during skill instruction, provided at least one coach is
present with each group during the conduct of skill instruction activity, effective immediately.

Presidents Council. No action was necessary.

ix. Incorporation of Interpretations into the NCAA Division II Manual.

Management Council. The Management Council voted to incorporate the following interpretations into the Division II Manual, all effective immediately.

- Fees and Expenses for Prospective Student-Athletes – Expenses Related to the I-20 (II)

  The Division II Legislation Committee determined that an institution is permitted to pay actual and necessary expenses related to the issuance of a student-athlete’s I-20 (e.g., express mail charges, expenses to obtain necessary documents).

  [References: Bylaws 13.15.2.1 (ACT and SAT scores) and 15.3.2.1.4 (fees and related expenses for prospective student-athletes).

- Expenses to Obtain Translation of a Transcript (II)

  The Division II Legislation Committee confirmed that it is permissible for an institution to pay the expenses to obtain a translation of an international student-athlete's transcript.

  [References: Bylaw 13.15.1 (precollege expenses - prohibited expenses) and a staff interpretation (03/12/1999, Item No. a), which has been archived.]

- Expenses to Receive Prospect’s Transcripts and Express Mail Charges (II)

  The Division II Legislation Committee confirmed that it is permissible for an institution to pay the expenses to receive a prospective student-athlete's transcript, including any fee charged by the high
school. An institution also may pay for express mail charges to have the transcript sent to the institution by the prospective student-athlete's educational institution.

[References: Bylaws 13.2.1 (general regulation) and 13.15.1 (precollege expenses -- prohibited expenses) and a staff interpretation (12/09/1994, Item No. a), which has been archived]

- **Payment for Prospect’s Test Score to be Sent to NCAA Eligibility Center**

  The Division II Legislation Committee confirmed that an institution may pay the fee for a prospect's ACT or SAT score to be sent from the testing agency to the NCAA Eligibility Center, provided the prospect has signed a National Letter of Intent or, for institutions not subscribing to the National Letter of Intent, has signed a written offer of admission and/or financial aid with that institution.

  [References: Bylaws 13.2.1 (offers and inducements -- general regulation), 13.15.1 (pre-college expense -- prohibited expenses) and 13.15.2.1 (ACT and SAT scores)]

- **Institution Providing Expenses for a High School to Send Transcripts to the NCAA Eligibility Center (II)**

  The Division II Legislation Committee confirmed that it is permissible for an institution to provide expenses (e.g., Federal Express charges) for a high school to send a prospect's academic transcript to the NCAA Eligibility Center, provided the prospect has signed a National Letter of Intent or written offer of admission and/or athletically related financial aid or the institution has received his or her financial deposit in response to its offer of admission.
• Application of Disciplinary Suspension to Graduate Transfer Student-Athletes (II)

The Division II Legislation Committee confirmed that a graduate student who transfers to an NCAA member institution while the student is disqualified or suspended from his or her previous institution for disciplinary reasons (as opposed to academic reasons) must complete one calendar year in residence at the certifying institution.

[References: Bylaws 14.1.8.1 (one-time transfer exception), 14.5.1.1 (disciplinary suspension), 14.5.5.1 (general rule) and a staff interpretation (10/25/2013, Item No. b), which has been archived]

• Delayed Enrollment for Junior National/International Competition (II)

The Division II Legislation Committee confirmed that the exception to the delayed enrollment legislation for participation in national/international competition (e.g., Olympic Games, World Championships, National Team) applies only to the events specified in the legislation and does not extend to junior level competition (e.g., Youth Olympic Games, U20 World Cup, Junior National Team) that may be associated with the specified events.

[References: Bylaw 14.2.4.2.2.2 (exception -- national/international competition) and a staff interpretation (05/19/2011, Item No. a), which has been archived.]

• Use of Transfer Exceptions by a '2-4-4' Transfer (II)

The Division II Legislation Committee confirmed that if a student-athlete initially enrolls at a two-year
college, transfers to another four-year institution where the student-athlete is eligible for competition, attends the four-year institution for less than a full academic year and subsequently transfers to a Division II institution, the student-athlete may not use a transfer exception to be immediately eligible for competition at the Division II institution, unless the student-athlete would have been immediately eligible for competition under the Division II transfer regulations had the student-athlete transferred directly from the two-year college to the Division II institution.

[References: Bylaws 14.5.4 (two-year college transfers), 14.5.5.1.2 (attendance for less than one academic year), 14.5.5.3 (exceptions or waivers for transfers from four-year colleges) and a staff interpretation (01/08/2003, Item No. 1-a), which has been archived]

• **Restrictions Regarding Exemption of Contests under Conference Challenge Event Legislation (II).**

The Division II Legislation Committee determined that it is not permissible to exempt a contest between teams from the same conference as a part of a conference challenge event. In addition, the committee determined that if an out-of-region institution participates in an event, the event is no longer a conference challenge event. An institution may not exempt any contests played as a part of that event under the conference challenge exemption.

[References: Bylaw 17.3.6.3 (annual exemptions); and Proposal No. 2016-6]

• **Application of Contiguous State Principle to Conference Challenge Events (II)**

The Division II Legislation Committee confirmed that a contest played against an out-of-region opponent from a contiguous state may not be exempted as part of a conference challenge event.
x. Legislative Referrals to Committees.

Management Council. The Management Council referred the two legislative items below to the following committees, as recommended by the Legislation Committee.

- **To the Division II Academic Requirements—Review of Four-Year College Transfer Legislation:** Whether the current four-year college transfer legislation remains appropriate or should be amended, effective immediately.

  **Rationale.** The Legislation Committee requested that a detailed review of the four-year college transfer legislation be referred to the Academic Requirements Committee. The Legislation Committee committed to conducting a review of the four-year college transfer legislation following the Path to Graduation review, which amended the initial eligibility, progress-toward-degree and two-year college transfer requirements. The Legislation Committee is currently conducting reviews of the financial aid legislation and the nonchampionship segment legislation. In an effort to spread the work more evenly and move the review of four-year college transfer legislation forward, the Legislation Committee believes the Academic Requirements Committee is an appropriate body to lead the review. The Academic Requirements Committee previously conducted a successful review with the Path to Graduation initiative and is equipped to do the same with the four-year college transfer legislation.

- **To the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports (CSMAS)—Review of First Date of Practice—**
Soccer Championship Segment: Whether CSMAS supports the NCAA Division II Championships Committee’s legislative recommendation to amend the first permissible date of practice in soccer to permit a member institution to begin practice sessions in the championship segment 21 days before the first permissible contest of five days before the institution’s first day of classes, whichever is earlier.

Rationale. The Legislation Committee requests that CSMAS be given the opportunity to review the Championships Committee’s legislative recommendation regarding the first permissible date of practice in soccer. Specifically, the committee noted the importance of seeking CSMAS feedback regarding the health and safety implications of extending the soccer playing season.

[Note item no. 5-a-(2)-(a)-i regarding the referral to CSMAS.]

Presidents Council. No action was necessary.

xi. Referral from Division II Management Council and Presidents Council to Legislation Committee.

Management Council. The Management Council noted that the committee had engaged in discussions with the NAIA concerning a legislative recommendation for permission to contact and consent to use the one-time transfer exception from NAIA institutions. NAIA leadership has indicated that it will engage its membership in a discussion about potential changes to NAIA policies and procedures and legislation in April. The Legislative Committee will continue to monitor the progress of the discussions and report back to the Management Council.

Presidents Council. No action was necessary.
xii. Nonchampionship Segment Review.

Management Council. The Management Council discussed and provided feedback to the Legislation Committee on concepts developed by the committee to possibly amend the nonchampionship segment legislation, as follows:

All sports, except golf and tennis. This concept would permit countable athletically related activities to occur within a 45-day window and would require two days off per week. During the 45-day period, a student-athlete could only participate in 15 hours of countable athletically related activities per week and a maximum of four hours per day. In addition, the concept would require institutions to provide student-athletes two days off each week, instead of the one day off currently required. The 45-day period would omit vacation days and examination days officially announced or on days that the institution is closed due to inclement weather, as long as no practice occurs on such days.

Golf and tennis. This concept would only permit countable athletically related activities to occur on 30 days within the 60-day window and would no longer permit conditioning activities or skill instruction to occur on days that do not count toward the limit of 30. During the 60-day period, a student-athlete could only participate in 15 hours of countable athletically related activities per week. In addition, the concept would require institutions to provide student-athletes two days off each week, instead of the one day off currently required. The 60-day period would omit vacation days and examination days officially announced or on days that the institution is closed due to inclement weather, as long as no practice occurs on such days.

The Management Council was generally supportive of these concepts and noted that sports committees will also have an opportunity to provide feedback to the Legislation Committee. Depending upon the feedback received, the Legislation Committee may recommend sponsorship of legislation at its June meeting.

Presidents Council. No action was necessary.
(5) Membership Committee.

(a) Bylaw 20.2.2.2—Membership Process—Administrative Requirement Prior to Active Membership—Conference Membership at Time of Application.

Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 20.2.2.2 to specify that before an institution may apply for Division II membership, it must receive a bona fide invitation for membership from an active Division II conference, effective immediately, for institutions applying for Division II membership by February 1, 2017, and thereafter.

Presidents Council. No action as necessary.

(b) Minimum Requirements Related to Institutions Applying to and in the Division II Membership Process.

Management Council. The Management Council noted that the committee had clarified language in the application completed for Division II membership, stating that an institution must demonstrate that it is in good standing with its regional accrediting agency by July 1 of the year of application. The same standard related to good standing is required for institutions in the membership process, and such language will be included in the policies and procedures related to the process. This issue will be reviewed for each applicant institution on a case-by-case basis. No action was necessary.

Presidents Council. No action was necessary.

(c) Division II Conference Membership Requirements and the Application Process.

Management Council. The Management Council noted that the committee had identified the minimum requirements that are essential to the foundation of new and emerging conferences. Key recommendations for change to the minimum requirements include, but are not limited to, the following: (a) conference office personnel in the roles of commissioner, compliance, sports information/media relations and a fourth position that provides
flexibility to meet the demands and/or needs of that conference (e.g., championships, marketing, sponsorships); (b) the designation of a conference office senior woman administrator; (c) a strategic plan that demonstrates a commitment to gender equity, diversity and inclusion; (d) a multi-year budget (three to five years) including the anticipated conference financial model; and (e) the conference structure for officiating.

The committee will continue its discussions regarding provisional conferences and any additional requirements related to acceptance to the Division II membership process. Staff was directed to share the proposed minimum requirements with the Division II Conference Commissioners Association (CCA) and provide feedback for the July in-person meeting. No action was necessary.

**Presidents Council.** No action was necessary.

(d) **Overview of Institutions that Submitted Applications for Division II Membership in 2016.**

**Management Council.** The Management Council noted that the following institutions submitted applications to enter the Division II membership process in the 2016-17 academic year:

i. Biola University (CA);

ii. Davenport University (MI); and

iii. Purdue University Calumet (IN)—[transitioning to Purdue University Northwest this summer].

**Presidents Council.** No action was necessary.

(6) **Membership Fund Selection Committee.**

(a) **Grant Selections.**

**Management Council.** The Management Council noted the following approved or partially approved grant requests:

i. **Daemen College:** $7,500 to explore marketing initiatives focused on promoting NCAA Division II athletics in the Greater Buffalo Niagara and Southern Ontario regions. The
committee noted these funds should not be used to enhance the salaries of current employees.

ii. East Coast Conference: $18,000 to update the Eastern Region membership design and plan formulated six years ago. [Note: the selection committee did not award an additional $7,000 requested to accommodate travel expenses for the conference staff and prospective members.]

iii. Great American Conference: $7,300 to hire a consultant to evaluate the optimal number of members for the league. [Note: the committee did not award an additional $2,800 requested to accommodate travel expenses for the consultants.]

iv. Great Lakes Intercollegiate Athletic Conference: $13,500 to hire a consultant to strategically plan for the optimal number of members in the league.

v. Great Midwest Athletic Conference: $15,000 to continue with a three-year membership development initiative begun last year.

vi. Great Northwest Athletic Conference: $15,000 to identify and implement strategies to stabilize and strengthen football in the West Region. [Note: the selection committee did not award an additional $7,500 request to accommodate travel expenses for the initial in-person meeting.]

vii. Northeast-10 Conference: $25,000 to launch an initiative to strengthen the conference’s identity.

viii. Southern Intercollegiate Athletic Conference: $15,000 to hire consultants to conduct an overall analysis and provide recommendations to strengthen the conference. [Note: the selection committee did not award an additional $5,000 request to accommodate travel expenses.]

Presidents Council. No action was necessary.
(b) Grant Denials.

Management Council. The Management Council noted the following requests that were denied by the committee.

i. Great Lakes Valley Conference: $23,000 to assemble a conference membership task force to address stabilization and member loss. The committee did not believe this would be an appropriate use of membership fund dollars, because the request is not responding to an immediate need to grow due to the loss of members.

ii. Peach Belt Conference: $20,000 to reimburse expenses for a consultant who met with the conference’s Board of Directors. The selection committee did not believe this request for reimbursement was an appropriate use of NCAA Division II membership fund dollars. However, the selection committee noted it was sympathetic to the challenges that conference members experience and encouraged the conference to consider other ways to access the membership fund.

Presidents Council. No action was necessary.

(7) Nominating Committee.

(a) January 16 Meeting and March 22 Teleconference—Appointments.

Management Council. The Management Council recommended that the Presidents Council ratify the following appointments and reappointments, effective September 1, unless otherwise noted.

i. Academic Requirements Committee (two vacancies). Christina Whetsel, assistant director of athletics, Angelo State University; and Patrick Wempe, faculty athletics representative, Henderson State University, replacing Damon Arnold, director of academic services, Grand Valley State University, and William Biddington, faculty athletics representative, California University of Pennsylvania.
ii. **Championships Committee (two vacancies).** Kristin Mort, senior woman administrator, Colorado Mesa University; and Sue Willey, director of athletics, University of Indianapolis, replacing Greg Gilbert, assistant director of athletics, University of Findlay, and Lisa Sweany, director of athletics, Armstrong State University.

iii. **Legislation Committee (one vacancy).** Keith Vitense, faculty athletics representative, Cameron University, replacing Barbara Hannum, faculty athletics representative, Hawaii Pacific University.

iv. **Committee for Legislative Relief (two reappointments and one vacancy).** Laura Clayton, senior woman administrator, University of West Georgia; and Marcus Clarke, senior associate commissioner, Central Intercollegiate Athletic Association (reappointments); and Brian Martinek, associate director of athletics, St. Mary’s University (TX), replacing Kathryn Flaherty, senior woman administrator, Coker College.

v. **Membership Committee (two vacancies).** Ryan Erwin, director of athletics, Rogers State University; and Jackson Stava, assistant director of athletics, Azusa Pacific University, replacing Tonia Walker, senior woman administrator, Winston-Salem State University, and Tim Selgo, director of athletics, Grand Valley State University.

vi. **NCAA Minority Opportunities and Interests Committee (one vacancy).** Michael Bazemore, Director of Compliance, Montana State University Billings, replacing China Jude, director of athletics, Queens College (NY).

vii. **Nominating Committee (three vacancies).** Susan Cassidy-Lyke, director of athletics, Molloy College; Erin Lind, commissioner, Northern Sun Intercollegiate Conference, and Dustin Smith, director of athletics, University of Arkansas, Fort Smith; replacing Lynn Tubman, director of athletics, Chestnut Hill College; Robert Dranoff, commissioner, East Coast Conference; and Kristin Mort, associate director of athletics, Colorado Mesa University.
viii. Committee on Sportsmanship and Ethical Conduct (one vacancy—effective immediately). Jud Damon, director of athletics, Flagler College, replacing Jay Poerner, commissioner, Lone Star Conference, effective immediately.

ix. Committee on Student-Athlete Reinstatement (one reappointment). Joel Isaacson, associate director of athletics, Michigan Technological University.

x. NCAA Committee on Women’s Athletics (one vacancy). Robert Dranoff, commissioner, East Coast Conference, replacing Christopher McKibbon, associate director of athletics, Georgian Court University.

Presidents Council. The Presidents Council approved the appointments, as recommended.

(8) Planning and Finance Committee.

(a) Budget-to-Actual.

Management Council. The Management Council reviewed the budget-to-actual results as of February 29. No action was necessary.

Presidents Council. The Presidents Council reviewed the budget-to-actual results as of February 29. No action was necessary.

(b) April 27 In-Person Meeting.

Presidents Council. The Presidents Council was updated on the actions taken by the Planning and Finance Committee the previous day. [Please see the report from the April 27, 2016, Division II Planning and Committee for specifics.]

The Presidents Council approved the revised recommended long-range budget that was approved by the Planning and Finance Committee the previous day.

[Note that the Presidents Council will review the written report from the meeting during its August 2016 meeting]
(9) Student-Athlete Advisory Committee.

Management Council. The Management Council reviewed the report from the January 2016 meeting. No action was necessary.

The Management Council was also given a verbal update on the meeting conducted the previous weekend. No action was necessary.

Presidents Council. No action was necessary.

b. Division II Subcommittees, Project Teams and Task Forces.

(1) Convention Planning Project Team.

Management Council. The Management Council received an update on the work of the Convention Planning Project Team for the 2017 Convention. While the schedule is still tentative, several functions will be relocated to a different date/time on the overall program. A more definitive outline will be presented to the Council in July.

The Council provided some feedback to staff on educational programming. No action was necessary.

Presidents Council. The Presidents Council received the report from the project team. No action was necessary.

(2) Foundation for the Future Task Force.

Management Council. The Management Council reviewed the report from the task force and endorsed funding in the amount of $5,700,000, as recommended, for the following initiatives:

<table>
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<tr>
<th>Initiative</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Helper</td>
<td>$100,000</td>
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<tr>
<td>Community Engagement Transportation at Championships</td>
<td>$67,900</td>
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<tr>
<td>Division II Academic Metrics</td>
<td>$200,000</td>
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<tr>
<td>NAAC--Education Programming</td>
<td>$330,600</td>
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<tr>
<td>Annual SAAC Super Region Convention</td>
<td>$1,000,000</td>
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<tr>
<td>Coaches Connection Expansion</td>
<td>$429,000</td>
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</tbody>
</table>
Division II Degree-Completion Awards $440,000
Division II ADA Professional Development Opportunities $432,500
Online Coaches Education Program $1,500,000
Division II Conference Distributions $1,200,000

Presidents Council. The Presidents Council approved the funding as recommended.

(3) Identity Subcommittee.

Management Council. The Management Council was updated on the meeting of the subcommittee that was conducted Monday evening. The update included numbers on schools that had ordered media backdrops, as well as those that had used the $1,000 signage credit and those that had received the $200 credit for linking their university/conference website to the Division II homepage via the Make It YoursTM moniker.

The Council was also informed that one of the Division II contractors is working with the subcommittee to update the current Division II philosophy and positioning statement. No action was necessary.

Presidents Council. No action was necessary.

c. Association-Wide and Common Committees.

(1) Committee on Competitive Safeguards and Medical Aspects of Sports.

(a) Awards and Benefits—Housing and Meals—Nutritional Supplements.

Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 16.5.2-(e) to add protein as a permissible class of nutritional supplements, as well as to revise a January 12, 2004, Division II interpretation to eliminate the restriction on percentage of protein in all nutritional supplement classes, effective immediately.

Presidents Council. No action was necessary.
(b) Recruiting—Tryouts—Permissible Activities—Nurse Practitioners Providing Mandatory Medical Exams for Tryouts for Division II.

Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 13.11.2-(c) to allow nurse practitioners, in addition to physicians, to conduct required medical examinations in states that already allow nurse practitioners to practice independently of physician supervision, effective immediately.

 Presidents Council. No action was necessary.

(2) Gender Equity Task Force.

Management Council. The Management Council received an update on the Gender Equity Task Force. No action was necessary.

 Presidents Council. No action was necessary.

(3) High School Review Committee.

Management Council. The Management Council approved the appointment of Michael Allison, Principal, Hopewell Area School District (PA) to fill the secondary-school member vacancy on the committee.

 Presidents Council. The Presidents Council approved the appointment.

(4) Honors Committee.

Management Council. The Management Council approved the appointment of Doris Burke, ESPN game analyst and sideline commentator, to the committee.

 Presidents Council. The Presidents Council approved the appointment.

(5) Minority Opportunities and Interests Committee.

Management Council. The Management Council reviewed the committee’s report. No action was necessary.

 Presidents Council. No action was necessary.
(6) **Playing Rules Oversight Panel (PROP).**

Management Council. The Management Council reviewed the committee’s report. No formal action was taken.

Presidents Council. No action was necessary.

- **Update on Division I Men’s and Women’s Basketball and Football Oversight Committee Discussions.**

Management Council. The Management Council received an update from the vice president of Division I on models/concepts for consideration to increase Division I influence on playing rules. The Council provided feedback to the vice president; no action was necessary.

Presidents Council. No action was necessary.

(7) **Postgraduate Scholarship Committee.**

Management Council. The Management Council endorsed the recommendation to increase the award from $7500 to $8500 for each scholarship.

Note that this recommendation will have to be approved by the Board of Governors prior to it becoming effective.

Presidents Council. No action was necessary.

(8) **Committee on Sportsmanship and Ethical Conduct.**

Management Council. The Management Council reviewed the committee’s report. No action was necessary.

Presidents Council. No action was necessary.

(9) **Committee on Women’s Athletics.**

Management Council. The Management Council reviewed the committee’s report, noting that the committee is conducting an in-depth review of the Woman of the Year selection guidelines. These guidelines will serve to make the selection process more transparent and will be used for the 2016 Woman of the Year award process. No action was necessary.
Presidents Council. No action was necessary.

- Update on CWA’s Discussions Regarding Division II equestrian.

Management Council. The Management Council was updated on the recent discussions concerning the emerging sport of equestrian. The committee recommends that equestrian remain on the ‘emerging sports list’ due to membership feedback and growth. Further, the Committee on Women’s Athletics has developed a specific timeline to continually review the progress of emerging sports and to provide regular updates to the divisional governance leadership committees.

Presidents Council. No action was necessary.

6. **ROUNDTABLE DISCUSSION TOPICS:**

- Current Landscape of Higher Education and Regionalization Review.

Management Council. The Management Council spent time Monday afternoon in roundtable sessions discussing the current landscape of higher education and Division II regionalization. Feedback was provided; no action was necessary.

Presidents Council. No action was necessary.

7. **DIVISION II MANAGEMENT COUNCIL.**

a. Management Council Election for Central Atlantic Collegiate Conference Representative.

Management Council. The Management Council voted to elect Laura Liesman, director of athletics, Georgian Court University, as the new representative from the Central Atlantic Collegiate Conference. Ms. Liesman’s appointment is effective immediately and will expire January 2020.

Presidents Council. The Presidents Council ratified the election.

b. Division II Management Council Vice-Chair Election in July.

Management Council. The Management Council was reminded that it would conduct an election for a vice-chair at its July meeting. Gary Gray, current vice-
chair, is eligible and is interested in serving a second term. Others interested in the position should contact Maritza Jones or Jacqie McWilliams prior to the meeting. No action was necessary.

President’s Council. No action was necessary.

c. Management Council/Student-Athlete Advisory Committee Summit.

Management Council. The Management Council was reminded that its next in-person meeting would be in July, in conjunction with the MC/SAAC Summit. The summit is the annual opportunity for SAAC and Management Council members to interact with each other. The Council was also reminded that Blacktop Creative would be in attendance at the summit to discuss Phase One Activation of the Make It Yours Initiative and how to move forward with Phase Two. No action was necessary.

President’s Council. No action was necessary.

d. Management Council Committee/Project Team Assignments.

Management Council. The Management Council reviewed the committee and project team assignments, noting that with Jim Crawley’s departure, there would be vacancies available on two committees. Members interested in serving on either were advised to let staff know.

President’s Council. No action was necessary.

8. Division II Presidents Council

a. Wednesday, April 27, Evening Meeting. The Presidents Council met offsite Wednesday evening to allow the members the opportunity to engage in discussions outside of a meeting setting. No items were acted upon; however, the Council discussed matters that affected the division with regard to composition of the NCAA Board of Governors; the landscape of higher education; etc.

b. Region 1 Election. The Presidents Council elected Reverend John Denning, President, Stonehill College, to the Region 1 position, replacing Steven DiSalvo. Reverend Denning’s first meeting will be August 2016, with his term expiring January 2021.

c. Region 2 Election. The Presidents Council elected Elwood Robinson, Chancellor, Winston-Salem State University, to the Region 2 position, replacing
Stacey Franklin Jones. Chancellor Robinson’s first meeting will be August 2016, with his term expiring January 2021.

d. **Other Elections.** The Presidents Council elected **Sandra Jordan**, Chancellor, University of South Carolina Aiken, to an at-large position, effective at the conclusion of the 2017 NCAA Convention.

Appointing Chancellor Jordan to the at-large position necessitates moving Roy Wilson, President, Wayne State University, from an at-large position to a Region 3 position in January 2017. With this 2017 appointment and 2017 change in representation, the Presidents Council will need to elect one president/chancellor from each of the following regions, for service to begin at the conclusion of the 2017 Convention: Region 1, Region 3 and Region 4.

3. **Diversity and Gender Equity in Intercollegiate Athletics.** The Presidents Council received documentation from the chief inclusion officer concerning diversity facts and trends in Division II. Additionally, the Council was presented with a draft pledge that the Association would like for every NCAA institution’s chancellor or president to sign that commits the institution to establishing objectives and achieving diversity, gender equity and inclusion, with a focus and emphasis on hiring practices in intercollegiate athletics that reflects that of the population. The Presidents Council was asked to circulate the draft pledge with presidential colleagues and solicit feedback ahead of anticipated action by the Board of Governors in August.

f. **Summary Document—2016 Chancellors/Presidents Meeting.** The Presidents Council briefly reviewed the summary document from the January Summit with Division II chancellors/presidents. No action was necessary.

9. **AFFILIATED ASSOCIATION UPDATES.**

a. **Division II Athletics Directors Association (ADA).**

   **Management Council.** The Management Council received an update from the Division II ADA representative, noting that the D2 ADA salary survey would be sent to ADA members just prior to June 1. No action was necessary.

   **Presidents Council.** No action was necessary.

b. **Division II Conference Commissioners Association (CCA).**

   **Management Council.** The Management Council noted that the CCA would be meeting in Sedona, Arizona, in June. No action was necessary.
c. CoSIDA.

Management Council. The Management Council received an update from the Division II CoSIDA representative, noting that the group is putting together a style guide to educate those who broadcast Division II games. No action was necessary.

Presidents Council. No action was necessary.

d. Faculty Athletics Representative Association (FARA).

Management Council. The Management Council received an update from the Division II FARA representative, noting that the annual meeting is scheduled for November. The NCAA FARA handbook has been updated and is located on the NCAA website. No action was necessary.

Presidents Council. No action was necessary.

e. Minority Opportunity Athletics Administrators Association (MOAA).

Management Council. No report was given.

Presidents Council. No action was necessary.

f. National Association for Collegiate Women Athletics Administrators (NACWAA).

Management Council. The Management Council received an update from the Division II NACWAA representative, noting the NACWAA Fall Forum in Kansas City in October and that deadlines are imminent for the NACWAA awards. No action was necessary.

Presidents Council. No action was necessary.

g. National Association for Athletics Compliance (NAAC).

Management Council. The Management Council was informed that a major initiative was being developed to partner and build relationships with AMA staff; also mentioned was the NAAC proposal being funded by the Foundation for the Future initiative. No action was necessary.
10. NATIONAL OFFICE STAFF UPDATES.

a. Association-wide Updates.

Management Council. The Management Council was updated by law, policy and governance staff members on several issues, including a pilot at the Division I Men’s and Women’s College World Series for the sale of alcoholic beverages at NCAA championships; sports wagering; ad hoc committee on structure and composition; and LGBTQ initiatives. No action was necessary.

Presidents Council. No action was necessary.

b. Legal Update.

Management Council. The Management Council received an update from legal counsel. No action was taken.

Presidents Council. The Presidents Council received an update from legal counsel. No action was taken.

c. Gallup Study.

Management Council. The Management Council was updated on the collaboration between the NCAA and Gallup Inc., to track the long-term outcomes of past participants, who graduated from 1970-2014, in college sports compared with other students on campus.

The goal of the study, which included interviews with more than 1,600 former student-athletes ages 22-71, was to evaluate their well-being compared with responding graduates who were not college athletes. The responses were gathered as part of the Gallup-Purdue Index, based on Web surveys conducted in 2014 with a random sample of 29,560 Americans adults.

For the survey, well-being was defined as the interaction and interdependency among many aspects of life. These elements, used to measure well-being, were developed by Gallup, a research and polling company, and Healthways, a healthcare consultant.

- Purpose: Liking what you do each day and being motivated to achieve your goals.
• Social: Having strong and supportive relationships and love in your life.
• Financial: Effectively managing your economic life to reduce stress and increase security.
• Community: The sense of engagement you have with the area where you live, liking where you live, and feeling safe and having pride in your community.
• Physical: Having good health and enough energy to get things done on a daily basis.

In the survey, former college athletes were found to be more likely than non-former college athletes to be thriving in four of the five well-being elements: purpose, social, community and physical. In the financial well-being element, former student-athletes were just as likely to be thriving as peers who did not participate in intercollegiate sports.

No action was necessary.

**Presidents Council.** The Presidents Council received an update on the Gallup study.

d. **Division II Spring Championships Festival.**

Management Council. The Management Council was updated on the Spring Championships Festival, which will take place May 17-21 in Denver. This festival, which is the ninth overall festival (fourth spring festival) will crown champions in softball, men’s and women’s tennis, men’s and women’s golf and women’s lacrosse. No action was necessary.

**Presidents Council.** No action was necessary.

e. **FAR Institute Product.**

Management Council. The Management Council endorsed “The Role of the FAR in Supporting Student-Athlete Mental Health and Wellness,” the product developed from the latest advanced leadership institute for FARs, held in October 2015. This document is consistent with the Guiding Principles in the Model FAR Document, produced in 2011.
Presidents Council. The Presidents Council endorsed the product from the FAR Institute.

f. Collaboration on NCAA Advocacy and Media Efforts.

Management Council. The Management Council received an update on the communications and advocacy effort designed to better understand and address how the public perceives the NCAA and the challenges we face as an Association.

The Management Council was asked to lend its support to gather and submit stories related to Division II that will change the public’s perception. No action was taken.

Presidents Council. The Presidents Council received an update on the communications and advocacy effort. No action was taken.

g. Sport Science Institute Updates.

Management Council. The Management Council was updated on the work of the Sport Science Institute, which included an update on the nine areas of ongoing focus; the autonomy proposal on independent medical care; the Safety in College Football Summit; and the Sexual Assault Prevention Summit. No action was taken.

Presidents Council. The Presidents Council received a copy of the Health and Safety Summit report. No action was necessary.

11. OTHER BUSINESS.

Management Council. The Management Council recognized the contributions of Jim Crawley to the Council and presented him with a token of appreciation for his service.

12. MEETING RECAP/ITEMS TO REPORT BACK TO CONFERENCES.

Management Council. The Management Council was instructed to report the following items from the meeting to their conferences and institutions: 1) Proposals sponsored by the Presidents Council in legislative form; 2) Make It Yours™ Activation, Phase One and Phase Two; 3) Gallup Study Information; 4) Division II Numbers on Cultural Diversity; 5) Nonchampionship Segment Concepts; 6) NCAA Communications and Advocacy Request; and 7) Financial Aid Concepts.

Presidents Council. No action was necessary.
13. **FUTURE MEETINGS.**

Management Council. The Management Council noted the future meetings, paying specific attention to the upcoming Summit/Council meeting in July. No action was necessary.

Presidents Council. The Presidents Council noted future meetings.

14. **ADJOURNMENT.**

Management Council. The Management Council meeting adjourned at 12:07 p.m. Eastern time.

Presidents Council. The Presidents Council adjourned at 12:14 p.m.

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<thead>
<tr>
<th>Division II Management Council</th>
<th>Division II Presidents Council</th>
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<tr>
<td><strong>April 18-19, 2016</strong></td>
<td><strong>April 27-28, 2016</strong></td>
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<tr>
<td>Indianapolis, IN</td>
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<tr>
<th>ATTENDEES</th>
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<tr>
<td>Robin Arnold, Holy Family University</td>
<td>Michael Fiorentino, Lock Haven University</td>
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<tr>
<td>Julia Beeman, Belmont Abbey College</td>
<td>Debbie Ford, University of Wisconsin-Parkside</td>
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<tr>
<td>Doug Blais, Southern New Hampshire University</td>
<td>Glendell Jones, Henderson State University</td>
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<td>Carrie Bodkins, Alderson-Broadus College</td>
<td>Philip Kerstetter, University of Mount Olive</td>
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<td>Tom Bullock, University of District of Columbia</td>
<td>William LaForge, Delta State University</td>
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<td>Curtis Campbell, Tuskegee University</td>
<td>Gary Olson, Daemen College</td>
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<td>Tonya Charland, Great Lakes Valley Conference</td>
<td>Michael Scales, Nyack College</td>
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<td>Jim Crawley, Dominican College</td>
<td>Steve Scott, Pittsburg State University</td>
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<tr>
<td>Kim Duyst, California State University, Stanislaus</td>
<td>Dene Thomas, Fort Lewis College</td>
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<tr>
<td>Gary Gray, University of Alaska Fairbanks <em>(vice chair)</em></td>
<td>David Watts, University of Texas of the Permian Basin</td>
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<td>Lynn Griffin, Coker College</td>
<td>Roy Wilson, Wayne State University</td>
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<td>Bob Hogue, Pacific West Conference</td>
<td>Paul Leidig, Grand Valley State University</td>
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<td>Paul Leidig, Grand Valley State University</td>
<td>Richard Loosbrock, Adams State University</td>
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<td>Bridget Lyons, Barry University</td>
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<td>Jacque McWilliams, Central Intercollegiate Athletic Association <em>(chair)</em></td>
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</table>
### Division II Management Council
**April 18-19, 2016**  
**Indianapolis, IN**

- Steve Murray, Pennsylvania State Athletic Conference
- Ismael Pagan-Trinidad, University of Puerto Rico at Mayaguez
- Pennie Parker, Rollins College
- Lindsay Reeves, University of North Georgia
- Eric Schoh, Winona State University
- Kevin Schriver, Southwest Baptist University
- Scott Swain, Notre Dame College
- Kim Vinson, Cameron University
- Deron Washington, Pittsburg State University
- Stan Williamson, University of West Alabama
- Cherrie Wilmoth, Southeastern Oklahoma State University
- Griz Zimmermann, Texas A&M International University

<table>
<thead>
<tr>
<th>ABSENTEES</th>
<th>OTHER PARTICIPANTS</th>
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<tbody>
<tr>
<td>Jasmyn Lindsay, Queens University of Charlotte</td>
<td>Amanda Conklin, NCAA</td>
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<tr>
<td>Ron Ellis, California Baptist University</td>
<td>Amy Dunham, NCAA</td>
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<tr>
<td>Cynthia Jackson-Hammond, Central State University</td>
<td>Mark Emmert, NCAA</td>
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<td>Les Wong, San Francisco State University</td>
<td>Bernard Franklin, NCAA</td>
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| Division II Presidents Council  
**April 27-28, 2016**  
**Indianapolis, IN**

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<td>Amy Dunham, NCAA</td>
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<td>Bernard Franklin, NCAA</td>
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<td>Terri Steeb Gronau, NCAA</td>
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<td>Maritza Jones, NCAA</td>
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<td>Jacqie McWilliams, Central Intercollegiate Athletic Association (<em>MC chair</em>)</td>
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<td>Julie Rainey, NCAA Intern</td>
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<td>Ruth Reinhardt, NCAA (<em>recording secretary</em>)</td>
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<td>Donald Remy, NCAA</td>
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<td>Rachel Stark, NCAA</td>
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<td>Stephanie Smith, NCAA</td>
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<tr>
<td>(incoming Associate Director of Division II)</td>
<td>Gregg Summers, NCAA</td>
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<td>Kevin Lennon, NCAA</td>
<td>Cari Van Senus, NCAA</td>
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<td>Roberta Page, NCAA</td>
<td>Bob Williams, NCAA</td>
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<td>Christian Stryker, Coker College (NCAA Pathway Program)</td>
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<td>Jason Trufant, Dowling College (NCAA Pathway Program)</td>
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<td>Katie Willett, NCAA</td>
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<td>Bob Williams, NCAA</td>
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<td>Amy Wilson, NCAA</td>
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<td>Karen Wolf, NCAA</td>
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ELIGIBILITY – ACADEMIC MISCONDUCT

Convention Year: 2017

Effective Date: August 1, 2017

Source: NCAA Division II Presidents Council [Management Council (Academic Requirements Committee)].

Category: Presidents Council

Topical Area: Eligibility

Status:

Intent: To define and clarify post-enrollment academic misconduct activities, the individuals to whom the activities apply and violations of such activities, as specified; further, to move the legislation related to pre-enrollment academic misconduct to Bylaw 14.

A. Bylaw: Amend 10.1, as follows:

10.1 Unethical Conduct. Unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member, which includes any individual who performs work for the institution or the athletics department even if he or she does not receive compensation for such work, may include, but is not limited to, the following:

(b) Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete;

(g) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or an institution’s admissions office regarding an individual’s academic record (e.g., schools attended, completion of coursework, grades and test scores);

B. Bylaw: Amend 14.02, as follows:

14.02.1 Academic Misconduct -- Post-Enrollment. All institutional staff members and student-athletes are expected to act with honesty and integrity in all academic matters. Post-enrollment academic misconduct includes any violation or breach of an institutional policy regarding academic honesty or integrity (e.g., academic offense, academic honor code violation, plagiarism, academic fraud).

[14.02.1 through 14.02.6 renumbered as 14.02.2 through 14.02.7, unchanged.]
14.02.8 Impermissible Academic Assistance -- Institutional Staff Member or Representative of Athletics Interests. Impermissible academic assistance by a current or former institutional staff member or a representative of an institution's athletics interests includes, but is not limited to, the provision of or arrangement of:

(a) Substantial assistance that is not generally available to an institution's students and is not otherwise expressly authorized in Bylaw 16.3, which results in the certification of a student-athlete's eligibility to participate in intercollegiate athletics or receive financial aid; or

(b) An academic exception that results in a grade change, academic credit or fulfillment of a graduation requirement when such an exception is not generally available to the institution's students and the exception results in the certification of a student-athlete's eligibility to participate in intercollegiate athletics or receive financial aid.

14.02.9 Institutional Staff Member. For purposes of Bylaw 14, an institutional staff member is any individual, excluding a student employee, who performs work for the institution or the athletics department, regardless of whether he or she receives compensation for such work.

14.02.9.1 Student Employee. For purposes of Bylaw 14, a student employee is an institutional staff member if:

(a) He or she has institutional responsibilities to provide academic services to student-athletes; or

(b) He or she engages in academic misconduct or provides impermissible academic assistance at the direction of a nonstudent employee, an institutional staff member per Bylaw 14.02.9.1-(a) or a representative of the institution’s athletics interests.

[14.02.7 through 14.02.14 renumbered as 14.02.10 through 14.02.17, unchanged.]

C. Bylaw: Amend 14.1.2, as follows:

14.1.2 Validity of Academic Credentials. As a condition and obligation of membership, it is the responsibility of a member institution to determine the validity of the information on which the eligibility of a student-athlete is based. Therefore, it is the responsibility of a member institution to determine whether a transcript is valid for purposes of applying appropriate NCAA legislation to the eligibility of a student-athlete when the institution receives notification, or otherwise has cause to believe, that a student-athlete's high school, college-preparatory school or two-year college transcript is not valid.

14.1.2.1 Pre-Enrollment Academic Misconduct. A prospective student-athlete, student-athlete or a current or former institutional staff member, which includes any individual who performs work for the institution or the athletics department even if
he or she does not receive compensation for such work, shall not engage in the following conduct:

(a) Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective student-athlete;

(b) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or an institution's admissions office regarding an individual's academic record (e.g., schools attended, completion of coursework, grades and test scores); or

(c) Fraudulence or misconduct in connection with entrance or placement examinations.

[14.1.2.1 through 14.1.2.4 renumbered as 14.1.2.2 through 14.1.2.5, unchanged.]

D. Bylaw: Amend 14.9, as follows:

14.9 Post-Enrollment Academic Misconduct.

14.9.1 Policies and Procedures. An institution must:

(a) Have written institutional policies and procedures regarding academic misconduct applicable to the general student body, including student-athletes. The policies and procedures must be approved through the institution's normal process for approving such policies and must be kept on file or be accessible on the institution's website.

(b) Investigate and adjudicate alleged academic misconduct in accordance with established policies regardless of whether the misconduct is reported to the NCAA or whether the student-athlete acted alone or in concert with others.

14.9.1.1 Exception. An institution may establish a policy that permits an expedited investigation and adjudication of academic misconduct by a student-athlete, provided other applicable policies and procedures are observed and the policy for expedited review is approved through the institution's normal process for approving such policies and is approved by the institution's president or chancellor (or his or her designee). Further, the policy that permits an expedited review must be kept on file or must be accessible on the institution's website.

14.9.2 Post-Enrollment Academic Misconduct.

14.9.2.1 Student-Athlete. A student-athlete shall not be involved in:

(a) Academic misconduct involving a current or former institutional staff member or representative of athletics interests;
(b) Academic misconduct, without the involvement of a current or former institutional staff member or representative of athletics interests, that results in:

(1) An erroneous declaration of eligibility to participate in intercollegiate athletics and the student-athlete subsequently competes for the institution while ineligible;

(2) An erroneous declaration of eligibility to receive financial aid and the student-athlete subsequently receives financial aid while ineligible; or

(c) Academic misconduct involving the alteration or falsification of a student-athlete's transcript or academic record.

14.9.2.2 Institutional Staff Member or Representative of Athletics Interests. A current or former institutional staff member or a representative of an institution's athletics interests shall not be involved (with or without the knowledge of the student-athlete) in:

(a) Academic misconduct related to a student-athlete; or

(b) The alteration or falsification of a student-athlete's transcript or academic record.

14.9.2.3 Impermissible Academic Assistance -- Institutional Staff Member or Representative of Athletics Interests. A current or former institutional staff member or a representative of an institution's athletics interests shall not provide impermissible academic assistance to a student-athlete (see Bylaw 14.02.8).

14.9.2.3.1 Application. If an institution determines, pursuant to its policies and procedures, that academic misconduct has occurred, a violation of Bylaw 14.9.2.3 shall not be cited by the institution or through an enforcement investigation. If an institution determines, pursuant to its policies and procedures, that academic misconduct has not occurred, the conduct in question may still constitute a violation of Bylaw 14.9.2.3.

[14.9 through 14.12 renumbered as 14.10 through 14.13, unchanged.]

Rationale: The current regulatory structure regarding academic misconduct is confusing, unclear and imprecise and appropriate revisions to the academic misconduct legislation will serve to benefit to individual institutions and the Association as a whole. Despite changes in the academic landscape, academic misconduct legislation has not been revised since 1983 when the legislation was added to the Manual. Under the current regulatory structure, it can be unclear when academic misconduct involving student-athletes falls within the purview of the NCAA and when academic misconduct should be an institutional matter. Current terms, definitions and gaps in the academic misconduct legislation result in confusion and lack of clarity. The regulatory structure for academic misconduct is currently located in bylaws, interpretations and educational columns and should be consolidated in a single article (Bylaw 14). This proposal will expand the
application of academic misconduct legislation to any situation in which an institutional staff member is involved and replace the current academic extra benefit analysis with a specific and limited definition of impermissible academic assistance. In addition, the proposal will require institutional policies and procedures regarding academic misconduct for the general student-body.

**Review History:**
# NCAA Division II Initial-Eligibility Waiver Decisions

**July 1, 2015 to May 11, 2016**

<table>
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**NOTE:** Decisions are sorted by the primary case type and include appeal decisions by the NCAA Division II Academic Requirements Committee Subcommittee on Initial-Eligibility Waivers.
1. Overview.

Initial-eligibility standards (NCAA Bylaw 14.3) establish a minimum level of academic achievement necessary for a student-athlete to be eligible to receive athletics aid, practice and compete in the initial year of full-time enrollment at a Division I or II institution.

Division I student-athletes who initially enroll full time on or after August 1, 2016, must meet increased initial-eligibility requirements (e.g., core-course progression \([10/7]\), minimum 2.300 core-course GPA) to be eligible for competition. The new standards, which were delayed more than four years following initial adoption, emphasize academics as a first expectation and focus on steady academic progression throughout high school, as opposed to attaining eligibility in grade 12. Further, the goal of an academic-redshirt year is to provide appropriate assistance, structure and resources that facilitate the best opportunity for academic success in the initial year of full-time enrollment.

The IEW process provides relief from normal application of initial-eligibility standards in cases where the evidence demonstrates relief is warranted; however, IEW relief does not change a student-athlete's legislated final academic certification status. Thus, staff will not process an IEW for a student-athlete who has enrolled full time at a two-year college.

The NCAA Division I Committee on Academics and NCAA Division II Academic Requirements Committee annually review and approve this directive, which provides guidelines for analyzing and deciding initial-eligibility waivers.

2. Submission.

The Eligibility Center must release the student-athlete's final academic certification before the institution may submit an IEW via Requests/Self-Reports Online. Institutions are encouraged to review Best Practices before submitting the waiver. An IEW application is complete when the institution has submitted all required information, documentation and signatures via RSRO. In addition, the waiver is ready to process when the institution has submitted all additional information and/or documentation requested by staff.

3. Data Analysis.

Initial-eligibility standards are based on extensive review and analysis of data regarding student-athlete academic success. Further, the IEW process includes a data-based analysis of the student-athlete's predicted first-year GPA (computed using a research-based formula [based on high school performance]) to determine whether approval is warranted based on the strength of the overall academic record (see Divisions I and II Data Tools).
4. **Academic Criteria.**

   a. **Considered.** The following may be considered regarding a student-athlete's *pre-full-time enrollment* academic record:
      
      (1) Core-course GPA, ACT/SAT scores (including raw [non-concorded] redesigned SAT scores) and core courses;
      
      (2) Core-course progression;
      
      (3) Trending of academic performance;
      
      (4) Core courses not used in the final academic certification;
      
      *Note:* May not outweigh courses used in the final certification.
      
      (5) Year-to-year performance on official transcripts for international student-athletes from countries that administer leaving exams;
      
      (6) Initial-eligibility standards applicable to the student-athlete's graduating class (based on the earliest full-time enrollment opportunity); and
      
      (7) Other elements determined by staff on a case-by-case basis.

   b. **Not Considered.**
      
      (1) Courses that do not meet legislated core course or nontraditional course requirements;
      
      (2) Invalidated academic credentials or canceled test scores;
      
      (3) Courses completed *after* full-time enrollment; and
      
      (4) ACT/SAT attempts after full-time enrollment (see Section No. 5c for exceptions).

5. **Mitigating Circumstances.**

   In analyzing IEWs, the staff will weigh the student-athlete's deficiency against the overall academic record and the mitigating circumstances asserted for the student-athlete's failure to satisfy minimum legislated initial-eligibility requirements. The larger the deficiency, the more significant and compelling the mitigation must be to provide relief. Further, all mitigating circumstances are analyzed to determine whether they directly impacted the student-athlete's ability to satisfy initial-eligibility requirements and whether they were within the student-athlete's control. Grade-point average deficiencies are analyzed stringently, as they generally reflect the entire academic record.
Examples of mitigating circumstances include:

a. **Personal Hardship.**

When personal hardship is asserted as a mitigating circumstance, staff will consider whether the hardship directly impacted the student-athlete's ability to satisfy initial-eligibility requirements, as well as whether the hardship is supported by documentation.

If a student-athlete lost an academic opportunity (e.g., missed a term) due to extenuating circumstances (e.g., incapacitating injury or illness, extreme financial difficulty, civil unrest, natural disaster), staff may consider core courses replacing the lost opportunity, even if they were completed outside of the core-curriculum time limitation.

b. **Reclassification.**

When recategorization (repeating a term or more) is asserted as mitigation, staff may approve an IEW, provided (a) the recategorization was outside of the student-athlete's control, (b) the only deficiency is two core-course units or less, (c) he or she completed additional core courses that would rectify the deficiency, and (d) the supporting documentation *clearly demonstrates* (e.g., no failures within the deficient subject area) the student-athlete would meet qualifier requirements absent the recategorization.

Student-athletes who do not meet all criteria may be considered for partial relief.

c. **Test-Score Time Limitation.**

In the following circumstances, staff may approve an IEW based on an ACT or SAT attempted after full-time enrollment:

(1) If a student-athlete enrolled full time at a collegiate institution that did not require an ACT or SAT score for admission, provided:
   a. The student-athlete was not recruited by an NCAA institution before full-time enrollment;
   b. The student-athlete achieved the minimum required test score on the initial ACT or SAT attempt; *and*
   c. The student-athlete meets all other initial-eligibility requirements.

(2) If a student-athlete earns a qualifying score on a re-test as part of the testing agency's review process regarding the validity of a prior score (even if the re-test score is not qualifying, staff may consider it as part of the waiver analysis).
d. **Division II Test-Score Deficiencies.**

A partial qualifier who presents a test-score deficiency but meets 2018 qualifier requirements will receive an automatic IEW in the academic certification process. However, test-score deficiencies are analyzed stringently for those who do not receive an automatic IEW. In such cases, significant and compelling mitigation must be presented to warrant relief. Note that during the last three academic years, staff did not waive any test-score deficiencies based on mitigating circumstances.

e. **International Academic Curriculum/Track.**

When an international student-athlete attended secondary school in a country that meets the following criteria, staff may approve an IEW:

1. The institution can document that the educational system:
   
   (a) Did not require an academic subject area (e.g., social science) necessary for initial eligibility;

   (b) Required students to choose an academic track at an early age and the chosen track did not require a subject area necessary for initial eligibility; or

   (c) Required a subject area necessary for initial eligibility but did not require an exam that meets core-course requirements (e.g., Applied Science exam in the United Kingdom).

2. The student-athlete presents a core-course deficiency of **two units or less** in social science, natural/physical science or additional academic courses and has not failed any courses or exams in the applicable subject area (e.g., year nine geography or history for a student-athlete from the United Kingdom who did not sit for the social science GCSE exam);

3. Late recruitment or nonrecruited status prevented the institution from having an opportunity to advise the student-athlete to attempt to rectify the core-course deficiency before full-time enrollment; and

4. The student-athlete meets all other initial-eligibility requirements.
f. **Education-Impacting Disability.**

All student-athletes, including those with a documented EID, must meet minimum legislated initial-eligibility requirements. If an EID is presented in the IEW process, the institution must submit **all** documentation required in RSRO.

Further, the staff consults a subject-matter professional who reviews EID documentation, including information that addresses the impairment, the types of services and/or accommodations available and whether the student-athlete accessed such services and/or accommodations. As part of this review, the subject-matter professional defers to local educational agencies or organizations responsible for assessing students and providing appropriate and reasonable accommodations and/or services. As such, the staff and subject-matter professional do not evaluate or determine whether accommodations and/or services provided to a student were appropriate or reasonable.

When a student-athlete presents an EID, staff considers:

1. The timing of the diagnosis;
2. Availability and use of accommodations;
3. Performance with and without accommodations;
4. Subject-area and/or course-level progression; and
5. Other information determined on a case-by-case basis.

*Note:* A late-diagnosed EID (e.g., during grade 12) is generally less persuasive as mitigation due to the speculative nature of determining the effect an accommodation or accommodations could have had on prior performance.

g. **Misadvisement/Lack of Advisement.**

Misadvisement or lack of advisement by an institution or high school is not, by itself, sufficient mitigation to warrant IEW approval; however, in cases where a student-athlete's *only* deficiency is two core-course units or less, staff will determine whether the supporting documentation *clearly demonstrates* (e.g., no failed core courses) the student-athlete would have satisfied initial-eligibility requirements absent the misadvisement or lack of advisement. In such cases, staff may approve an IEW.

When asserting institutional misadvisement or lack of advisement, the institution must submit an **Advisement Process Plan** that provides an overview of current advisement procedures and specifies measures that will be implemented to prevent similar situations in the future.
h. Mitigation Not Persuasive (not all inclusive).

1. Mitigation asserted for a student-athlete who has a reasonable opportunity to rectify the deficiency before full-time enrollment;
2. High school grading scales, policies or rigor;
3. Conference or institutional policies (e.g., nonqualifier rules, not conducting preliminary evaluations);
4. Size of the deficiency (absent other mitigation);
5. High school misadvisement or lack of advisement once the institution begins recruitment;
6. Recruitment status or timing as mitigation for performance;
7. An EID for performance if accommodations were available or received;
8. International student-athletes attempting standardized exams in English;
9. Delayed graduation or reclassification for an athletics purpose;
10. Failure to follow an advisement process plan from a prior year;
11. Lack of familiarity with or preparedness for the redesigned SAT;
12. Lack of knowledge/awareness regarding initial-eligibility standards.


a. Approvals. Staff may approve IEWs, as follows:

1. Academic Preparedness. When a student-athlete's overall academic record meets obvious-waiver requirements or clearly demonstrates college preparedness.

   a. Division I: A student-athlete who meets core-course progression requirements, whose only deficiency is three core-course units or less and projects a 2.600 or higher first-year GPA based on NCAA data analysis (using the final academic certification for qualifier requirements) will receive an automatic IEW.

   b. Division II: A student-athlete whose only deficiency is two core-course units or less and projects a 2.600 or higher first-year GPA based on NCAA data analysis will receive an automatic IEW.

2. Mitigation. When but for the mitigating circumstances, it is clearly evident the student-athlete would meet qualifier requirements.

b. Partial Approvals. Staff may partially approve IEWs, as follows:

1. Athletics Aid and Practice (Division II). When but for the mitigating circumstances, it is clearly evident the student-athlete would meet partial-qualifier requirements.
(2) Athletics Aid (initial year of full-time enrollment) and Practice (initial term of full-time enrollment) [Division I]. When but for the mitigating circumstances, it is clearly evident the student-athlete would meet academic-redshirt requirements.

**Note:** Similar to academic-redshirt legislation (Bylaw 14.3.1.2), a student-athlete may earn eligibility for practice in the next regular academic term of full-time enrollment during the first year in residence (e.g., 2017 spring term) by successfully completing at least nine semester hours or eight quarter hours of academic credit (acceptable toward any of the institution's degree programs) in the preceding regular term of full-time enrollment. There is no recourse (e.g., reconsideration, additional waiver) to earn practice if a student-athlete fails to meet the condition.

(3) Athletics Aid.

When mitigating circumstances contributed to the student-athlete’s deficiency but do not rise to the level of but-for mitigation.

**Note:** A Division I student-athlete may earn eligibility for practice in the next regular academic term of full-time enrollment during the first year in residence (e.g., 2017 spring term) by successfully completing at least nine semester hours or eight quarter hours of academic credit (acceptable toward any of the institution's degree programs) in the preceding regular term of full-time enrollment. There is no recourse (e.g., reconsideration, additional waiver) to earn practice if a student-athlete fails to meet the condition.

A student-athlete who receives a partially-approved IEW may not earn eligibility for competition in the next regular academic term of full-time enrollment during the first year in residence (e.g., 2017 spring term) based on performance in the preceding regular term (e.g., 2016 fall term) of full-time enrollment.

c. Denials. Staff may deny IEWs, as follows:

(1) **Division I:**

(a) **Academic Redshirt:** When it is not clearly evident but for the mitigating circumstances, the student-athlete would meet qualifier requirements.

(b) **Nonqualifier:** When mitigating circumstances are absent, insufficient or did not contribute to the student-athlete’s deficiency.

(2) **Division II:**

(a) **Partial Qualifier:** When it is not clearly evident but for the mitigating circumstances, the student-athlete would meet qualifier requirements.

(b) **Nonqualifier:** When mitigating circumstances are absent, insufficient or did not contribute to the student-athlete’s deficiency.
7. **Staff Reconsideration Requests.**

The institution may request reconsideration of an IEW decision (staff or subcommittee) based on new information that was not reasonably available at the time of the decision. The reconsideration request (submitted via RSRO) must include (1) a statement on letterhead that explains why the institution believes the information is new and was not reasonably available at the time of the decision, and (2) supporting documentation. The staff has discretion to determine whether the institution's submission meets the reconsideration threshold, and its determination is not subject to further review.

If staff determines the institution's submission meets the threshold, staff will review the waiver and enter a reconsideration decision in RSRO. However, if staff determines the institution's submission does not meet the threshold, staff will deny the reconsideration request in RSRO.

Staff and the subcommittee will not reconsider an IEW decision based on a student-athlete's performance after full-time enrollment (e.g., 2016 fall term).

8. **Appeal Requests.**

The institution has 30 calendar days after receiving written notice of a staff decision (initial or reconsideration) to request an appeal via RSRO. The appeal request must include (1) a statement on letterhead that specifies the relief sought and explains why the institution believes additional relief is warranted, and (2) an Institutional Statement of Affirmation. The subcommittee decision shall be final, binding and conclusive and shall not be subject to further review by any other authority.

In cases where staff denies the institution's reconsideration request, the institution may appeal the initial staff decision, provided it has not done so previously and the appeal request is submitted within 30 calendar days after receiving written notice of the initial decision.
NCAA Division II

Academic Requirements Committee Subcommittee on Initial-Eligibility Waivers

2016-17 Policies and Procedures
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1. **Legislated Duties.**

   The NCAA Division II Academic Requirements Committee Subcommittee on Initial-Eligibility Waivers shall oversee the initial-eligibility waiver process in accordance with NCAA Bylaw 14.3.1.5 and consider appeals of staff decisions.

2. **Subcommittee Responsibilities.**

   a. Review appeals of staff decisions.
      
      (1) Adhere to subcommittee policies and procedures.
      
      (2) Apply the initial-eligibility waiver directive.

   b. Provide an annual report of initial-eligibility waiver decisions to the NCAA Division II Academic Requirements Committee.

   c. As requested, examine Division II initial-eligibility legislation and make recommendations to the Academic Requirements Committee.

3. **Subcommittee Composition.**

   The subcommittee shall consist of five NCAA Division II Academic Requirements Committee members designated by the committee.

4. **Subcommittee Terms.**

   Generally, subcommittee members shall be appointed for one four-year term. The term of service shall commence on the first day of September following appointment. A former subcommittee member may be appointed to an additional term on the subcommittee after three years have elapsed. An individual who has served two terms on the subcommittee may not serve further on the subcommittee.

5. **Subcommittee Chair Selection.**

   The staff liaison shall solicit nominations from subcommittee members, and the subcommittee shall appoint a chair based on majority vote. The subcommittee chair shall serve in such capacity for the remainder of his or her term.
6. **Duties.**

   a. **Subcommittee Chair.**

      (1) Conduct subcommittee teleconferences.

      (2) Identify conflicts of interest at the beginning of each teleconference.

      (3) Thoroughly review all case materials before the teleconference and be prepared to discuss and decide each case.

      (4) Participate on all subcommittee teleconferences.

      (5) Provide notice of unavailability to participate on a teleconference.

      (6) Recuse from cases when appropriate.

      (7) Adhere to subcommittee policies and procedures and apply the initial-eligibility waiver directive.

      (8) Contact subcommittee members who are not discharging their responsibilities and recommend removal by the Academic Requirements Committee, if necessary.

   b. **Subcommittee Members.**

      (1) Thoroughly review all case materials before the teleconference and be prepared to discuss and decide each case.

      (2) Participate on all subcommittee teleconferences.

      (3) Provide notice of unavailability to participate on a teleconference.

      (4) Recuse from cases when appropriate.

      (5) Adhere to subcommittee policies and procedures and apply the initial-eligibility waiver directive.

   c. **NCAA Eligibility Center academic review team members.**

      (1) Review and process all initial-eligibility waivers.

      (2) Render an initial decision for all initial-eligibility waivers.
(3) Provide all necessary information and documentation for the subcommittee to consider during its appeal teleconference.

(4) Present an overview of the waiver, note the institution's assertions on appeal and answer questions from the subcommittee.

(5) Notify the institution of the subcommittee decision and rationale.

7. Authority.

Only the Eligibility Center academic review team has authority to render a staff initial-eligibility waiver decision, including scenarios in which an institution is not required to submit a waiver (the subcommittee may review such decisions).

After the academic review team renders an initial-eligibility waiver decision, only the subcommittee has authority to review an appeal and render a subsequent decision. The subcommittee determination shall be final, binding and conclusive and shall not be subject to further review by any other authority.


The academic review team or subcommittee shall render one of the following decisions in accordance with the initial-eligibility waiver directive:

a. Approval. As noted in the initial-eligibility waiver directive, the staff and/or subcommittee is granted the authority to fully approve (athletics aid, practice and competition) initial-eligibility waivers as follows:

(1) Academic Preparedness. When a student-athlete's overall academic record meets obvious-waiver requirements or clearly demonstrates college preparedness.

  - A student-athlete whose only deficiency is two core-course units or less and projects a 2.600 or higher first-year GPA based on NCAA data analysis will receive an automatic initial-eligibility waiver.

(2) Mitigation. When but for the mitigating circumstances, it is clearly evident the student-athlete would meet qualifier requirements.

b. Partial Approval. As noted in the initial-eligibility waiver directive, the staff and/or subcommittee is granted the authority to partially approve (athletics aid and/or practice) initial-eligibility waivers as follows:

(1) Athletics Aid and Practice. When but for the mitigating circumstances, it is clearly evident the student-athlete would meet partial-qualifier requirements.
(2) **Athletics Aid.** When mitigating circumstances contributed to the student-athlete's deficiency but do not rise to the level of but-for mitigation.

c. **Denial.** As noted in the initial-eligibility waiver directive, the staff and/or subcommittee is granted the authority to deny initial-eligibility waivers as follows:

   (1) **Partial Qualifier.** When it is not clearly evident that but for the mitigating circumstances, the student-athlete would meet qualifier requirements.

   (2) **Nonqualifier.** When mitigating circumstances are absent, insufficient or did not contribute to the student-athlete’s deficiency.

Due to legislative changes and revisions to the directive, precedent from prior academic years is not binding; however, precedent from the current academic year may be persuasive.

9. **Reconsiderations.**

The institution may request reconsideration of an initial-eligibility waiver decision (staff or subcommittee) based on new information that was not reasonably available at the time of the decision. The reconsideration request (submitted via Requests/Self-Reports Online) must include:

a. A statement on letterhead that explains why the institution believes the information is new and was not reasonably available at the time of the decision; and

b. Supporting documentation.

The staff has discretion to determine whether the institution's submission meets the reconsideration threshold, and its determination is not subject to further review.

If staff determines the institution's submission meets the threshold, staff will review the waiver and enter a reconsideration decision in RSRO. However, if staff determines the institution's submission does not meet the threshold, staff will deny the reconsideration request in RSRO.

Staff will not reconsider a decision based on a student-athlete's performance after initial full-time enrollment (e.g., 2016 fall term).

10. **Appeals.**

The institution has 30 calendar days after receiving written notice of a staff decision (initial or reconsideration) to request an appeal via RSRO. The appeal request must include:
a. A statement on letterhead that specifies the relief sought and explains why the institution believes additional relief is warranted; and

b. An Institutional Statement of Affirmation signed by the senior compliance administrator and the director of athletics.

The subcommittee decision shall be final, binding and conclusive and shall not be subject to further review by any other authority.

An appeal request submitted more than 30 calendar days after written notice of the staff decision must include a letter of explanation regarding the institution's failure to submit the request within 30 calendar days. The subcommittee chair shall have discretion to determine whether the subcommittee will hear such an appeal request. If the subcommittee chair has a conflict of interest, the remaining subcommittee members shall decide by a majority vote (via email or teleconference) whether to hear the appeal.

In cases where staff denies the institution's reconsideration request, the institution may appeal the initial staff decision, provided it has not done so previously and the appeal request is submitted within 30 calendar days of the initial decision.

11. Teleconferences.

The subcommittee shall have a weekly appeal teleconference, which shall be limited to Eligibility Center academic review team and subcommittee participation.

Each appeal case will be considered individually. Following the subcommittee discussion, there must be a motion, second and vote. Appeals are decided by a majority vote of all subcommittee members present and voting.

12. Invalidation of Credentials after Initial-Eligibility Certification.

If a student-athlete's academic credentials (e.g., grades, credits, transcripts, test scores) are invalidated after initial-eligibility certification, the final academic certification shall be updated and any previous initial-eligibility waiver decision shall be null and void; however, the institution may resubmit an initial-eligibility waiver for the student-athlete based on the updated academic record and deficiency.

13. Resignation.

If a subcommittee member resigns, he or she must provide written notice to the staff liaison. Thereafter, the procedures to solicit and appoint a new member will be initiated, and a new subcommittee member will be appointed as soon as possible.
The Academic Requirements Committee may remove subcommittee members who are not discharging their responsibilities.


The NCAA is a voluntary Association comprised of colleges, universities, conferences and other organizations, and governed through a membership-led committee structure. Within the governance structure, committee members must carefully balance their responsibilities to their respective institutions and/or conferences with the obligation to advance the interests of the Association, the division, or the sport, and ultimately enhance the student-athlete experience. While the fiduciary obligations of committee members to their own institution, their conference, and to the Association ordinarily are not in conflict, it is recognized that as a representative membership organization, committee members’ fiduciary obligations are first to their institution, second to their conference and third to the Association. NCAA committee service involves important ethical and moral obligations. Committee integrity is critical to the decision-making process and includes trust, confidentiality and honesty in all issues and aspects of service and representation. NCAA committee members shall disclose any conflict or potential conflict between their respective personal, professional, institutional, conference or business interests and the interests of the Association that may affect or otherwise threaten such integrity, in any and all actions taken by them on behalf of the Association, for committee evaluation under this Statement.

In addition to any fiduciary obligation to their institution and conference, committee members also have a fiduciary duty to the Association not to use knowledge or information obtained solely due to service on that committee to the disadvantage of the Association during the term of committee service. Further, a committee member shall not participate in the committee’s discussion or vote on any action that might bring direct or indirect personal financial benefit to the member or any organization (other than the member’s institution or conference) in which the member is financially interested. A committee member should also not participate in a discussion or vote for which the member’s institution or conference is to be accorded a special benefit beyond benefits shared with other institutions or conferences or is to receive a penalty or disqualification.

A committee member or NCAA staff member shall recuse him or herself from participating in proceedings (e.g., staffing a case or deliberating as a subcommittee member) of a waiver case when he or she is directly connected with the involved institution, including, but not limited to, a member of the committee member’s institution or institution’s conference. A committee or staff member with a personal relationship or institutional affiliation that reasonably would result in the appearance of bias or prejudice should refrain from participating in any manner in the processing of a waiver request. It is the responsibility of the committee or staff member to remove him or herself if a conflict exists. Institutional objections to a committee or staff member participating in a review of a case should be raised with and resolved by the chair or the most senior member of the committee as soon as
recognized, but will not be considered unless the concern is raised prior to the scheduled teleconference. Exceptions to the recusal policy may be granted by the chair or most senior member of the committee due to time constraints.

A violation of the above rules by a member of the committee shall not invalidate the action taken by the committee if, following disclosure of the conflict of interest, the committee authorizes, ratifies or approves the action by a vote sufficient for the purpose, without counting the vote of the committee member with the conflict of interest, and the appropriate oversight body approves the action.

Abuse of one’s position as a member of a committee may result in dismissal from that position. Where such abuse appears evident, a committee member will be notified by the committee chair and will have the opportunity to present a rebuttal or details of the situation.

15. Confidentiality.

Subcommittee members shall not communicate any information related to specific waiver cases to anyone other than NCAA staff or subcommittee members. Under no circumstances shall information related to a student’s academic record or waiver be communicated with any other person (e.g., media representative, parent, member institution, conference office).

16. Speaking Agent.

The president of the Association and the chair of the NCAA Board of Governors are the only individuals authorized to speak on behalf of the Association except as outlined below. An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the Board of Governors of the Association as a speaking agent of the Association on that issue. Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees’ jurisdiction on which there is consensus, except that positions of advocacy on behalf of the committee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the Board of Governors or the president of the Association. The president of the Association is hereby granted authority to designate additional speaking agents of the Association.

17. Absences.

Processing initial-eligibility waiver appeals is time sensitive, and it is imperative that all subcommittee members are present on each teleconference. However, there may be times when a subcommittee member is unable to participate due to other commitments or circumstances beyond his or her control. In such circumstances, the subcommittee member is responsible for providing notice to the staff liaison as quickly as possible.
## Program Tasks (189)

<table>
<thead>
<tr>
<th>Program</th>
<th>Open Cases</th>
<th>Closed Cases</th>
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</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Closed Cases</td>
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## Programs Identified

<table>
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<tr>
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<th>Program Decisions</th>
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<tr>
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<tr>
<td>Adult</td>
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<td>Alternative</td>
<td>Pending 14</td>
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<tr>
<td>Competency Based</td>
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<tr>
<td>Computer Based</td>
<td></td>
</tr>
<tr>
<td>Credit By Exam</td>
<td></td>
</tr>
<tr>
<td>Extended Day</td>
<td></td>
</tr>
<tr>
<td>Hybrid</td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>Outside Credit-Awarding School</td>
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<td>Project Based</td>
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<td>30</td>
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<td>0</td>
</tr>
<tr>
<td>GPA vs. ACT</td>
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<td>0</td>
<td>0</td>
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<tr>
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<td>15</td>
<td>13</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>High ACT, Low SAT</td>
<td>20</td>
<td>20</td>
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<td>0</td>
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<td>0</td>
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<tr>
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## Inquiry Decisions

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<th>Invalidated</th>
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<th>Pending</th>
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<td>34</td>
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<tr>
<td>GPA vs. ACT</td>
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<tr>
<td>High SAT, Low ACT</td>
<td>3</td>
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## Invalidated Score Triggers

<table>
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<tr>
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<th>Invalidated</th>
<th>Revised</th>
<th>Pending</th>
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</thead>
<tbody>
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<td>GPA vs. SAT</td>
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<tr>
<td>GPA vs. ACT</td>
<td>23</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High ACT, Low SAT</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High SAT, Low ACT</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
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</table>

## Validity Reviews (13)

<table>
<thead>
<tr>
<th>Validity</th>
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<th>Invalidated</th>
<th>Canceled</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validated</td>
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<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Invalidated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canceled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2016-17 PROSPECTIVE STUDENT-ATHLETE REVIEW TRIGGER LIST

"Academic year" includes the subsequent summer (e.g., 2015-16 includes summer 2016) and "high school" includes all secondary-school programs (e.g., nontraditional, correspondence, online, virtual, independent study).

**Triggers:**

<table>
<thead>
<tr>
<th></th>
<th>Trigger Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduated from a high school where no core courses were successfully completed.</td>
</tr>
<tr>
<td>2</td>
<td>GPA increase of 0.500 or greater.</td>
</tr>
<tr>
<td>3</td>
<td>Concurrent enrollment in sequential courses (e.g., Algebra I and Algebra II, Spanish I and Spanish II) during the same academic term.</td>
</tr>
<tr>
<td>4</td>
<td>Disproportionate amount of core credits earned in an academic term.</td>
</tr>
<tr>
<td>5</td>
<td>Two or more repeated core courses in an academic term.</td>
</tr>
<tr>
<td>6</td>
<td>Four or more repeated core credits.</td>
</tr>
<tr>
<td>7</td>
<td>More than one academic year between repeated core courses taken post-sixth semester.</td>
</tr>
</tbody>
</table>

**Test-score inconsistency (based on NCAA academic certification data):**

<table>
<thead>
<tr>
<th></th>
<th>GPA vs. SAT</th>
<th>GPA vs. ACT</th>
<th>SAT vs. ACT</th>
<th>ACT vs. SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td>&lt; 2.0 and ≥ 1000</td>
<td>&lt; 2.0 and ≥ 85</td>
<td>&lt; 55 and ≥ 1000</td>
</tr>
<tr>
<td></td>
<td>&lt; 2.7 and ≥ 1200</td>
<td>&lt; 2.7 and ≥ 105</td>
<td>&lt; 75 and ≥ 1100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt; 3.0 and ≥ 1300</td>
<td>&lt; 3.0 and ≥ 115</td>
<td>&lt; 85 and ≥ 1200</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The test-score triggers apply to individual ACT or SAT scores, as opposed to sum or combined scores from multiple ACT or SAT attempts. For SAT scores from March 2016 and beyond, the concordance provided by College Board will be used to determine whether a test-score trigger is met.*

<table>
<thead>
<tr>
<th></th>
<th>Trigger Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Information received regarding potential inaccurate, false or misleading activity related to an individual’s academic credentials (e.g., grades, credits, transcripts, test scores).</td>
</tr>
</tbody>
</table>
1. Overview.

The NCAA Student Records Review Committee, per NCAA Divisions I and II Bylaw 14.1.2.3, has the authority to establish policies and procedures, via the prospective student-athlete review process, related to the review of a student’s academic credentials (e.g., credits, grades, transcripts, test scores) and to determine the validity of a student’s academic credentials for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a student’s academic credential is invalid (inaccurate, false or misleading) and thus shall not be used to meet initial-eligibility requirements.

The purpose of the PSA review process is to identify academic programs (e.g., computer-based instruction, alternative school, evening school) that are not designated on a prospective student-athlete’s transcript, to provide notice to the testing agencies regarding statistical anomalies and to determine whether academic credentials are invalid (inaccurate, false or misleading).

2. Academic Inconsistency Notification.

Divisions I and II institutions must promptly report all discrepancies in academic information (e.g., transcripts, grades, courses, test scores) to the NCAA Eligibility Center (NCAA Bylaw 14.1.2.4.1). Such notification shall be submitted via the Academic Inconsistency Notification Form on the Eligibility Center's Member Institution Portal.

3. Credit and GPA.

When a PSA review trigger regarding credit and GPA is met, the staff shall determine whether to send a program task to the prospective student-athlete (the member institution will also be able to view the program task). The program task response (on letterhead from the student’s high school and signed by a school official) will determine whether the academic program(s) will be forwarded for review by the high school review staff, the student's final academic certification will be released or the case will be escalated for a validity review.

4. Standardized Test Scores.

When a test-score trigger (e.g., GPA versus test score, ACT score versus SAT score) is met, the staff shall submit an inquiry to the testing agency, along with information regarding the prospective student-athlete’s academic record (e.g., core-course GPA, other test scores). Thereafter, staff shall provide notice of the inquiry to the student and institutions that have placed the student on their Institutional Request List. An inquiry to the testing agency will not, by itself, delay the release of the student’s final academic certification.

The staff also reserves the right to submit an inquiry or review the validity of any standardized test score, regardless of whether a test-score trigger is met, if staff receives information that a test score may be invalid (inaccurate, false or misleading). If a validity
review is initiated, the student’s final academic certification will not be released until the validity review is complete.

5. **Validity Review.**

When the high school's response to a program task is inconsistent with a prospective student-athlete's official academic record, when the staff receives an Academic Inconsistency Notification Form from a member institution or when the staff receives information that an academic credential (e.g., credits, grades, transcripts, test scores) may be inaccurate, false or misleading, Eligibility Center staff may request the following to determine whether the academic credential is invalid:

a. Information and Documentation (may not be all inclusive).
   
   (1) Academic programs offered at the high school or within the school district;
   
   (2) High school policies, bell schedule and academic calendar;
   
   (3) Prospective student-athlete's class schedule;
   
   (4) Statements from the prospective student-athlete, high school administrators, teachers, tutors, proctors, parents, guardians and/or other involved individuals;
   
   (5) Prospective student-athlete's class attendance records;
   
   (6) Instructor grade books;
   
   (7) Electronic versions of six-semester and eight-semester transcripts;
   
   (8) Evidence regarding course or standardized test completion;
   
   (9) Documentation from the Ministry of Education; and/or
   
   (10) Other information requested by staff on a case-by-case basis.

b. Interviews.

The staff may interview the prospective student-athlete, high school administrators, teachers, tutors, proctors, parents, guardians and/or other involved individuals to assist in determining the validity of a student’s academic credential(s).

6. **Standard of Review.**

In assessing the validity of a prospective student-athlete's academic credential(s), the staff and committee shall use clear and convincing evidence as the standard of review. Thus, in order for a student’s academic credential(s) to be invalidated via the PSA review process, the evidence must highly and substantially support that the academic credential is invalid (inaccurate, false or misleading) for purposes of meeting initial-eligibility requirements.
   a. Validate: The evidence does not highly and substantially support that the academic credential is invalid (inaccurate, false or misleading). Thus, the academic credential may be used for initial-eligibility purposes.

   b. Invalidate: The evidence highly and substantially supports that the academic credential is invalid (inaccurate, false or misleading). Thus, the academic credential will not be used for initial-eligibility purposes.

8. Initial-Eligibility Waiver.
   While a validity review is pending, the Eligibility Center's academic review team may partially approve an initial-eligibility waiver for athletics aid.

   When the staff receives information after a prospective student-athlete’s final academic certification has been released that an academic credential (e.g., credit, grade, transcript, test score) may be invalid (inaccurate, false or misleading), staff shall determine whether to initiate a validity review. If a validity review is initiated, the staff shall notify the institution and the student's final academic certification decision shall be placed under review until the staff determines whether the academic credential is valid for purposes of meeting initial-eligibility requirements. If an academic credential is invalidated, the final academic certification shall be updated and the institution must report any violation that may have occurred as a result of the student's receipt of athletics aid or participation in practice or competition and declare the student ineligible for competition (Bylaw 14.1.2.1). The staff may also notify, involve or share information with other national office staff members (e.g., enforcement).
NCAA

Student Records Review Committee

2016-17 Policies and Procedures
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1. **Legislated Duties of the NCAA Student Records Review Committee (NCAA Divisions I and II Bylaws 14.1.2.3 and 21.6.5).**

The NCAA Student Records Review Committee shall have the authority to establish policies and procedures related to the review of a prospective student-athlete’s academic credentials and to determine the validity of a student’s academic credentials for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a student’s academic credentials shall not be used for the purpose of meeting initial-eligibility requirements. The policies and procedures for the review of academic credentials and the determination of the validity of such credentials shall be approved by the NCAA Division I Committee on Academics and the NCAA Division II Academic Requirements Committee. The committee shall also be responsible for reviewing PSA review appeals, and its decision shall be final and binding.

2. **Committee Responsibilities.**
   a. Review appeals of validity review decisions.
      (1) Adhere to committee policies and procedures.
      (2) Apply the PSA review directive.
   b. Provide an annual report of PSA review decisions to the Committee on Academics and the Academic Requirements Committee.
   c. As requested, review legislation related to initial-eligibility requirements.

3. **Committee Composition (NCAA Bylaw 21.6.5.1) and Reporting Lines.**

The committee shall consist of nine members.
   a. One admissions officer of a Division I or II institution;
   b. One staff member of a Division I or II institution or conference office;
   c. One representative from a Division I institution or conference office;
   d. One representative from the Division II Academic Requirements Committee;
   e. Four representatives from the secondary-school community; and
   f. One member selected at large from either the secondary-school community or a Division I or II institution or conference office.

The committee shall report to the Committee on Academics and the Academic Requirements Committee.
4. **Committee Terms (NCAA Bylaw 21.6.5.3).**

Generally, committee members shall be appointed for a four-year team, which shall commence on January 1. After serving the initial team, a committee member may be appointed to an additional term. An individual who has served two terms on the committee may not serve further. Service will run concurrently with Academic Requirements Committee terms.

5. **Resignation Policy.**

If a committee member resigns, he or she must provide written notice to the NCAA staff liaison. When staff receives notice of resignation, the procedures to solicit and appoint a new committee member will be initiated and a new member will be appointed.

6. **Chair Selection.**

Nominations from committee members shall be solicited. The committee shall appoint the chair based on a majority vote. Generally, the chair shall serve in this capacity for the remainder of his or her term(s).

7. **Duties and Responsibilities.**

   a. **Chair.**

      (1) Lead all teleconferences and meetings; and

      (2) Recommend to the appropriate committee that members who are not discharging their duties be replaced.

   b. **Committee Members.**

      (1) Thoroughly review all materials before each teleconference and be prepared to discuss and decide each appeal;

      (2) Participate in all teleconferences and meetings;

      (3) Provide notice of inability to participate in a teleconference or meeting;

      (4) Recuse from cases when appropriate; and

      (5) Apply the PSA review directive and adhere to committee policies and procedures.

   c. **NCAA Staff.**

      (1) Review and process all cases consistent with the PSA review directive;

      (2) Render an initial decision for all validity reviews;
(3) Prepare all validity review appeals for consideration by the committee. Provide all information the committee requires to effectively conduct its work before, during and after appeal teleconferences;

(4) Present validity review appeals on a teleconference. During its presentation, the staff shall provide an overview of the case, including the facts, triggers and documentation. The staff shall also answer questions from the committee; and

(5) Provide the committee's decision to the involved institution as soon as reasonably possible, but not later than 24 hours after the decision.

8. Authority.

The Eligibility Center staff shall apply the PSA review directive and render an initial decision for all validity reviews.

9. Information Considered.

The staff and committee may consider the following information and documentation (not all inclusive) to determine whether an academic credential is invalid:

a. Academic programs offered at the high school or within the school district;

b. High school policies, bell schedule or academic calendar;

c. Prospective student-athlete's class schedule;

d. Statements from the prospective student-athlete, high school administrators, teachers, tutors, proctors, parents, guardians and/or other involved individuals;

e. Prospective student-athlete's class attendance records;

f. Instructor grade books;

g. Electronic versions of six-semester and eight-semester transcripts;

h. Evidence regarding course or standardized test completion;

i. Documentation from the Ministry of Education;

j. Information gathered via interviews; and/or

k. Any other information determined on a case-by-case basis.

10. Standard of Review.

In assessing the validity of a prospective student-athlete's academic credential(s), the staff and committee shall use clear and convincing evidence as the standard of review. Thus, in order for a student's academic credential(s) to be invalidated via the PSA review process, the evidence must highly and substantially support that the academic credential is invalid (inaccurate, false or misleading) for purposes of meeting initial-eligibility requirements.

After reviewing all information and documentation, the staff and/or committee shall render one of the following decisions.

a. Validate. The evidence does not highly and substantially support that the academic credential is invalid (inaccurate, false or misleading). Thus, the academic credential may be used for initial-eligibility purposes.

b. Invalidate. The evidence highly and substantially supports that the academic credential is invalid (inaccurate, false or misleading). Thus, the academic credential will not be used for initial-eligibility purposes.

Review/Invalidation of Academic Credentials after Initial-Eligibility Certification.

When the staff receives information after a prospective student-athlete’s final academic certification has been released that an academic credential (e.g., credit, grade, transcript, test score) may be invalid (inaccurate, false or misleading), staff shall determine whether to initiate a validity review. If a validity review is initiated, the staff shall notify the institution and the student's final academic certification decision shall be placed under review until the staff determines whether the academic credential in question is valid for purposes of meeting initial-eligibility requirements. If an academic credential is invalidated, the final academic certification shall be updated and the institution must report any violation that may have occurred as a result of the student's receipt of athletics aid or participation in practice or competition and declare the student ineligible for competition (NCAA Bylaw 14.1.2.1). The staff may also notify, involve or share information with other national office staff members (e.g., enforcement).

12. Reconsiderations/Appeals.

a. Reconsiderations. After the staff or committee has rendered a decision on a PSA review case, the institution may request reconsideration by the staff or committee based on new information that was not reasonably available at the time of the decision. The staff has discretion to determine whether this threshold has been met. Cases with new or additional information may not be heard by the committee until the staff has reviewed the new information. When reconsidering a case based on new information, the staff and/or committee may review the prospective student-athlete’s entire academic record.

b. Appeals. After the staff has issued a PSA review decision, the institution may appeal to the committee. An institution's written intent to appeal must be made to the case manager within 30 calendar days of receiving written notice of the staff decision. Any appeal submitted after 30 calendar days must include an explanation of why the appeal was not submitted within 30 calendar days. The committee chair has discretion to determine whether any appeal submitted after 30 calendar days shall be heard by the committee.

Generally, the committee shall meet via teleconference once per week at an established time or as needed. All case materials will be scanned and placed on an NCAA secure website for review. Each committee member is responsible for reviewing materials before the teleconference, which may not be recorded.

Before the appeal teleconference, the institution shall designate one representative, who must be an institutional employee or outside counsel retained by the institution, to participate during the teleconference. This representative shall be the only individual from the institution permitted to directly address the committee, and shall be the only individual to whom the committee directs questions. If the institution chooses to have the prospective student-athlete present during the teleconference (e.g., listening on speaker phone), the committee shall not directly address the student.

The chair shall begin by reviewing the minutes from the committee's prior teleconference. After the minutes are approved with any noted revisions, the chair shall proceed to the appeal cases, which are considered individually.

NCAA staff shall direct the institutional representative(s) to sign on to the teleconference once the committee chair has called the institution's case for review.

The committee chair shall provide the case manager 10 minutes to present an overview of the information and documentation, as well as the staff decision and rationale. Thereafter, the committee chair shall provide the institutional representative 10 minutes to present its case regarding the validity of the academic credential(s) at issue on appeal. Neither the staff nor the institution may present new information or documentation to the committee during the teleconference.

After the case manager and the institutional representative have presented, the committee shall have the opportunity to ask questions regarding information presented by the staff or the institution. When the committee has determined it has obtained all information necessary for deliberation, the chair shall direct the case manager and the institutional representative to depart from the teleconference, asking them to be available if the committee needs to request any additional information. The chair and the staff liaison shall ensure the case manager and the institutional representative have departed the teleconference before deliberation.

Following deliberation, there shall be a motion and second, followed by a vote. Appeal cases are decided by a majority vote of all members present and voting. The committee's decision shall be final and binding.

After the committee renders a decision, staff shall provide the decision to the institution within 24 hours of the teleconference.

A committee member or NCAA staff member shall recuse himself or herself from participating in proceedings (i.e., staffing a case or deliberating as a committee member) of a PSA review case when he or she is directly connected with the involved institution. This includes, but is not limited to, a member institution, conference or secondary school. A committee or staff member with a personal relationship or institutional affiliation that reasonably would result in the appearance of bias or prejudice should refrain from participating in any manner in processing a review request. It is the responsibility of the committee or staff member to recuse from participation if a conflict exists. Institutional objections to a committee or staff member participating in the review of a case should be raised with and resolved by the chair or the most senior member of the committee as soon as recognized, but will not be considered unless the concern is raised before the scheduled teleconference. Exceptions to the recusal policy may be granted by the chair or most senior member of the committee due to time constraints.

15. Conflict of Interest.

The NCAA is a voluntary Association comprised of colleges, universities, conferences and other organizations, and governed through a membership-led committee structure. Within the governance structure, committee members must carefully balance their responsibilities to their respective institutions and/or conferences with the obligation to advance the interests of the Association, the division, or the sport, and ultimately enhance the student-athlete experience. While the fiduciary obligations of committee members to their own institution, their conference, and to the Association ordinarily are not in conflict, it is recognized that as a representative membership organization, committee members’ fiduciary obligations are first to their institution, second to their conference, and third to the Association. NCAA committee service involves important ethical and moral obligations. Committee integrity is critical to the decision-making process and includes trust, confidentiality and honesty in all issues and aspects of service and representation. NCAA committee members shall disclose any conflict or potential conflict between their respective personal, professional, institutional, conference, or business interests and the interests of the Association that may affect or otherwise threaten such integrity, in any and all actions taken by them on behalf of the Association, for committee evaluation under this Statement.

In addition to any fiduciary obligation to their institution and conference, committee members also have a fiduciary duty to the Association not to use knowledge or information obtained solely due to service on that committee to the disadvantage of the Association during the term of committee service. Further, a committee member shall not participate in the committee’s discussion or vote on any action that might bring direct or indirect personal financial benefit to the member or any organization (other than the member’s institution or conference) in which the member is financially interested. A committee member should also not participate in a discussion or vote for which the member’s institution or conference is to be accorded a special benefit beyond benefits shared with other institutions or conferences or is to receive a penalty or disqualification. A violation of either of the above rules by a
A committee member is responsible for advising the chair of any actual or potential conflicts of interest or obligations which he/she may have hereunder, and should recuse him/herself from participating in proceedings, as may be warranted by this policy. Abuse of one’s position as a member of a committee may result in dismissal from that position. Where such abuse appears evident, a committee member will be notified by the committee chair and will have the opportunity to present a rebuttal or details of the situation.


Committee members shall not communicate any information related to specific PSA review cases to anyone other than NCAA staff or other committee members. Under no circumstances shall information related to a prospective student-athlete’s academic record or review case be communicated with any other person (e.g., media representative, parent, member institution, conference office).

17. Speaking Agent.

The president of the Association and the chair of the Executive Committee are the only individuals authorized to speak on behalf of the Association except as outlined below. An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the Executive Committee of the Association as a speaking agent of the Association on that issue. Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees’ jurisdiction on which there is consensus, except that positions of advocacy on behalf of the committee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the NCAA Executive Committee or the president of the Association. The president of the Association is hereby granted authority to designate additional speaking agents of the Association.

18. Absences.

Appeals may be time sensitive; thus, the staff and committee must ensure member institutions receive decisions as quickly as possible.

It is imperative that all committee members are present on each teleconference. There may be times when a committee member is unable to participate on a teleconference due to other commitments or circumstances beyond his or her control. However, if such circumstances arise, the committee member is responsible for informing the staff immediately so the teleconference may be rescheduled, if necessary.
ACTION ITEMS.

- There were no action items to vote on at this meeting.

INFORMATIONAL ITEMS.

1. Review of current International Student Records Committee roster.

2. Review of the October 2015 Meeting Report. The committee approved the report from the October 27, 2015, meeting.

3. Review of New Credential Name. *Australia’s Australia Capitol Territory (ACT) Senior Secondary Certificate*. Academic certification staff presented the ACT Senior Secondary Certificate as an acceptable form for proof of high school graduation noting that this was a name change, effective December 2015 for the previously offered ACT Year 12 Certificate. Information directly from the ACT Board of Senior Secondary Studies website was presented to support this change. Staff first received this certificate under its new name in January 2016 for the ACT, Australia December 2015 graduates. The committee approved the ACT Senior Secondary Certificate as an acceptable form for proof of high school graduation effective immediately and instructed the staff to update the NCAA Guide to International Academic Standards for Athletic Eligibility.

4. Review of Bolivia’s Grading Scale. Academic certification staff presented a change in Bolivia’s numeric grading scale. Staff first received transcripts in 2015 showing one academic year of grades utilizing a 100-point grading scale, rather than the previous 70-point grading scale. Staff presented the committee with sample transcripts showing the new grading scale and information regarding the new scale from AACRAO-EDGE and NARIC educational databases. The committee approved the new scale as: 77-100 (A); 64-76 (B); 51-63 (C) and 0-50 (F) effective immediately and instructed the staff to update the International Guide.

5. Review of revised international-specific initial-eligibility policies for international academic certifications. At the October 27, 2015 committee meeting, academic certification staff were instructed to draft the new methodology’s policies and procedures and present for committee final approval at the April 12, 2016 International Student Records Committee meeting. Staff presented policy and procedure for the new methodology as well as 80 new country profiles. The committee approved all country profiles as presented or amended. The committee also suggested revisions to improve the clarity of the split file disclaimer language and to increase the size of the vocational credential disclaimer language.
The committee also affirmed the current Carnegie-system crediting policy and approved the new methodology’s crediting policy exceptions for the following countries: Australia, Mexico and New Zealand. In addition, follow-up research for the October 2016 committee meeting was requested for the following countries:

- Seat times for year nine courses in South Africa (the committee noted that supporting documentation for this policy from the Ministry of Education was dated 2010); and
- Seat times for year nine through year twelve courses in China, Taiwan, Japan and The Republic of Korea.

The committee approved the staff’s request to immediately apply the new methodology to existing Category 1 and Category 2 transcript-based final evaluations. Further, all Category 1 and Category 2 exam-based final evaluations will continue under the current methodology. In addition, until the new methodology is published in the updated International Guide, the committee approved the staff’s request to initiate an interim evaluation process. This interim process allows the reevaluation of all Category 1 and Category 2 exam-based final nonqualifier decisions (that were derived under the old methodology) for evaluation under the new methodology. The staff will update the International Guide after committee final approval in fall 2016.

The committee also approved the staff’s messaging plan to immediately provide notification regarding the interim evaluation process via the NCAA Eligibility Center web portal account Tasks to all international and U.S. split file prospective student-athletes. The Task language will inform the prospective student-athlete and recruiting member institutions that, if the prospective student-athlete’s academic certification results in a nonqualifier decision (based upon the current Category 1 or Category 2 leaving exam policy and procedure), the staff are authorized to reevaluate the academic certification using the new methodology (using yearly marks starting at Year nine) to assess whether the prospective student-athlete could achieve qualifier status, as long as the Eligibility Center receives valid and official academic documents (yearly marks, assessments and/or transcripts) according to NCAA Bylaw 14.3.1.1-(a).

The staff's request to immediately start preliminary evaluations for all international-to-U.S. split file prospective student-athletes was approved by the committee. The committee also approved the staff’s request to begin preliminary evaluations on fall 2016 international prospective student-athlete enrollees presenting Category 1 and Category 2 transcript-based academic credentials. Further, the committee approved preliminary evaluations using the new methodology for the fall 2017 international prospective student-athlete enrollees starting in the late fall 2016 (date to be determined by early fall 2016).

The committee will revisit the progress of the new methodology at the October 2016 meeting. Additional country profiles and additions to the new version of the International Guide will be made available to the committee via Committee Zone before final publication (date to be determined in late fall 2016 following committee final approval).
6. **Review relevant regulations (bylaws, interpretations, and educational columns) pertaining to the revised international academic initial-eligibility policies as well as staff’s proposed modifications.** At the October 27, 2015 committee meeting, the academic certification staff reviewed existing regulations (bylaws, interpretations, education columns and the International Guide), relevant to international academic certification policies. In the course of the review, and in lieu of the staff’s recommendation to implement the new international academic certification methodology, the staff noted numerous rules challenges between the International Guide and the existing regulations. The committee’s approval of the new methodology at the October 27, 2015 meeting naturally corrected any regulatory challenges that previously existed within the International Guide.

Staff presented recommendations to edit or remove existing language from the current regulations (bylaws, interpretations, and educational columns) to ensure regulatory alignment between the regulations (bylaws, interpretations, and educational columns) and the new International Guide (drafting currently in process; publish date to be determined in lieu of new methodology launch date to be determined in late fall 2016). The committee approved the staff’s suggested edits.

7. **Review of future meeting dates.**

   a. **Meeting Dates for October 24-26, 2016; Indianapolis, Indiana.**
      
      (1) Monday, October 24 - Travel to meeting in Indianapolis.
      
      (2) Tuesday, October 25 - Full committee meeting in morning and afternoon.
      
      (3) Wednesday, October 26 - Full committee meeting in the morning.
      
      (4) Wednesday, October 26 - Return travel after noon Eastern Time.

   b. **Meeting Dates for April 24-26, 2017; Indianapolis, Indiana.**
      
      (1) Monday, April 24, 2017 – Travel to meeting in Indianapolis.
      
      (2) Tuesday, April 25, 2017 - Full committee meeting in morning and afternoon.
      
      (3) Wednesday, April 26, 2017 – Full committee meeting in morning.
      
**Staff Liaison(s):**  Elizabeth Coleman, Assistant Director of Academic Certification, International.  
Maureen Snow, Assistant Director of Academic Certification, International.

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<tbody>
<tr>
<td><strong>Attendees:</strong></td>
</tr>
<tr>
<td>Brittany E. Henson, Palm Beach Atlantic University, Independent</td>
</tr>
<tr>
<td>Frank Keenan, Henderson State University, Great American Conference</td>
</tr>
<tr>
<td>Amy King, Vice Chair, University of California, Los Angeles, Pac-12 Conference</td>
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<tr>
<td>Ruth Lopez, University of North Florida, Atlantic Sun Conference</td>
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<tr>
<td>Meghan Miller, Sacred Heart University, Northeast Conference</td>
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<tr>
<td>Jennifer Minke, Chair, Texas A&amp;M University, Lone Star Conference</td>
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<tr>
<td><strong>Absentees:</strong></td>
</tr>
<tr>
<td>None</td>
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<tr>
<td><strong>Guests in Attendance:</strong></td>
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<tr>
<td>None</td>
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<tr>
<td><strong>NCAA Staff Support in Attendance:</strong></td>
</tr>
<tr>
<td>Morgan Adcock, Coordinator of Academic Certification, International</td>
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<tr>
<td>Allie Durben, Coordinator of Academic Certification, International</td>
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<tr>
<td>Dan Grady, Associate Director of Academic Certification</td>
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<tr>
<td>Scott Johnson, Director of Academic Certification</td>
</tr>
<tr>
<td><strong>Other NCAA Staff Members in Attendance:</strong></td>
</tr>
<tr>
<td>Ashley Thornburg, Eligibility Center</td>
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NCAA
Association Wide
International Student Records Committee

Policies and Operating Procedures

October 2015
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1. **Legislated Duties of the International Student Records Committee.**

   The committee shall assist in reviewing initial-eligibility standards for international students. (21.6.3.1 International Student Records Committee- Duties)

2. **Committee Composition and Reporting Lines.**

   Pursuant to NCAA Bylaw 21.6.3.1, the committee shall consist of six members, including two Division I representatives, two Division II representatives and two representatives who may be from either Division I or II.

   The committee shall report to the Committee on Academics and Academic Requirements Committee.

3. **Committee Terms.**

   Committee members shall be appointed for one three-year term. Members may be appointed to an additional term(s) on the committee after completion of a term. An individual who has served three consecutive terms on the committee may not serve further on that committee.

4. **Selection of Committee Chair.**

   Nominations from committee members shall be solicited. The committee shall appoint the chair based on a majority vote. The committee chair serves a three-year term and is reappointed by recommendation of the committee.

5. **Selection of Ad Hoc Members.**

   In order to facilitate its work or bring needed expertise on particular issues, a committee may recommend to the chair that an ad hoc member(s) be appointed to the committee. The committee has the authority to appoint and dismiss committee ad hoc members. No ad hoc members shall serve as full committee members unless otherwise legislated. All ad hoc members serve as non-voting members of the committee.

6. **Agenda Development.**

   Any committee member, conference, or member institution may submit an agenda item for a full committee meeting. Agenda items should be sent to the committee’s primary staff liaison at the NCAA national office. The staff will consult with the committee member or conference to determine how best to handle the item and what supplementary material should be provided, if any. The item will be placed on the agenda, with the name of the member or conference that submitted the item. All student-specific information (e.g. name,
date of birth, student ID numbers, etc.) shall be redacted from all documentation provided. A minimum of one of the supplemental documents provided should be from direct first party sources (i.e., ministry of education, examinations board, etc.). Items should be submitted four weeks prior to the meeting, and the agenda and supplements will be placed on the secure NCAA Collaboration Zone website one week prior to the meeting.

7. Meeting Participation by Non-Committee Members.

Generally, appearances before the committee are by invitation only. Exceptions may be made by the International Student Records Committee or chair on a case-by-case basis.

8. Processing Committee Recommendations.

The committee follows these policies in processing recommendations at the semi-annual meetings:

a. Reports following each committee meeting will be posted. They shall include any recommendations the Committee has made.

b. If further deliberations are required, the committee may table the item or refer it for additional discussion at a future meeting or teleconference for additional committee discussion.

9. Cross-Committee Consultations.

For topics or agenda items under the purview of more than one committee or subcommittee within the governance structure, joint review by two or more bodies may be necessary. Such topics and issues shall be handled on a case-by-case basis, as determined by the chair and/or the relevant subcommittee chair. When issues are reviewed by multiple groups within the structure, such groups should work together to coordinate the communication of their recommendation(s).


Voting shall be based on a majority vote of all committee members present and voting.

11. Speaking Agent Policy.

“The president of the Association and the chair of the Executive Committee are the only individuals authorized to speak on behalf of the Association except as outlined below. An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the
Executive Committee of the Association as a speaking agent of the Association on that issue. Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees’ jurisdiction on which there is consensus, except that positions of advocacy on behalf of the committee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the NCAA Executive Committee or the president of the Association. The president of the Association is hereby granted authority to designate additional speaking agents of the Association.” (Excerpt from the April 2001 Executive Committee minutes.)

12. Conflict of Interest Policy.

"The NCAA is a voluntary Association comprised of colleges, universities, conferences and other organizations, and governed through a membership-led committee structure. Within the governance structure, committee members must carefully balance their responsibilities to their respective institutions and/or conferences with the obligation to advance the interests of the Association, the division, or the sport, and ultimately enhance the student-athlete experience. While the fiduciary obligations of committee members to their own institution, their conference, and to the Association ordinarily are not in conflict, it is recognized that as a representative membership organization, committee members’ fiduciary obligations are first to their institution, second to their conference, and third to the Association. NCAA committee service involves important ethical and moral obligations. Committee integrity is critical to the decision-making process and includes trust, confidentiality and honesty in all issues and aspects of service and representation. NCAA committee members shall disclose any conflict or potential conflict between their respective personal, professional, institutional, conference, or business interests and the interests of the Association that may affect or otherwise threaten such integrity, in any and all actions taken by them on behalf of the Association, for committee evaluation under this Statement.

In addition to any fiduciary obligation to their institution and conference, committee members also have a fiduciary duty to the Association not to use knowledge or information obtained solely due to service on that committee to the disadvantage of the Association during the term of committee service. Further, a committee member shall not participate in the committee’s discussion or vote on any action that might bring direct or indirect personal financial benefit to the member or any organization (other than the member’s institution or conference) in which the member is financially interested. A committee member should also not participate in a discussion or vote for which the member’s institution or conference is to be accorded a special benefit beyond benefits shared with other institutions or conferences or is to receive a penalty or disqualification. A violation of either of the above rules by a member of the committee shall not invalidate the action taken by the committee if, following disclosure of the conflict of interest, the committee authorizes, ratifies or approves the action by a vote sufficient for the purpose,
without counting the vote of the committee member with the conflict of interest, and the appropriate oversight body approves the action.

A committee member is responsible for advising the chair of any actual or potential conflicts of interest or obligations which he/she may have hereunder, and should recuse him/herself from participating in proceedings, as may be warranted by this policy. Abuse of one’s position as a member of a committee may result in dismissal from that position. Where such abuse appears evident, a committee member will be notified by the committee chair and will have the opportunity to present a rebuttal or details of the situation.” (Excerpt from the August 2008 NCAA Executive Committee minutes.)


The committee meets two times annually (April and October). Committee members who are not in attendance at two consecutive meetings will be contacted by the chair of the committee. Further absences will result in the chair contacting the member institution to discuss the member’s excessive absences. In addition, the chair may use discretion to initiate contact regarding other circumstances of excessive absences (e.g., multiple nonconsecutive absences).

14. ISRC Advisory Opinion on Enrollment Status at an International Institution.

NCAA Divisions I and II institutions, per NCAA Bylaw 14.01.1, are responsible for certifying a student-athlete's transfer eligibility. As part of this analysis, the institution must determine whether the student-athlete triggered transfer status, per NCAA Bylaw 14.5.2.

As part of this process, the ISRC may provide an advisory opinion regarding whether a student-athlete enrolled in a minimum, full-time program of studies in any quarter or semester of an academic year at an international institution. An advisory opinion may be provided in the following scenarios:

a. The International institution does not distinguish between full- and part-time enrollment;

b. The International institution considers all students to be enrolled full time, regardless of the number of hours or credits attempted during a quarter or semester; or

c. The Division I or II institution documents written attempts (e.g., email) to contact the International institution's registrar or admissions office without receiving a response.

NOTE: The ISRC will not review documentation to confirm the institution's analysis regarding whether a student-athlete triggered full-time enrollment.
If a scenario above exists and the institution would like to request an ISRC advisory opinion, the institution's compliance office must submit this form (including the student's information below), along with an electronic version of the following documentation, to ec-processing@ncaa.org:

a. Copies of the student-athlete's transcripts in native language and a certified line-by-line English translation for all quarters or semesters of enrollment at the International institution; and

Note: Evaluations from third-party credential evaluators are not acceptable.

b. Documentation to support that the International institution does not distinguish between full- and part-time enrollment, considers all students to be full time regardless of credits or hours attempted, or did not respond to written attempts from the NCAA member institution.

15. Documentation Requirements for an Initial-Eligibility Academic Certification.

Divisions I and II legislation outlines a duty of the committee to instruct the Eligibility Center on procedures for reviewing international student records.

As part of this process, the committee specifies that the general certification requirements necessary to complete a certification include accurate, complete and official academic documents, including the staff’s ability to hold the certification, ask additional questions or require additional documentation, as appropriate. A hold of the academic certification may also be triggered by the submission of an academic inconsistency form from a member institution if inconsistencies on information available on campus to that of records on file with the Eligibility Center exist.
Background.

The NCAA High School Review Committee (“HSRC”) reviews its policies and procedures annually. Since October 2015, the HSRC has worked collaboratively with the NCAA Eligibility Center staff, office of legal affairs, external stakeholders, and a paid consultant to address challenges associated with previous versions of the policies and procedures. Specifically, the revised 2016-17 policies and procedures:

1. Establish criteria for review across all areas of the high school review process;
2. Clarify procedures associated with all areas of the high school review process; and
3. Institute high school account statuses and subsequent implications.

Rationale.

In response to changes in secondary education, the HSRC has revised its policies and procedures a number of times since its creation in 2006. The changes over time, however, resembled a patchwork of revisions rather than a comprehensive approach to engaging with the secondary school community. This can be attributed to operational changes (e.g., the creation of the Eligibility Center to replace the Clearinghouse) as well as policy and legislative changes (e.g., nontraditional courses).

Amid calls for increased transparency and consistency from the membership and the secondary school community, the HSRC began reviewing its policies and procedures in October 2015. This effort included not only a review of staff procedures, but also the criteria by which all high school review decisions are reached. The changes reflected in the 2016-17 HSRC policies and procedures, which were adopted by the HSRC during its May 12, 2016 teleconference, are intended not only to provide greater clarity to the high school review process, but also address potential legal risk.

Highlights.

1. **Criteria for review.** There are four primary types of reviews conducted by the high school review staff: (a) account reviews (i.e., reviewing the validity of a high school), (b) nontraditional program reviews, (c) core-course reviews, and (d) courses pending individual review on a student-by-student basis. For each of the review areas, criteria for review were adopted. These criteria were developed using published research, feedback from national secondary school associations, and a hired consultant.

2. **Change in status policies.** Member institutions, prospective student-athletes, and secondary school representatives rely on the Eligibility Center website to know whether courses, programs, and schools may be used in the initial-eligibility certification process. Generally,
if the status of an approved course, program, or school changes, (i.e., audited, placed in review, etc.) it will be grandfathered through the remainder of the academic year in which the status was approved.

3. **High school account statuses.** As noted below, all high schools and secondary programs in the Eligibility Center database will be given a publicly-visible account status on the Eligibility Center website. Previously, the Eligibility Center website provided limited information about certain high schools using a free-form text box. Moving forward, the account status chart will clearly display each high school’s account status, as well as the implications of the associated status.

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<thead>
<tr>
<th>Account Status Type</th>
<th>May core courses be used?</th>
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<tbody>
<tr>
<td>Cleared</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Extended Evaluation</td>
<td>Pending Individual Review</td>
<td>Yes</td>
</tr>
<tr>
<td>Not Cleared</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>In Review</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Account suspended</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Closed</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>None</td>
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Legislated duties of the Committee (NCAA Divisions I and II Bylaws 14.1.2.2 and 21.6.4).

The NCAA High School Review Committee ("HSRC") shall have the authority to establish policies and procedures related to the academic review of high schools and to determine the validity of a high school (e.g., core courses, curriculum, grades) for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a high school shall not be used for the purpose of meeting initial-eligibility requirements. The policies and procedures for the review and determination of the validity of a high school shall be approved by the Division I Committee on Academics and the Division II Academic Requirements Committee.

The committee shall consist of nine members and shall be constituted as follows:

(a) One admissions officer of a Division I or Division II institution;

(b) One staff member of a Division I or Division II institution or conference office;

(c) One staff member of a Division I institution or conference;

(d) One representative from the Division II Academic Requirements Committee;

(e) Four representatives from the secondary-school community; and

(f) One member selected at large from either the secondary-school community or a Division I or II institution or conference office.

Committee members shall be appointed to one four-year term. A member’s term of service shall commence on the first day of July following appointment. A member may be appointed to one additional term. An individual who has served two terms may not be re-appointed. The term of service of the member serving on the Division II Academic Requirements Committee shall run concurrently with his or her service on that committee.

Committee Member Responsibilities.

1. Provide oversight and guidance to the high school review staff as it applies to the committee policies and procedures;

2. Thoroughly review all materials before each teleconference and be prepared to discuss and decide each appeal;

3. Be present and participate in all teleconferences and meetings;

4. Provide notice of inability to participate in a teleconference or meeting;
5. Recuse from cases when appropriate; and

6. Adhere to committee policies and procedures.

Selection of Committee Chair and Vice Chair.

Nominations from committee members shall be solicited. The committee shall appoint the chair and vice chair based on a majority vote. Generally, the chair or vice chair shall serve in this capacity for the remainder of his or her term.

Responsibilities of the committee chair, or vice chair acting as chair, include:

1. Track academic-related issues and work with NCAA staff to strategically prioritize academic issues;

2. Oversee development of committee agendas;

3. Lead in-person and teleconference meetings, including appeal hearings;

4. Recommend to the appropriate committee that a member be replaced if he or she is not discharging duties.

Conflict of Interest Policy.

The NCAA is a voluntary Association comprised of colleges, universities, conferences and other organizations, and governed through a membership-led committee structure. Within the governance structure, committee members must carefully balance their responsibilities to their respective institutions and/or conferences with the obligation to advance the interests of the Association, the division, or the sport, and ultimately enhance the student-athlete experience.

While the fiduciary obligations of committee members to their own institution, their conference, and to the Association ordinarily are not in conflict, it is recognized that as a representative membership organization, committee members’ fiduciary obligations are first to their institution, second to their conference, and third to the Association. NCAA committee service involves important ethical and moral obligations. Committee integrity is critical to the decision-making process and includes trust, confidentiality and honesty in all issues and aspects of service and representation. NCAA committee members shall disclose any conflict or potential conflict between their respective personal, professional, institutional, conference, or business interests and the interests of the Association that may affect or otherwise threaten such integrity, in any and all actions taken by them on behalf of the Association, for committee evaluation under this Statement.
In addition to any fiduciary obligation to their institution and conference, committee members also have a fiduciary duty to the Association not to use knowledge or information obtained solely due to service on that committee to the disadvantage of the Association during the term of committee service. Further, a committee member shall not participate in the committee’s discussion or vote on any action that might bring direct or indirect personal financial benefit to the member or any organization (other than the member’s institution or conference) in which the member is financially interested. A committee member should also not participate in a discussion or vote for which the member’s institution or conference is to be accorded a special benefit beyond benefits shared with other institutions or conferences or is to receive a penalty or disqualification. A violation of either of the above rules by a member of the committee shall not invalidate the action taken by the committee if, following disclosure of the conflict of interest, the committee authorizes, ratifies or approves the action by a vote sufficient for the purpose, without counting the vote of the committee member with the conflict of interest, and the appropriate oversight body approves the action.

A committee member is responsible for advising the chair of any actual or potential conflicts of interest or obligations which he/she may have hereunder, and should recuse him/herself from participating in proceedings, as may be warranted by this policy. Abuse of one’s position as a member of a committee may result in dismissal from that position. Where such abuse appears evident, a committee member will be notified by the committee chair and will have the opportunity to present a rebuttal or details of the situation.

Speaking Agent Policy.

The president of the Association and the chair of the Executive Committee are the only individuals authorized to speak on behalf of the Association except as outlined below.

An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the Executive Committee of the Association as a speaking agent of the Association on that issue.

Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees’ jurisdiction on which there is consensus, except that positions of advocacy on behalf of the committee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the NCAA Executive Committee or the president of the Association.

The president of the Association is hereby granted authority to designate additional speaking agents of the Association.
Confidentiality.

Committee members shall not communicate any information related to a specific review to anyone other than NCAA staff or other committee members. Under no circumstances shall information related to a high school’s account or review case be communicated with any other person (e.g., media representative, parent, member institution, conference office). HSRC members shall refer all inquiries to the NCAA staff supporting the HSRC.

Ex Parte Communication.

In order to maintain the integrity of the high school review process, the influence of outside discussions and arguments should be kept to a minimum. Once an issue has been submitted to the committee for review, each committee member shall not discuss the issue with non-committee members (e.g., the public or the membership) prior to discussion by the committee.

Quorum.

There must be a quorum present to conduct an appeal. Quorum is defined as a simple majority of the HSRC present and voting, which means five (5) HSRC members are necessary for a decision.

Absences.

Appeals may be time sensitive; thus, the staff and committee will work in good faith to provide high schools with decisions as quickly as possible. It is imperative that all committee members are present on each teleconference. There may be times when a committee member is unable to participate on a teleconference due to other commitments or circumstances beyond his or her control. However, if those circumstances arise, it is the committee member’s responsibility to inform the staff immediately so an alternate call may be scheduled, if necessary.

Appeals.

The committee determination shall be final, binding and conclusive and shall not be subject to further review by any other authority within the NCAA.

Recusal.

A member of the HSRC shall recuse himself or herself if he or she is directly connected in any way to the high school being considered (see Conflict of Interest Policy). The discretion for recusal is left to the HSRC member in consultation with the HSRC chair.
Revision of Policies and Procedures.

The HSRC shall review and update its policies and procedures from time to time as it deems necessary, in its discretion. If material changes are made, the policies and procedures will be provided to the Division I Committee on Academics and the DII Academic Requirements Committee for approval.

Definitions.

For purposes of these policies and procedures, the following definitions shall apply:

- **High school**: Includes all secondary school institutions from which courses, grades, transcripts, and/or proof of graduation may come, including but not limited to high schools, virtual schools, and home schools.

- **Home school**: A high school in which the parent or guardian oversees curriculum, instruction, and assessment of student work in accordance with state law.

- **High school account**: The operational identification of a high school.

- **High school program**: An instructional model at a high school that is subject to nontraditional core course legislation.

- **Proof of graduation**: Evidence of satisfactory completion of high school graduation requirements.

- **High school review staff**: The Eligibility Center’s high school review staff members.

- **NCAA staff supporting the HSRC**: The NCAA staff liaison(s) to the HSRC.

- **NCAA staff supporting the HSRC for not cleared decisions**: The NCAA staff member(s) who supports the HSRC during its review of high schools that have appealed a not cleared decision from the high school review staff.
High School Account Review Procedures

Identification for Review.

High schools may be reviewed based on three methods of identification:

1. High schools seeking to have their courses used in the initial-eligibility certification process for the first time.

2. Randomized review of any high school in the Eligibility Center database.

3. Information indicating there may be issues related to the validity of a high school (e.g., curriculum, instruction, assessment, quality control, etc.) for the purpose of meeting initial-eligibility requirements, which may include but is not limited to:

   a. Transcript irregularities/discrepancies;
   b. Academic practices inconsistent with information reported to the NCAA;
   c. Changes to a high school’s academic oversight;
   d. Changes to a high school’s curriculum and/or instructional model;
   e. Change in membership or affiliation with the state high school athletic association;
   f. Unconventional academic policies;
   g. Information indicating a high school’s courses may not satisfy NCAA core course legislation;
   h. Unorthodox enrollment practices;
   i. Preferential treatment of student-athletes;
   j. Items noted in the Prospective Student-Athlete Review Trigger List (overseen by the NCAA Student Records Review Committee); or
   k. Other information reported to or gathered by the NCAA indicating there may be issues related to the validity of a high school at the high school.

Staff Review Procedures.

If a high school is in review, the high school review staff is obtaining further information regarding the high school. Information may be gathered through various means, including but not limited to, review questionnaires, document submission, written correspondence, telephone conversations, publicly available information, or through a site visit, including observations and interviews. The high school review staff has the authority to request any information pertinent to the review. The high school review staff has the authority to use other information reported to or gathered by NCAA staff, including from sources outside the high school. The high school review staff may receive information from any source, including state high school associations, member
institutions, educational oversight entities, individuals reporting specific information regarding a particular high school, high school administrators or staff, and/or students. High school review staff will memorialize in the high school’s account information that results in the high school being placed in review, including information obtained from a source other than the high school.

The high school review staff shall notify the high school that the school is in review when the high school review staff seeks clarification from the high school on specific issues. At that time, the high school’s account status will be changed to “in review” (see possible account statuses) on the Eligibility Center website.

As part of the high school review process, high schools must acknowledge all documentation submitted is complete and final and is submitted by the appropriate academic authority. Schools must also acknowledge that providing false or misleading information during the review process may result in information being shared with the appropriate educational oversight entities (e.g., regional accrediting agency, state department of education, district superintendent, charter authorizer, school board, etc.).

**Site Visits.**

Though not required in each case, a site visit of a high school in review may be conducted as part of the high school review process. High school review staff, or their designated representative(s), may conduct a site visit for the purpose of collecting additional information about a high school. Any relevant and material information collected by high school review staff during the site visit will be memorialized in the high school’s account. The site visit may be conducted with or without advance notice to the high school.

If a site visit is conducted, the high school is expected to cooperate fully with the representatives from the high school review staff during that visit. The high school's failure to reasonably cooperate with the high school review staff (or its representative(s)) may result in the high school not being cleared for use in the initial-eligibility process. If during a site visit a high school indicates it will not cooperate with the visit, the individual conducting the visit will provide the high school with notice of the policy regarding site visits and notification that failure to cooperate in the site visit may result in the high school not being cleared (see possible account statuses).

**Interviews.**

High school review staff may conduct interviews as part of the review process or when an individual wishes to share information regarding a particular high school. Interviews may be conducted by telephone or in person. The interviews may be recorded by the high school review staff or its designated representative(s), but recording is not required. Interviews may be conducted with anonymous or confidential sources.
Sharing Information.

Information received, collected, or otherwise obtained by high school review staff may be shared within the NCAA national office, with NCAA member institutions, and/or relevant third parties (e.g., academic oversight bodies).

Criteria for Review for High School Account Review.

In making its determination, the high school review staff will consider the presence, frequency, and severity of issues associated with a high school’s quality control and integrity across the following focus areas:

- School policies and/or operations (e.g., attendance policies).
- Curriculum, instruction, and assessment (e.g., course assessments inconsistent with information provided to the NCAA).
- Other areas deemed relevant by the high school review staff within the review (e.g., academically-related preferential treatment).

Notice of Issues.

Prior to any decision to not clear a high school (see possible account statuses), high school review staff will provide the high school with written notice of the issues identified by the staff. After its receipt of such notice, the high school will have an opportunity to respond, in accordance with the timeline and other procedures set forth out below.

Possible Account Statuses.

The high school review staff shall have the authority to render an account status decision for all high schools under review, and such decision shall be referred to as the high school’s “account status.” After reviewing the relevant and material information, the high school review staff will render one of the following statuses:

- **Cleared.** The high school review staff will render an account status decision of “cleared” if it does not render the high school an account status of “not cleared” or “extended evaluation” (and the high school does not otherwise have an account status of “in review,” “account suspended,” “closed,” or “none”). Core courses and proof of graduation from the high school may be used in the initial-eligibility certification process. The review of high schools for initial-eligibility purposes is an ongoing process, and any high school may be subject to further review at a later date.
• **Extended Evaluation.** The high school review staff will render an account status decision of “extended evaluation” if it determines, based upon the information available to it, it is more likely than not that the high school has issues related to quality control and integrity. The use of core courses in the initial-eligibility certification process is pending individual review. Courses designated as pending individual review require the submission of student-specific documents, which high school review staff will review on a case-by-case basis using the criteria for review for courses pending individual review (set forth below). The extended evaluation period may be for up to two academic years, or two calendar years for schools on a nontraditional calendar. During the extended evaluation period, the school may be asked to provide additional documentation (e.g., master schedule), and may be subject to additional review if issues related to the validity of a high school are identified during that time. The high school will be notified if issues related to the validity of a high school are observed during the extended evaluation period. If no issues related to the validity of a high school are observed during the extended evaluation period, the school will be cleared, effective upon notice from the high school review staff. High schools designated with the Extended Evaluation account status may appeal to the HSRC, unless such designation was rendered by the HSRC following a high school’s appeal of a “not cleared” decision.

• **Not cleared.** The high school review staff will render an account status decision of “not cleared” if it determines, based upon the information available to it, issues related to quality control and integrity at the high school clearly exist. Core courses and proof of graduation from the high school may not be used in the initial-eligibility certification process. High schools designated with this account status may appeal to the HSRC.

• **In review.** High school review staff is obtaining further information and a decision has not been rendered. While in review, core courses and proof of graduation from the high school may not be used in the initial-eligibility certification process.

• **Account suspended.** Failure by the high school to provide a complete response to any information requested within a defined timeframe may result in a suspended account. During this time, core courses and proof of graduation from the high school may not be used in the initial-eligibility certification process. A high school designated with a suspended account may resume its review by giving written notice to the high school review staff. Following such notice, the high school’s account status will change to “in review.”

• **Closed.** The high school is no longer in operation. Core courses and proof of graduation will not be used in the initial-eligibility certification process.

• **None.** The high school has not been identified for review. Core courses and proof of graduation from the high school will not be used in the initial-eligibility certification process.
**Change in account status policy will be applied when applicable.**

**Change in Account Status.**

If a previously-cleared high school is identified for review, written notice will be provided to the high school that its core courses and proof of graduation will be approved through the remainder of the academic year in which the high school was identified for review. For high schools that do not operate on a traditional academic calendar, core courses and proof of graduation will be approved for students with an enrollment date prior to and including the date the high school was identified for review.
Core Course Review Procedures

Applicable Legislation.

NCAA Bylaw 14.3.1.2. For purposes of meeting the core-curriculum requirement to establish eligibility at a member institution, a "core course" must meet all of the following criteria:

(a) A course must be a recognized academic course and qualify for high school graduation credit in one or a combination of the following areas: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy;

(b) A course must be considered college preparatory by the high school. College preparatory is defined for these purposes as any course that prepares a student academically to enter a four-year collegiate institution upon graduation from high school;

(c) A mathematics course must be at the level of Algebra I or a higher-level mathematics course;

(d) A course must be taught by a qualified instructor as defined by the appropriate academic authority (e.g., high school, school district or state agency with authority of such matters); and

(e) A course must be taught at or above the high school's regular academic level (remedial, special education or compensatory courses shall not be considered core courses). However, the prohibition against the use of remedial or compensatory courses is not applicable to courses designed for students with education-impacting disabilities.

Identification for Review.

A high school course may be reviewed based on three methods of identification:

1. A high school submits a course for review through the Eligibility Center website.

2. Randomized review of any high school in the Eligibility Center database.

3. The high school review staff discovers a course (or group of courses) during the normal course of business that potentially does not satisfy NCAA legislative requirements (e.g., erroneously placed on a high school’s list of approved courses).
Staff Review Procedures.

If a course is in review, the high school review staff is obtaining further information regarding the course and a decision has not been rendered. Information may be gathered through various means, including but not limited to, document submission, written correspondence, telephone conversations, publicly available information, or through a site visit, including observations and interviews. The high school review staff has the authority to request any information pertinent to the review. The high school review staff may use third party resources in its review of a course, which may be used as part of the review process. In addition, the high school review staff has the authority to use other information reported to or gathered by NCAA staff, including from sources outside the high school. High school review staff will memorialize in the high school’s account information that results in the high school core course(s) being placed in review, including information obtained from a source other than the high school.

As part of the core course review process, high schools must acknowledge all documentation submitted is complete and final and is submitted by the appropriate academic authority. High schools must also acknowledge that providing false or misleading information during the review process may result in information being shared with the appropriate educational oversight entities (e.g., regional accrediting agency, state department of education, district superintendent, charter authorizer, school board, etc.).

Sharing Information.

Information received, collected, or otherwise obtained by high school review staff may be shared within the NCAA national office, with NCAA member institutions, and/or relevant third parties (e.g., academic oversight bodies, government agencies).

Criteria for Review for Core Course Review.

To be considered college preparatory, courses must provide students the academic foundation for successful completion of academic work at the four-year college level (Appendix A).

As part of its review of a course, the high school review staff may request such information as it deems necessary and material to the review, including the following:

- Course description
- Outline of course contents (e.g., units, modules, competencies, topics covered in the course).
- Flow chart showing where course fits into school’s broader course offerings (if applicable).
- Samples of three major assessments (e.g., midterm, final exam, culminating project, etc.)
Possible decisions/outcomes.

The high school review staff shall have the authority to render a decision for all high school courses. After reviewing the relevant and material information, the high school review staff will render one of the following decisions:

- **Approved.** The high school review staff will approve a course as core if the high school provides information demonstrating that the course is more likely than not to satisfy the applicable core course criteria. Prospective student-athletes may use the course in the initial-eligibility certification process.

- **Additional information required.** The high school review staff needs additional information from the high school to reach a decision. Courses will be noted on the Eligibility Center website accordingly. Prospective student-athletes may not use the course in the initial-eligibility certification process.

- **Pending individual review.** The high school review staff will designate a course as pending individual review if (i) the high school has an account status of “extended evaluation,” or (ii) the high school fails to clearly demonstrate that the course is administered consistently for all students and not individualized on a student-by-student basis. Courses designated as pending individual review require the submission of student-specific documents, which will be reviewed pursuant to the criteria for review for courses pending individual review. Regardless of high school account status, certain courses may be designated on the Eligibility Center website as pending individual review.

- **Denied.** The high school review staff will deny a course as core if the high school fails to provide information demonstrating that the course is more likely than not to satisfy the applicable core course criteria. Prospective student-athletes may not use the course in the initial-eligibility certification process.

Change in Course Status Policy.

If a previously-approved core course is identified for review, written notice will be provided to the high school that its core course will be approved through the remainder of the academic year in which the course was identified for review. For high schools that do not operate on a traditional academic calendar, core courses will be approved for students with an enrollment date prior to and including the date the course was identified for review.
Related Staff Authority.

The high school review staff may render decisions related to Bylaw 14.3.1.2.4 (English as a second language courses) and Bylaw 14.3.1.2.5 (courses for students with education-impacting disabilities) pursuant to the criteria for review outlined in the core course review procedures.

The high school review staff may also render decisions related to Bylaw 14.3.1.2.6 (grade value of core courses). Staff shall not apply weighted grades for honors or advanced courses that do not have a regular-level equivalent.

District Level Determinations.

In some cases, school districts elect to manage their high school courses and programs at the district level. In these cases, communication regarding high school courses and/or programs will occur at the school district level.
Nontraditional Program Review Procedures

Applicable Legislation.

NCAA Bylaw 14.3.1.2.2. Courses taught via the Internet, distance learning, independent study, individualized instruction, correspondence, and courses taught by similar means may be used to satisfy NCAA core-course requirements if all of the following conditions are satisfied:

(a) The course meets all requirements for a core course as defined in Bylaw 14.3.1.2;

(b) The instructor and the student have ongoing access to one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;

(c) The instructor and the student have regular interaction with one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;

(d) The student's work (e.g., exams, papers, assignments) is available for evaluation and validation;

(e) Evaluation of the student's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies;

(f) The course includes a defined time period for completion; and

(g) The course is acceptable for any student and is placed on the high school transcript.

Identification for Review.

A nontraditional program may be reviewed based on three methods of identification:

1. A high school requests a review of its nontraditional program.

2. An NCAA staff member identifies a nontraditional program in need of review.

3. Randomized review of any high school in the Eligibility Center database.
Staff Review Procedures.

If a nontraditional program is in review, the high school review staff is obtaining further information regarding the program and a decision has not been rendered. Information may be gathered through various means, including but not limited to, review questionnaires, document submission, written correspondence, telephone conversations, publicly available information, or through a site visit, including observations and interviews. The high school review staff has the authority to request any information pertinent to the review. The high school review staff may use third party resources in its review of a course, which may be used as part of the review process. In addition, the high school review staff has the authority to use other information reported to or gathered by NCAA staff, including from sources outside the high school. High school review staff will memorialize in the high school’s account information that results in the high school’s nontraditional program being placed in review, including information obtained from a source other than the high school. As part of the program review process, high schools must acknowledge all documentation submitted is complete and final and is submitted by the appropriate academic authority. The program must also acknowledge that providing false or misleading information during the review process may result in information being shared with the appropriate educational oversight entities (e.g., regional accrediting agency, state department of education, district superintendent, charter authorizer, school board, etc.).

Sharing Information.

Information received, collected, or otherwise obtained by high school review staff may be shared within the NCAA national office, with NCAA member institutions, and/or relevant third parties (e.g., academic oversight bodies).

Criteria for Review for Nontraditional Programs.

- Students and instructors must have ongoing and regular access and interaction throughout the duration of a course for the purposes of teaching, evaluating, and providing assistance.
  - Teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance must be incorporated into the instructional model. This may include instructional feedback to the student on formative assessments (e.g., assignments, quizzes, etc.) and summative assessments (e.g., projects, examinations, etc.).
    - Student/teacher interaction (STI) solely for the purposes of encouragement (e.g., “Great job!”) and/or course management (e.g., password resets, unlocking subsequent units/modules) are not considered in the review process.
Determination of whether STI is ongoing and regular throughout the duration of a course is based on whether a pattern of STI exists that is time-based, competency-based, or some combination thereof. For example, STI may be considered ongoing and regular throughout the duration of a course if STI occurs once per module/unit. As a different example, STI may be considered ongoing and regular throughout the duration of a course if STI occurs once per week regardless of student progression within the course.

- Instructional models in which STI occurs only on an as-needed basis may not be approved (e.g., when a student contacts the teacher with a question, when a student chooses to visit non-required office hours, or when a teacher contacts the student only when noticing a decline in progress or performance, etc.).

- A defined time period requires the identification of the fastest and slowest paths to successfully complete a course (i.e., maximum and minimum time frame for completion).

- To appear on a high school’s list of approved courses, nontraditional courses must meet the criteria for review for core courses.

Possible Decisions/Outcomes.

The high school review staff shall have the authority to render a decision for all nontraditional program reviews. After reviewing the relevant and material information, the high school review staff will render one of the following decisions:

- **Approved.** The high school review staff will approve a nontraditional program if the high school provides information demonstrating that the program is more likely than not to satisfy the criteria for nontraditional programs. Courses from the nontraditional program may be used in the initial-eligibility certification process, providing they meet criteria for review of core courses.

- **Pending individual review.** The program meets the criteria for review for nontraditional programs. However, the high school review staff will designate a course as pending individual review if (i) the high school has an account status of “extended evaluation,” or (ii) the high school fails to clearly demonstrate that the course is administered consistently for all students and not individualized on a student-by-student basis. Courses designated as pending individual review require the submission of student-specific documents, which will be reviewed pursuant to criteria for review for courses pending individual review.
• **Denied.** The high school review staff will deny a nontraditional program if the high school fails to provide information demonstrating that the program is more likely than not to satisfy the criteria for nontraditional programs. The program cannot be used in the initial-eligibility certification process. This decision may be appealed to the HSRC.

**Change in Program Status Policy.**

If a previously-approved nontraditional program is identified for review, written notice will be provided to the high school that its program will be approved through the remainder of the academic year in which the nontraditional program was identified for review. For nontraditional programs that do not operate on a traditional academic calendar, courses and grades will be approved for students with an enrollment date prior to and including the date the nontraditional program was identified for review.

**District Level Determinations.**

In some cases, school districts elect to manage their high school courses and programs at the district level. In these cases, communication regarding high school courses and/or programs will occur at the school district level.
Procedures for Courses Pending Individual Review

Staff Review Procedures. Courses designated as pending individual review will require the submission of student-specific documents. Courses that meet the criteria for review for courses pending individual review may be used in the student’s academic certification. Courses that do not meet the criteria for review for courses pending individual review may not be used in the student’s academic certification.

Information may be gathered through various means, including but not limited to, review questionnaires, document submission, written correspondence, telephone conversations, publicly available information, or through a site visit, including observations and interviews. The high school review staff has the authority to request any information pertinent to the review. The high school review staff has the authority to use other information reported to or gathered by NCAA staff, including from sources outside the high school. The high school review staff may receive information from any source, including state high school associations, member institutions, educational oversight entities, individuals reporting specific information regarding a particular high school, high school administrators or staff, and/or students.

As part of the pending individual review process, high schools must acknowledge all documentation submitted is complete and final and is submitted by the appropriate academic authority. High schools must also acknowledge that providing false or misleading information during the review process may result in information being shared with the appropriate educational oversight entities (e.g., regional accrediting agency, state department of education, district superintendent, charter authorizer, school board, etc.).

Eligibility for Pending Individual Review. For a course to be designated as pending individual review, the high school review staff must first determine whether a course’s instructional design (e.g., curriculum, assessments, instruction) meets the criteria for review as outlined in the core course review procedures and, if applicable, the nontraditional program review procedures. As part of its review of a course, the high school review staff may request such information as it deems necessary and material to the review, including the following:

- Course description;
- Outline of course contents (e.g., content standards, desired learning outcomes, competencies, scope and sequence of topics);
- Flow chart showing where course fits into school’s broader course offerings (if applicable)
- Copies of all assessments (e.g., quizzes, tests, papers, projects) in the course and the subsequent grading rubrics (e.g., evaluation criteria) for each assessment. A grading rubric is not required for selected-response assessments (e.g., true/false, multiple choice).
During the review of a course’s instructional design, the course will appear on the Eligibility Center website as additional information required (see core course review procedures).

If the instructional design of a course (e.g., curriculum, assessments, and instruction) does not meet the criteria for review as outlined in the core course review procedures and/or nontraditional program review procedures, the course will be denied. If the instructional design of a course meets the criteria for review as outlined in the core course review procedures and, if applicable, the nontraditional program review procedures, the course will be designated as pending individual review.

**Review of Student-Specific Documentation.**

Once a course is designated as pending individual review, it will require the submission of student-specific documents. As part of its review of a course, the high school review staff may request such information as it deems necessary and material to the review, including the following:

- The teacher’s record of grades (e.g., gradebook) specifying each graded assessment, date, and grade earned by the student for all graded assessments.

- A complete copy of the student’s work for all graded assessments, including the student’s name and date on each graded assessment. Ungraded student work (e.g., class notes, ungraded activities) will not be considered in the review.

**Sharing Information.**

Information received, collected, or otherwise obtained by high school review staff may be shared within the NCAA national office, with NCAA member institutions, and/or relevant third parties (e.g., academic oversight bodies).

**Criteria for Review for Courses Pending Individual Review.**

Student-specific documentation demonstrating the student completed the course consistent with criteria for review of core courses and, if applicable, the nontraditional program review procedures will be approved. Student-specific documentation demonstrating the course was not completed consistent criteria for review for core courses and/or, if applicable, the nontraditional program review procedures will be denied.

**Potential Outcomes.**

**Approved.** The high school review staff will approve a course pending individual review as core if the high school provides information demonstrating that (i) the course clearly satisfies the
applicable core course criteria and (ii) if applicable, the course clearly satisfies the applicable nontraditional program criteria.

Denied. The high school review staff will deny a course pending individual review as core if the high school fails to provide information demonstrating that (i) the course clearly satisfies the applicable core course criteria, and (ii) if applicable, the course clearly satisfies the applicable nontraditional program criteria. This decision may be appealed to the HSRC.

Outcomes of courses pending individual review may be considered in evaluating the high school’s program and/or account status.

All courses completed by prospective student-athletes, including those pending individual review, are subject to policies and procedures established by the NCAA Student Records Review Committee. The NCAA Student Records Review Committee, per NCAA Divisions I and II Bylaw 14.1.2.3, has the authority to establish policies and procedures, via the prospective student-athlete review process, related to the review of a student’s academic credentials (e.g., credits, grades, transcripts, test scores) and to determine the validity of a student’s academic credentials for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a student’s academic credentials are invalid (inaccurate, false or misleading) and thus shall not be used to meet initial-eligibility requirements.

Change in Course Status Policy.

If the high school review staff determines a course pending individual review is no longer eligible for individual review (i.e., denied), written notice will be provided to the high school that its course will remain pending individual review through the remainder of the academic year in which the course was denied. For high schools that do not operate on a traditional academic calendar, courses pending individual review will remain eligible for individual review for students with an enrollment date prior to and including the date the course was determined no longer to be eligible for individual review (i.e. denied).
Appeals

Not Cleared Appeal Procedure.

After a decision indicating a high school is not cleared, the high school will be notified of the decision in writing and will be informed about the opportunity to appeal the decision. The high school may request an appeal of the decision to the HSRC. All appeals must be submitted to the NCAA staff supporting the HSRC for not cleared decisions and include the signatures of the high school principal and either the president of the board of trustees, superintendent or other representatives who provide oversight to the high school.

Applicable timeline.

- The high school shall notify the NCAA staff supporting the HSRC for not cleared decisions in writing of its desire to appeal the decision within 14 calendar days of receiving written notification of the decision.

- The NCAA staff supporting the HSRC for not cleared decisions will work to schedule an appeal time for the HSRC to hear the appeal.

- All appeal documentation from the high school must be received within 30 calendar days of written notification of the high school review staff decision.

- The high school review staff shall have all information to be reviewed on the appeal provided to the NCAA staff supporting the HSRC for not cleared decisions within 30 calendar days of receiving all written appeal information from the high school.

- The NCAA staff supporting the HSRC for not cleared decisions shall have all information to be reviewed on the appeal posted/mailed to the HSRC within 21 calendar days of the scheduled hearing date.

- An exception to the established timeline may be granted by the HSRC chair. Any party requesting an exception to the established timeline must present the HSRC chair with a rationale as to why the exception should be granted, and whether circumstances outside of the control of the party have affected the party's ability to meet the established timeline.

Hearings, deliberations and decisions.

The appeal documentation provided to the HSRC will include all appellate information submitted by the high school and any relevant information prepared by the high school review staff. The high school will be provided a copy of all information submitted/posted for the HSRC.
The HSRC may conduct its deliberations by facsimile, teleconference, e-mail, Internet or an in-person meeting. The high school or the high school review staff may request that the appeal be heard via teleconference where both parties provide information to the HSRC. If the high school, the high school review staff, or the HSRC requests a teleconference, a teleconference will be conducted. The HSRC is the sole body that can require an in-person hearing. Before an appeal teleconference, the high school shall designate up to three representatives, who must be employees of the high school or outside counsel retained by the high school, to participate during the teleconference. These representatives shall be the only individuals from the high school permitted to directly address the committee, and shall be the only individuals to whom the committee directs questions.

If a teleconference is conducted, the high school and the high school review staff will each be allowed 10 minutes to present an opening statement. As the appellant in the process, the high school will present its opening statement first.

After opening statements from each party, time will be provided for the HSRC to ask any necessary questions to either the representatives from the high school or the high school review staff to ensure a complete representation of all information. After the HSRC members have exhausted their questions, the high school and the high school review staff will each be allowed five minutes to present a closing statement. As the appellant in the process, the high school will present its closing statement first. Once each group has finished its closing statement, the HSRC will enter into deliberations.

The high school representatives, the high school review staff, and any NCAA staff involved in the review of the high school will not be part of the deliberation process. Before any deliberations begin, high school representatives, any NCAA staff involved in the review of the high school, and the high school review staff will disconnect. The NCAA staff supporting the HSRC for hearings will remain on the teleconference to provide general information regarding the review process but may not provide any information specific to the review of the particular high school. The NCAA staff supporting the HSRC for not cleared decisions will serve solely as assistance to the HSRC and has no role in reviewing the specifics of the high school.

Following deliberation, there shall be a motion and second, followed by a vote. Appeal cases are decided by a majority vote of all members present and voting.

**Potential Outcomes.**

The HSRC will consider all appeals anew, without deference to the high school staff decision.

- **Uphold.** The HSRC upholds the staff’s determination that, based on the information available to it, issues related to quality control and integrity at the high school clearly exist.
- **Overturn.** The HSRC determines that the staff decision should not be upheld.
• **Modified – extended evaluation.** The HSRC determines, based upon the information available to it, it is more likely than not that the high school has issues related to quality control and integrity.

• **Modified – other.** The HSRC determines, based on the information available to it, that high school review staff should obtain additional information for further consideration (i.e., “in review” account status).

The HSRC’s determination shall be final, binding and conclusive and shall not be subject to further review by any other authority.

**Reconsideration.**

After the HSRC has acted on an appeal request, the high school may ask the high school review staff to reconsider the decision if the high school submits material information that was not reasonably available or known at the time the original review was conducted (new information). The high school must provide an explanation to clarify the reason(s) the new information was not reasonably available at the time the original review was conducted. A request for reconsideration with new information will not be considered by the HSRC until the high school review staff has reviewed the new information. If the high school review staff does not overturn its original decision following such consideration, the chair of the HSRC will review the new information. The chair has discretion to determine whether a high school’s request for reconsideration will be heard by the full committee. If the chair grants the request for reconsideration, the chair will provide notice to the NCAA staff supporting the HSRC for not cleared decisions, who will arrange for the new information to be heard by the HSRC according to the applicable timeline noted above.

If the chair determines that the new information will not be heard by the full committee, the chair will provide rationale to the NCAA staff supporting the HSRC for not cleared decisions, who will provide written notice to the high school that the request for reconsideration will not be heard by the HSRC. The HSRC’s decision to uphold the staff decision remains. The chair's decision is final and not subject to further review.

**Re-evaluation.**

A high school is eligible for re-evaluation if it can demonstrate changes related to the rationale of the decision have been implemented for one academic year. For high schools that do not operate on a traditional academic calendar, eligibility for re-evaluation requires that changes have been implemented for one calendar year. Re-evaluations will be treated in the same manner as initial reviews in accordance with policies and procedures. A high school under extended evaluation may not request re-evaluation of its status.
Extended Evaluation Account Status, Nontraditional Programs, Core Courses and Courses Pending Individual Review.

Decision Inquiry Form.

If a high school objects to the high school review staff’s determination of a program decision, a core-course decision, or an extended evaluation decision, it may file a Decision Inquiry Form within 60 calendar days of the high school review staff’s initial review. Exceptions may be granted if the high school review staff’s decision occurs when the school is closed for a break. The Decision Inquiry Form is the high school’s opportunity to formally submit rationale disputing the high school review staff’s decision. If any new information is submitted with the Decision Inquiry Form, the high school must explain why the new information was not reasonably available at the time the original review was conducted.

Possible Outcomes.

- **High school review staff overturns its original decision.** The account, program, or course meets the appropriate criteria for review and may be used in the initial-eligibility certification process.

- **High school review staff affirms its original decision.** The account, program, or course does not meet the appropriate criteria for review and cannot be used in the initial-eligibility certification process. This decision may be appealed to the HSRC.

Procedure for Appealing a Decision Inquiry Form Decision.

A high school may appeal the outcome of the Decision Inquiry Form to the HSRC by requesting an HSRC Appeal Form. The high school is required to state in its appeal the reason, based on NCAA legislation, that the decision should be overturned. If any new information is submitted with the HSRC Appeal Form, the high school must explain why the new information was not reasonably available at the time the Decision Inquiry Form was submitted. The HSRC Appeal Form must be signed by the principal and either the school’s primary or secondary NCAA contact.

Applicable timeline.

- The high school shall submit the HSRC Appeal Form within 14 calendar days of receiving the Decision Inquiry Form notification.

- Once the HSRC Appeal Form has been submitted, the NCAA staff supporting the HSRC will work to schedule an appeal time for the HSRC to hear the appeal in a timely fashion.
• Appeals generally will be heard during the committee’s regularly-scheduled, bi-weekly teleconference.

• The decision to allow participation from representatives of the appealing high school on the teleconference is at the sole discretion of the chair. Before an appeal teleconference, the high school shall designate up to three representatives, who must be employees of the high school or outside counsel retained by the high school, to participate during the teleconference. These representatives shall be the only individuals from the high school permitted to directly address the committee, and shall be the only individuals to whom the committee directs questions.

• The appeal documentation provided to the HSRC will include all appellate information submitted by the high school and any relevant information prepared by the high school review staff.

• The high school, high school review staff, and HSRC members will be given a minimum of one week to review the materials posted to the secure website. Should quorum not be met during the teleconference, HSRC members may be asked to submit their response via e-mail to a member of the NCAA staff supporting the HSRC within a set time period.

• The chair has discretion to determine whether a high school’s appeal will be entertained by the full committee. If the chair determines that the appeal will not be heard by the full committee, the chair will provide rationale to the NCAA staff supporting the HSRC. The NCAA staff supporting the HSRC will provide written notice to the high school that the appeal will not be heard by the HSRC. The chair's decision is final and not subject to further review.

Hearings, deliberations and decisions.

On appeal teleconferences in which the high school has been requested to participate, the high school and the high school review staff will each be allowed 10 minutes to present an opening statement. As the appellant in the process, the high school will present its opening statement first.

After opening statements from each party, time will be provided for the HSRC to ask any necessary questions to either the representatives from the high school or the high school review staff to ensure a complete representation of all information. After the HSRC members have exhausted their questions, the high school and the high school review staff will each be allowed five minutes to present a closing statement. As the appellant in the process, the high school will present its closing statement first. Once each group has finished its closing statement, the HSRC will enter into deliberations.
The high school representatives, the high school review staff, and any NCAA staff involved in the review of the high school will not be part of the deliberation process. Before any deliberations begin, high school representatives, any NCAA staff involved in the review of the high school, and the high school review staff will disconnect. The NCAA staff supporting the HSRC will remain on the teleconference to provide general information regarding the review process but may not provide any information specific to the review of the particular high school. The NCAA staff supporting the HSRC will serve solely as assistance to the HSRC and has no role in reviewing the specifics of the high school.

Following deliberation, there shall be a motion and second, followed by a vote. Appeal cases are decided by a majority vote of all members present and voting.

**Potential Outcomes.**

The HSRC will consider all appeals anew, without deference to the high school staff decision.

- **Uphold.** The HSRC upholds the staff’s determination that the account, program, or course does not meet the appropriate criteria for review and may not be used in the initial-eligibility certification process.

- **Overturn.** The HSRC overturns the staff’s determination that the account, program, or course does not meet the appropriate criteria for review. The account, program, or course may be used in the initial-eligibility certification process.

The HSRC’s determination shall be final, binding and conclusive and shall not be subject to further review by any other authority within the NCAA.

Once a decision is reached, the staff supporting the HSRC will inform the high school and the high school review staff of the decision within three business days. NCAA staff supporting the HSRC will send the decision letter to the high school within five business days of the committee’s decision.

**Reconsideration.**

After the HSRC has acted on an appeal request, the high school may ask the high school review staff to reconsider the decision if the high school submits material information that was not reasonably available or known at the time the original review was conducted (new information). The high school must provide an explanation to clarify the reason(s) the new information was not reasonably available at the time the original review was conducted. A request for reconsideration with new information will not be considered by the HSRC until the high school
review staff has reviewed the new information. If the high school review staff is not compelled
to overturn its original decision, the chair of the HSRC will review the new information. The
chair has discretion to determine whether a high school’s request for reconsideration will be
heard by the full committee. If the chair grants the request for reconsideration, the chair will
provide notice to the NCAA staff supporting the HSRC, who will arrange for the new
information to be heard by the HSRC according to the applicable timeline noted above.

If the chair determines that the new information will not be heard by the full committee, the chair
will provide rationale to the NCAA staff supporting the HSRC, who will provide written notice
to the high school that the request for reconsideration will not be heard by the HSRC. The
HSRC’s decision to uphold the staff decision remains. The chair's decision is final and not
subject to further review.

**Re-evaluation.**

A program or course is eligible for re-evaluation if the high school can demonstrate changes
related to the rationale of the decision have been implemented for one academic year. For high
schools that do not operate on a traditional academic calendar, eligibility for re-evaluation
requires that changes have been implemented for one calendar year. Re-evaluations will be
treated in the same manner as initial reviews in accordance with policies and procedures outlined
in this document.

**District Level Determinations.**

In some cases, school districts elect to have their high school courses and programs managed
through the Eligibility Center at the district level. In these cases, communication regarding high
school courses and/or programs will take place at the school district level.
Appendix A: Core Course Criteria for Review

NCAA Bylaw 14.3.1.2

For purposes of meeting the core-curriculum requirement, a "core course" must meet all of the following criteria:

(a) A course must be a recognized academic course and qualify for high school graduation credit in one or a combination of the following areas: English, mathematics, natural/physical science, social science, foreign language or non-doctrinal religion/philosophy;

(b) A course must be considered college preparatory by the high school. College preparatory is defined for these purposes as any course that prepares a student academically to enter a four-year collegiate institution upon graduation from high school;

(c) A mathematics course must be at the level of Algebra I or a higher-level mathematics course;

(d) A course must be taught by a qualified instructor as defined by the appropriate academic authority (e.g., high school, school district or state agency with authority of such matters); and

(e) A course must be taught at or above the high school's regular academic level (remedial, special education or compensatory courses shall not be considered core courses). However, the prohibition against the use of remedial or compensatory courses is not applicable to courses designed for students with education-impacting disabilities.

Definitions.

College Preparatory: To be considered college preparatory, a course must provide students the academic foundation for successful completion of academic work at the four-year college level. This includes a balanced evaluation of a course’s contents and rigor of performance tasks and assessments.

Rigor of performance tasks and assessments: The cognitive demand necessary to successfully complete an assessment or task.

Course contents: What students are expected to know and do by the end of the course (e.g., content standards, desired learning outcomes, competencies, scope and sequence of topics, etc.).
Criteria for Review.

Rigor of Performance Tasks and Assessments.

To be approved, a course must include the application of knowledge through higher order thinking and skills. Generally, this means a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Performance tasks and assessments may include quizzes, tests, projects-based assessments, mid-term examinations, capstone experiences, final examinations, etc.

Course Contents.

Criteria for review within each subject area are noted below. The criteria related to course contents noted below are intended to serve as a guide, and are not intended to be prescriptive or all-encompassing.

Bridge Courses.

Bridge courses, which are commonly offered in the senior year to further prepare students for college-level courses, may be approved if the majority of the course’s contents are unique from and/or extends beyond previous coursework.

Leveling.

Per NCAA legislation, courses must be taught at or above the high school’s regular academic level. If a high school disputes the high school review staff’s decision regarding an academic level, the high school may submit a Decision Inquiry Form and provide evidence that courses in the disputed level satisfy the criteria for review outlined in this document.

Interdisciplinary Courses.

Interdisciplinary courses that receive high school graduation credit in more than one subject area may be approved and added to a high school’s list of NCAA courses in more than one subject area providing the course aligns with the contents and rigor of performance tasks and assessments in each of the respective subject areas.

Extended Sequence Courses.

Courses in which a course’s contents are extended beyond a high school’s traditional sequence (e.g., Algebra 1 taken over the course of two academic years) will be awarded a maximum of one unit of credit.
English

Rigor of Performance Tasks and Assessments.

Generally, a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Examples in the area of English are noted below.

Application of Skills and Concepts: Assignments and assessments which require learners to apply information, conceptual knowledge, and procedures to demonstrate subject matter mastery. Examples of the application of skills and concepts include, but are not limited to:

- Use context to identify the meaning of words/phrases.
- Obtain and interpret information using text features.
- Categorize/compare literary elements, terms, facts, details, events.
- Identify use of literary devices.
- Analyze format, organization, & internal text structure of different texts.
- Distinguish between relevant and irrelevant information and fact/opinion.
- Identify characteristic text features; distinguish between texts and genres.
- Generate conjectures or hypotheses based on observations or prior knowledge/experience.

Strategic Thinking: Assignments and assessments which require learners to dissect large scale knowledge and information into its smaller conceptual components. Examples of strategic thinking include, but are not limited to:

- Apply a concept in a new context.
- Analyze or interpret author’s craft to critique a text.
- Cite evidence and develop a logical argument for conjectures.
- Critique conclusions drawn.
- Synthesize information within one source or text.
- Develop an alternative solution.
- Revise final draft for meaning or progression of ideas.
- Apply a concept in a new context.
- Apply word choice, point of view and style to impact readers’ interpretation of a text.

Extended Thinking: Assignments and assignments which require linking multiple informational and knowledge based elements to evaluate a concept as a whole. Examples of extended thinking include but are not limited to:

- Illustrate how multiple themes may be interrelated.
• Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes.
• Analyze complex/abstract themes, perspectives, concepts.
• Analyze discourse styles.
• Evaluate relevancy, accuracy, & completeness of information from multiple sources.
• Apply understanding in a novel way; provide argument or justification for the application.
• Synthesize information across multiple sources or texts.
• Articulate a new voice, alternate theme, new knowledge or perspective.
• Select or devise an approach among many alternatives to research a problem.

Course Contents.

Generally, the continuum of English courses will include the following elements: (a) reading comprehension, (b) richness of literary and nonfiction texts, (c) writing (argumentation, explanatory, and narrative), and (d) character analysis (when applicable).

Learning expectations in English courses should demonstrate that:

• Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
• Students can produce effect and well-grounded writing for a range of purposes and audiences.
• Students can employ effective speaking and listening skills for a range of purposes and audiences.
• Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

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<thead>
<tr>
<th>Course Content and Skills for Reading Comprehension (when applicable)</th>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
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<tbody>
<tr>
<td>• Extend the ability to read and comprehend words in and out of context.</td>
<td>• Most texts are below grade-level complexity.</td>
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<tr>
<td>• Focus on the central ideas and important particulars of the text, rather than on superficial or peripheral concepts.</td>
<td>• Modified texts may be acceptable for students with diagnosed education-impacting disabilities or students whose first language is not English pursuant to NCAA legislation.</td>
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<tr>
<td>• Include close reading and analysis of texts.</td>
<td>• Focus is on remediation for decoding and reading comprehension because students lack mastery of essential grade-level skills.</td>
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• Increase ability to draw conclusions, make conjectures, form personal theories, and compare and contrast ideas within a single text and between multiple texts.

• Increase ability to think abstractly and apply knowledge to new situations.

• Include vocabulary studies relevant to the texts and themes used in the course.

• Texts are read for basic recall of facts and events.

• Texts are used primarily as a point of reference for other less rigorous activities and purposes such as creating posters, maps and other artwork, assembling a list of songs relative to the text, costume design, foods associated with the culture featured in the text, etc.

• Vocabulary studies focus less on relevant texts used in the course and focus on test preparation for state proficiency exam or ACT/SAT.

### Course Content and Skills for Richness of Literary and Informational Texts
(when applicable)

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<tr>
<td>• Texts rich in content and possess appropriate grade-level complexity.</td>
<td>• Most texts are below grade-level complexity.</td>
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<tr>
<td>• Increase knowledge and understanding of literary genres and literary formats.</td>
<td>• Texts focus on career-specific content and the workplace.</td>
</tr>
<tr>
<td>• Increase the ability to analyze characters (fictional and real), draw conclusions and make conjectures.</td>
<td>• Texts are not used as instruments to draw conclusions, compare and contrast, make predictions or apply creative thought beyond the recall and basic understanding of the author’s purpose.</td>
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<tr>
<td>• Expand the ability to use ones imagination and creativity by drawing ideas from multiple genres and sources of texts.</td>
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### Course Content and Skills for Writing (Argumentation, Explanatory, and Narrative) (when applicable)

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<tr>
<td>• Apply new vocabulary words appropriately in written form.</td>
<td>• Review of basic grammar, sentence structure and parts of speech.</td>
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</table>
• Build upon the ability to create sentences with increased complexity of structure and accurate use of grammar and punctuation.

• Increase ability to construct paragraphs and apply those skills to essay writing (e.g., informative, narrative, persuasive, compare/contrast, argumentative) and other formal writing.

• Rigor of essays should build beyond that of the previous grade level and beyond basic sharing of information, with particular emphasis on writing to compare/contrast, persuade, predict, and argue ideas and philosophies.

• Writing is focused on personal opinion or events from the student’s life with little reference to a text or published source.

• Writing is mostly informal such as journaling and blogging, or to increase organizational, note-taking and study skills.

• Career writing (e.g., business letters, memos, reports, brochures, resumes and cover letters, and procedural documents).

• Movie reviews, restaurant reviews, advertising slogans, etc.

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<tr>
<th>Course Content and Skills for Character Analysis (when applicable)</th>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
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<tr>
<td>• Develop an understanding of a character’s mindset, intentions and reasons for their actions and responses.</td>
<td></td>
<td>• Study of characters is not actual analysis but just the identification and observation of character behaviors, actions and circumstances.</td>
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<tr>
<td>• Build upon the character analysis to create scenarios of possible actions by a character in a different setting or circumstance.</td>
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<tr>
<td>• Be able to compare and contrast characters, both in the setting of the text and in other circumstances.</td>
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**Course/Genre-Specific Considerations.**

Beyond the guidelines outlined above for all English courses, the following considerations are for specific types of English courses.
### Course Content and Skills for Literary Genre Studies

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<tr>
<td>• Analysis of author writing styles, author purpose and periods of literature.</td>
<td>• Primary genre study is through the reading of excerpts rather than entire works of literature.</td>
</tr>
<tr>
<td>• Genres studied through the reading of entire works of literature and excerpts as appropriate for the study of the genre.</td>
<td>• Literary devices are studied in isolation from an analytical study of the genre.</td>
</tr>
<tr>
<td>• Develop the ability to compare/contrast and analyze similar themes within and across genres of literature.</td>
<td>• Genres are not used as instruments to draw conclusions, compare and contrast, make predictions or apply creative thought beyond the recall and basic understanding of the author’s purpose.</td>
</tr>
<tr>
<td>• Dramatic literature and theater courses may include the study of theater history, Greek and Roman Theater, specific playwrights, individual plays and academic playwriting.</td>
<td>• Dramatic literature and theater are studied primarily for the purpose of performance; acting and theater arts (e.g., set design, costume design, lighting, sound, storyboard creation, script writing for film).</td>
</tr>
<tr>
<td>• Primary genre study is through the reading of excerpts rather than entire works of literature.</td>
<td>• Song lyrics are used primarily as a study of pop culture, musical art forms, musician biographies, and the recording industry, to create music videos or soundtracks, and career applications.</td>
</tr>
<tr>
<td>• Literary devices are studied in isolation from an analytical study of the genre.</td>
<td>• Speech delivery, public speaking and other oral communications should be based on formal, organized writing and research gathering.</td>
</tr>
<tr>
<td>• Genres are not used as instruments to draw conclusions, compare and contrast, make predictions or apply creative thought beyond the recall and basic understanding of the author’s purpose.</td>
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- The use of technology and creative arts in speech and debate is to communicate and enhance the message of the presentation but is not the focus of the presentation.

- Speech courses and debate courses are approved as “1 unit max with all Speech” and “1 unit max with all Debate.”

- Forensic/competitive speaking that consists of acting and dramatic performance (e.g., dramatic readings, recitation of poetry and famous speeches, duet acting, performance of a scene from a play, storytelling).

- Public speaking and presentation skills related to preparation for broadcasting careers (e.g., radio, television, documentaries and videos).

### Course Content and Skills for Research

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<tr>
<td>• Course teaches how to identify and evaluate scholarly sources and those written/produced by authorities.</td>
<td>• Research is focused on the workplace, popular culture or a community project.</td>
</tr>
<tr>
<td>• Course teaches how to develop a thesis statement and support with scholarly research to create a research paper.</td>
<td>• Goal is to create a portfolio to use for job search.</td>
</tr>
<tr>
<td>• Course teaches how to create a heuristic, and provides instruction for the draft-writing process and final paper.</td>
<td>○ Example: Marketing plan for a new business or product including creation of brochures, letterhead, commercials, advertisements, a resume and business card.</td>
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<tr>
<td>• Course provides instruction on how to create a bibliography/works-cited page.</td>
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<tr>
<td>• Inclusion of technology is to enhance the quality of the research project and to increase the effectiveness of delivering the message or theme.</td>
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### Course Content and Skills for Media Literacy

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| • Evaluate bias as it is expressed through the following:  
  o Advertising, television, movies.  
  o Newspapers, magazines.  
  o News reporting, documentaries.  
• Distinguish between reliable and unreliable sources.  
  o Learn how to determine if texts or documentaries are produced by reliable authorities.  
• Relationship between the media and society – influences on one another.  
  o May include the study of music from specific eras or performed by specific groups within society, speeches, poetry, film and advertising.  
• Media’s outreach to target specific populations within a society.  
• Study of unique issues such as political campaigns, war propaganda and war protests.  
• Assignments may include the use of technology to produce texts, presentations or documentaries that support the academic purpose and intent of the course. | • Focus on career-prep skills related to media performance:  
  • Creation of public service announcements and commercials.  
• Creation of advertising campaigns.  
• Development of interview and broadcast performance skills.  
• Focus on career-prep technology skills:  
  • Operation of cameras, video and sound equipment.  
• Film editing. Study of music, film and advertising as entertainment. |

### Course Content and Skills for Film Literature

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
</table>
| • Film should be studied as a genre of storytelling and type of literature rather than as art.  
• Emphasis on the literary content of films with literature and/or other films.  
• Emphasis on the intent of writer/director and the purpose or message of the film.  
• Character analysis. | • Primarily a study of the technology of filmmaking.  
• Primary focus is on the study of film history and film genres.  
• Primary focus is on the analysis of design elements of movie scenes (mise en scene).  
• Primary focus is on the impact of film and film production (e.g., lighting, sound, |

- Synthesis of future actions by the characters both within their own story or a different story or circumstance.

<table>
<thead>
<tr>
<th>Course Content and Skills for Journalism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sufficient for Approval</strong></td>
</tr>
<tr>
<td>Study of the history of journalism and laws that affect journalism.</td>
</tr>
<tr>
<td>Students become familiar with genres of journalistic writing (e.g., newspaper journalism, editorials, sports writing, literary, professional and scholarly publications).</td>
</tr>
<tr>
<td>Study the evolution of journalistic writing in relation to advances in technology.</td>
</tr>
<tr>
<td>Study of journalism in relation to the reporting of major events, war, political campaigns and issues of social and global impact.</td>
</tr>
<tr>
<td>Students apply knowledge of journalistic writing to their own writing for publications such as the school newspaper or literary magazine.</td>
</tr>
</tbody>
</table>
Mathematics

Rigor of Performance Tasks and Assessments.

Generally, a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Examples in the area of Mathematics are noted below.

Application of Skills and Concepts: Assignments and assessments which require learners to apply information, conceptual knowledge, and procedures to demonstrate subject matter mastery. Examples of the application of skills and concepts include, but are not limited to:

- Select a procedure according to criteria and perform it.
- Solve routine problem applying multiple concepts or decision points.
- Describe and use connections between representations, tables, graphs, words, and symbolic notations.
- Categorize, classify materials, data, figures based on characteristics.

Strategic Thinking: Assignments and assessments which require learners to dissect large scale knowledge and information into its smaller conceptual components. Examples of strategic thinking include, but are not limited to:

- Use concepts to solve non-routine problems.
- Translate between problem & symbolic notation when not a direct translation.
- Compare information within or across data sets or texts.
- Analyze and draw conclusions from data, citing evidence.
- Generalize a pattern.
- Cite evidence and develop a logical argument for concepts or solutions.
- Verify reasonableness of results.

Extended Thinking: Assignments and assignments which require linking multiple informational and knowledge based elements to evaluate a concept as a whole. Examples of extended thinking include but are not limited to:

- Select or devise approach among many alternatives to solve a problem.
- Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results.
- Design a mathematical model to inform and solve a practical or abstract situation.
- Develop a logical argument.
- Draw and justify conclusions.
• Analyze and critique the reasoning of others.
• Use conceptual understanding and connections between concepts in complex reasoning.

**Course Contents.**

With recognition that high schools vary in their respective approaches to mathematics, it is noted that integrated mathematics sequences may group concepts differently than described below. These considerations are meant to serve as a guide. Though mathematics courses typically contain some elements of review from previous courses, to be approved, a mathematics course must focus primarily on new content that will prepare students for more advanced mathematics core courses.

Per NCAA Bylaw 14.3.1.2, mathematics courses must be at the level of Algebra I or higher. Generally, Pre-Algebra courses include concepts such as whole numbers, fractions, integers, decimals, mixed numbers, and percentages, which are intended to prepare a student to take Algebra 1.

Mathematics courses that do not extend or apply new content will not be approved. Additionally, mathematics courses that focus on the application of content to specific careers or personal life without extending those concepts to more advanced mathematics courses will not be approved. Examples include accounting, personal finance, consumer mathematics, and technical/vocational mathematics.

**Course Content and Skills for Algebra 1 or its Equivalent**

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Factoring.</td>
<td>• Though Algebra 1 may contain some elements of Pre-Algebra, to be approved Algebra 1 or its equivalent must focus primarily on new content.</td>
</tr>
<tr>
<td>• Graphing.</td>
<td></td>
</tr>
<tr>
<td>• Equations and Inequalities.</td>
<td></td>
</tr>
<tr>
<td>• Quadratic Equations.</td>
<td></td>
</tr>
<tr>
<td>• Slope.</td>
<td></td>
</tr>
<tr>
<td>• Linear Inequalities.</td>
<td></td>
</tr>
<tr>
<td>• Systems of Equations.</td>
<td></td>
</tr>
</tbody>
</table>

**Course Content and Skills for Geometry or its Equivalent**

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reasoning and Proof.</td>
<td>• Omission of formal proofs.</td>
</tr>
<tr>
<td>• Parallel and Perpendicular Lines.</td>
<td>• The absence of algebraic connections to geometric concepts.</td>
</tr>
<tr>
<td>• Congruent Triangles.</td>
<td>• Content that is mostly applied toward trades, such as “Construction Geometry.”</td>
</tr>
<tr>
<td>• Quadrilaterals.</td>
<td></td>
</tr>
<tr>
<td>• Similarity.</td>
<td></td>
</tr>
</tbody>
</table>
Course Content and Skills for Algebra 2 or its Equivalent

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Linear Equations.</td>
<td>• Though Algebra 2 may contain some elements of previous coursework, to be approved Algebra 2 or its equivalent must focus primarily on new content.</td>
</tr>
<tr>
<td>• Matrices.</td>
<td>• Course content that does not prepare a student for subsequent mathematics core courses.</td>
</tr>
<tr>
<td>• Solving Quadratic Equations.</td>
<td></td>
</tr>
<tr>
<td>• Functions.</td>
<td></td>
</tr>
<tr>
<td>• Radicals.</td>
<td></td>
</tr>
<tr>
<td>• Exponential and Logarithmic Functions.</td>
<td></td>
</tr>
<tr>
<td>• Polynomials.</td>
<td></td>
</tr>
<tr>
<td>• Rational Functions.</td>
<td></td>
</tr>
<tr>
<td>• Sequences and Series.</td>
<td></td>
</tr>
</tbody>
</table>

Considerations for Mathematics Courses Beyond Algebra 2 or its Equivalent

• Computer Science courses may be approved if the course (a) qualifies for graduation credit in mathematics or science and (b) is an academic programming course. Courses in software applications, spreadsheets, website construction, keyboarding, computer repair, or other tech-prep computer courses will not be approved.

• Courses that review content from previous math courses without introducing new content. Examples include test prep courses and courses that specifically focus on content from a graduation exam.
  
  o Examples: SAT Prep, ACT Prep, end-of-course assessment prep.

• Bridge courses, which are commonly offered in the senior year to prepare students for college-level mathematics, may be approved if the majority of the course’s content is unique from and/or extends beyond previous coursework.
Natural or Physical Science.

Rigor of Performance Tasks and Assessments.

Generally, a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Examples in the area of Natural or Physical Science are noted below.

Application of Skills and Concepts: Assignments and assessments which require learners to apply information, conceptual knowledge, and procedures to demonstrate subject matter mastery. Examples of the application of skills and concepts include, but are not limited to:

- Select a procedure according to criteria and perform it.
- Solve routine problem applying multiple concepts or decision points.
- Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps.
- Translate between tables, graphs, words, and symbolic notations.
- Organize, represent, and interpret data.
- Construct models given criteria.

Strategic Thinking: Assignments and assessments which require learners to dissect large scale knowledge and information into its smaller conceptual components. Examples of strategic thinking include, but are not limited to:

- Design and conduct an investigation for a specific purpose or research question.
- Use concepts to solve non-routine problems.
- Use and demonstrate reasoning, planning, and evidence.
- Translate between problem and symbolic notation when not a direct translation.
- Analyze and draw conclusions from data, citing evidence.
- Analyze similarities and differences between procedures or solutions.
- Describe, compare, and contrast solution methods.
- Verify reasonableness of results.
- Synthesize information within one data set, source, or text.
**Extended Thinking:** Assignments and assignments which require linking multiple informational and knowledge based elements to evaluate a concept as a whole. Examples of extended thinking include but are not limited to:

- Select or devise approach among many alternatives to solve a problem.
- Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results.
- Design a scientific model to inform and solve a practical or abstract situation.

**Course Contents.**

With recognition that high schools vary in their respective approaches to science, the considerations below are meant to serve as a guide and are not intended to be prescriptive or all-encompassing.

Generally, the following scientific practices should be embedded within science courses:

- Asking questions and defining problems; constructing explanations and designing solutions.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Mathematical and computational thinking.
- Obtaining, evaluating, and communicating information.
### Course Content and Skills for Biological Sciences

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Classification, structure and functionality of organic organisms to include singular and multi-cellular.</td>
<td>• Animal or plant care, husbandry, or commercial practices to include: sales, marketing, and accounting.</td>
</tr>
<tr>
<td>• Cellular structure, function and reproduction.</td>
<td>• Wildlife and natural resource studies that focus on career, recreational, and personal survival skills.</td>
</tr>
<tr>
<td>• Food chains and webs to include connectivity both in energy and consumption throughout.</td>
<td>• Production or repair of electrical systems or devices.</td>
</tr>
<tr>
<td>• Ecosystems and the interactions (nutrient/energy flow) among organisms and their environment.</td>
<td>• Engineering and architectural courses that focus on production over scientific content study.</td>
</tr>
<tr>
<td>• Genetics (including DNA and RNA), chromosomes, Mendel’s Laws, heredity.</td>
<td>• Health based nutritional sciences focused on food production, storage, safety and personal nutrition and wellness.</td>
</tr>
<tr>
<td>• Evolution to include scientific theories, species variation, and mutations.</td>
<td>• Medical sciences focused primarily on the diagnosis and treatment of injury.</td>
</tr>
<tr>
<td>• Human body systems to include structure, functionality and reproduction.</td>
<td></td>
</tr>
</tbody>
</table>

### Course Content and Skills for Environmental Sciences

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
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</thead>
<tbody>
<tr>
<td>• The Earth’s processes and interrelationships.</td>
<td>See Above</td>
</tr>
<tr>
<td>• Energy sources.</td>
<td></td>
</tr>
<tr>
<td>• Pollution creation, control, and mitigation.</td>
<td></td>
</tr>
<tr>
<td>• Natural resource study and management.</td>
<td></td>
</tr>
<tr>
<td>• The causes and effects of climate change.</td>
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</tbody>
</table>

### Course Content and Skills for Physical Sciences

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mathematical computations using conversion factors.</td>
<td>See Above</td>
</tr>
<tr>
<td>• Motion, force, pressure.</td>
<td></td>
</tr>
<tr>
<td>• Energy and momentum and their</td>
<td></td>
</tr>
</tbody>
</table>
quantitative and qualitative interactions.
- Waves to include wavelength, frequency, and speed.
- The interaction and effects of electricity and magnetism.
- Light and optics.
- Properties and phase changes of states of matter.
- The development of modern atomic model and sub-particles.
- Periodic table trends based on table structure.
- Bonding and molecular structure with an element/compound.
- Perform stoichiometry calculations using molar conversions.
- Use gas laws to predict and calculate gas variables.
- Describe solutions both in quantitative and qualitative terms.
- Perform acid and base expressions and calculations.
- Analyze reaction rates both in cause and effect or reaction expressions.

### Course Content and Skills for Earth and Space Sciences

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age, origin, evolution and composition of the universe and solar system.</td>
<td>See Above</td>
</tr>
<tr>
<td>Solid earth’s compositional layers and history of geological changes.</td>
<td></td>
</tr>
<tr>
<td>Effect analysis of earth processes to include geological features.</td>
<td></td>
</tr>
<tr>
<td>Identification and interaction of compositional atmospheric layers.</td>
<td></td>
</tr>
<tr>
<td>Oceans and its respective biomes.</td>
<td></td>
</tr>
<tr>
<td>Causes and effects of climate and weather on the earth.</td>
<td></td>
</tr>
<tr>
<td>Energy changes throughout the environment.</td>
<td></td>
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</tbody>
</table>
## Course Content and Skills for Integrated and STEM (courses that integrate science, technology, engineering, and math)

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conceptual topics from a mixture of the branch specific topics listed above; and</td>
<td></td>
</tr>
<tr>
<td>• Scientific thinking and skills listed prior to branch specific topics.</td>
<td>See Above</td>
</tr>
</tbody>
</table>

## Course Content and Skills for Computer Science

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer Science courses may be approved if the course (a) qualifies for graduation</td>
<td></td>
</tr>
<tr>
<td>credit in mathematics or science and (b) is an academic programming course. Courses</td>
<td>See Above</td>
</tr>
<tr>
<td>in software applications, spreadsheets, website construction, keyboarding, computer</td>
<td></td>
</tr>
<tr>
<td>repair, or other tech-prep computer courses will not be approved.</td>
<td></td>
</tr>
</tbody>
</table>
Social Science

Rigor of Performance Tasks and Assessments.

Generally, a course shall include (a) the application of skills and concepts, as well as (b) strategic thinking and/or (c) extended thinking. Examples in the area of Social Science are noted below.

Application of Skills and Concepts: Assignments and assessments which require learners to apply information, conceptual knowledge, and procedures to demonstrate subject matter mastery. Examples of the application of skills and concepts include, but are not limited to:

- Describe/explain issues and problems, purposes, patterns, sources, reasons, cause and effect, multiple causation, significance or impact, relationships, points of view of processes.
- Compare and contrast people, places, events, purposes, and concepts.
- Classify items into meaningful categories.
- Convert information from one form to another.

Strategic Thinking: Assignments and assessments which require learners to dissect large scale knowledge and information into its smaller conceptual components. Examples of strategic thinking include, but are not limited to:

- Use concepts to solve problems.
- Use evidence and reason to justify conclusions.
- Propose and evaluate solutions to problems.
- Recognize and explain misconceptions.
- Analyze similarities and differences in issues and problems.
- Apply concepts to new situations.
- Make connections across time and place to explain a concept or idea.

Extended Thinking: Assignments and assignments which require linking multiple informational and knowledge based elements to evaluate a concept as a whole. Examples of extended thinking include but are not limited to:

- Connect and relate ideas and concepts within content area(s).
- Examine and explain alternative perspectives across sources.
- Describe how common themes and concepts are found across time and place.
- Make predictions with evidence to support.
- Analyze and synthesize information among multiple sources.
- Complex reasoning over extended time involving investigation and development of conceptual understanding and higher order thinking.
- Apply and adapt information to real world scenarios.
Course Contents.
Generally, an approved Social Science course will incorporate the following elements into its course objectives:

- Inquiry-based approaches to understanding social, political, and/or cultural issues.
- Develop questions and planning inquiries that use disciplinary tools and concepts (e.g. civics, economics, history) to reach conclusions and take informed actions.
- Evaluate sources and use evidence.

Course/Genre-Specific Considerations.
Beyond the guidelines outlined above for all Social Science courses, the following considerations are for specific types of Social Science courses.

### Course Content and Skills for History Courses

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The history of exploration, civilizations, growth of societies, the development of</td>
<td>If history is examined through the context of a particular medium (e.g. film, sport, art), the given medium should not be the focal point of the course.</td>
</tr>
<tr>
<td>governments, and establishment of such entities as military, business/commerce,</td>
<td></td>
</tr>
<tr>
<td>education, religions/churches.</td>
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</tr>
<tr>
<td>The rise and fall of governmental and political leadership and its effect on the</td>
<td></td>
</tr>
<tr>
<td>patterns of growth and cultures within a society.</td>
<td></td>
</tr>
<tr>
<td>The significance of time periods, eras, movements, discoveries, inventions, migrations,</td>
<td></td>
</tr>
<tr>
<td>economic fluctuations and changes in the cultural and moral values of a society.</td>
<td></td>
</tr>
<tr>
<td>Ideologies, actions, stability, and instability of individual nations affect the state</td>
<td></td>
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<tr>
<td>of being of other nations.</td>
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</tr>
</tbody>
</table>
Course Content and Skills for Physical/Human Geography

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The physical and spatial systems that shape the earth.</td>
<td>• Basic understanding of how to read and create maps.</td>
</tr>
<tr>
<td>• Maps, globes grid-referenced technologies, (e.g. GIS, GPS).</td>
<td>• Research that produces basic chronology of a society and simple presentation of cultural items and issues.</td>
</tr>
<tr>
<td>• The distribution and migration of human populations on earth.</td>
<td></td>
</tr>
<tr>
<td>• The effects of natural disasters on the patterns of growth and migration within a society.</td>
<td></td>
</tr>
<tr>
<td>• Major exports and imports of a region.</td>
<td></td>
</tr>
<tr>
<td>• The relationship between physical geography, climate and natural resources to the selection of habitations and development of civilizations.</td>
<td></td>
</tr>
<tr>
<td>• The effects of future changes in the environment on human populations, their distribution and quality of life.</td>
<td></td>
</tr>
<tr>
<td>• The effects of political and governmental changes on migration, population patterns and economic growth.</td>
<td></td>
</tr>
</tbody>
</table>

Course Content and Skills for Government, Civics, and Law Courses

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The founding era documents and events, the US Constitution, and state constitutions.</td>
<td>• Mock trial (performance-based; memorization rather than higher order thinking).</td>
</tr>
<tr>
<td>• The ideologies behind the formation of the US government.</td>
<td>• Film viewing for the purpose of learning courtroom procedures.</td>
</tr>
<tr>
<td>• The US and other nations’ struggles toward independence.</td>
<td>• Preparation for law enforcement careers, including focus on procedures related to law enforcement, making arrests and processing criminals.</td>
</tr>
<tr>
<td>• The three branches of US government</td>
<td></td>
</tr>
<tr>
<td>• Comparative government.</td>
<td></td>
</tr>
<tr>
<td>• The effects of a government on its citizens, economy, culture of the society and other world societies.</td>
<td></td>
</tr>
<tr>
<td>• The election process.</td>
<td></td>
</tr>
<tr>
<td>• Civic engagement and participation in the operation of the US government and state governments.</td>
<td></td>
</tr>
<tr>
<td>• Various types of law and the criminal justice system (e.g. civil law, criminal law, business law).</td>
<td></td>
</tr>
</tbody>
</table>
### Course Content and Skills for Sociology Courses

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Examination of human relationships and</td>
<td>• Primary focus is on involvement in community projects and campaigns.</td>
</tr>
<tr>
<td>institutions.</td>
<td>• Primary focus is on the development of personal leadership skills.</td>
</tr>
<tr>
<td>• Individual and communities.</td>
<td></td>
</tr>
<tr>
<td>• Socialization and human potential.</td>
<td></td>
</tr>
<tr>
<td>• Social stratification and status.</td>
<td></td>
</tr>
<tr>
<td>• Deviance and social control.</td>
<td></td>
</tr>
<tr>
<td>• Social problems.</td>
<td></td>
</tr>
<tr>
<td>• Reasons behind social change.</td>
<td></td>
</tr>
</tbody>
</table>

### Course Content and Skills for Psychology Courses

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of human behavior and cognition and</td>
<td>• Course is for career preparation.</td>
</tr>
<tr>
<td>the associated scientific principles.</td>
<td>• Focus of course is on self-improvement, personal growth, goal setting and reflection.</td>
</tr>
<tr>
<td>• History of the discipline and the use of the</td>
<td></td>
</tr>
<tr>
<td>scientific method.</td>
<td></td>
</tr>
<tr>
<td>• Human growth and development.</td>
<td></td>
</tr>
<tr>
<td>• Biological basis of behavior.</td>
<td></td>
</tr>
<tr>
<td>• Cognition - Adaptation through learning</td>
<td></td>
</tr>
<tr>
<td>information processing and memory</td>
<td></td>
</tr>
<tr>
<td>development.</td>
<td></td>
</tr>
<tr>
<td>• Personality development and the influences</td>
<td></td>
</tr>
<tr>
<td>of society, culture and environment.</td>
<td></td>
</tr>
<tr>
<td>• Methods used to assess mental and</td>
<td></td>
</tr>
<tr>
<td>emotional well-being.</td>
<td></td>
</tr>
<tr>
<td>• Abnormal psychology and deviant behavior.</td>
<td></td>
</tr>
<tr>
<td>• Socio-cultural dimensions of behavior.</td>
<td></td>
</tr>
<tr>
<td>• Applications of psychology.</td>
<td></td>
</tr>
</tbody>
</table>
### Course Content and Skills for Economics

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The allocation of resources, including production, distribution, and consumption.</td>
<td>• Mock trial (performance-based; memorization rather than higher order thinking).</td>
</tr>
<tr>
<td>• The impact of money, banks and government on the economy.</td>
<td>• Film viewing for the purpose of learning courtroom procedures.</td>
</tr>
<tr>
<td>• Supply and demand.</td>
<td>• Preparation for law enforcement careers, including focus on procedures related to law enforcement, making arrests and processing criminals.</td>
</tr>
<tr>
<td>• Scarcity and economic reasoning.</td>
<td></td>
</tr>
<tr>
<td>• The function of the stock market and its significance on world economies.</td>
<td></td>
</tr>
<tr>
<td>• Microeconomics - US consumerism, production, distribution, marketing, consumption of goods and services</td>
<td></td>
</tr>
<tr>
<td>• Macroeconomics - international economics, trade, US economics and economic policies.</td>
<td></td>
</tr>
</tbody>
</table>

### Course Content and Skills for Film History

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Film and documentaries are used to enhance the study of history.</td>
<td>• Film is used as the primary source to study history.</td>
</tr>
<tr>
<td>• Other sources, such as texts and research articles, also are used to provide a foundation of reliable sources.</td>
<td>• Course focuses on the history of film and the film industry.</td>
</tr>
</tbody>
</table>

### Course Content and Skills for Philosophy / Ethics

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The study of classical and contemporary philosophy and philosophers.</td>
<td>• Study of moral and religious values.</td>
</tr>
<tr>
<td>• The study of how to build logical arguments and defend an opinion or stance.</td>
<td>• Students learn how to defend their personal moral and religious values.</td>
</tr>
<tr>
<td>• Development of arguments regarding issues of impact based on academic research and texts produced by authorities.</td>
<td></td>
</tr>
</tbody>
</table>
### Course Content and Skills for Current Events

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of social, political and cultural issues.</td>
<td>• General recall of current topics in the news.</td>
</tr>
<tr>
<td>• Developing an informed opinion, interpret and compare/contrast.</td>
<td></td>
</tr>
<tr>
<td>• Synthesis of information from multiple selections to draw conclusions and make predictions.</td>
<td></td>
</tr>
</tbody>
</table>

### Course Content and Skills for Media Studies

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of communications and media industries (e.g., newspapers, radio, television, advertising, Internet, movie industry) and their relationship to society and individual groups within society.</td>
<td>• Media as a study of pop culture and entertainment.</td>
</tr>
<tr>
<td>• Study of ethics, purpose and responsibilities of the media.</td>
<td></td>
</tr>
<tr>
<td>• Study of influential media sources and messaging during specific decades or eras (e.g., the holocaust, the 50s, the 60s, Vietnam, the Middle East).</td>
<td></td>
</tr>
<tr>
<td>• The effectiveness of different types of media messages used to raise awareness by the authors of the sources (e.g., film, novels, journalistic publications, documentaries, musical performances/videos).</td>
<td></td>
</tr>
<tr>
<td>• Study the media’s impact on the reporting of major events such as war, political campaigns, human rights issues and other notable events and situations.</td>
<td></td>
</tr>
</tbody>
</table>
### Course Content and Skills for Sports History

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study the impact of sports on society as recreation, entertainment, an economic force, and gambling activities.</td>
<td>• Study of sports from the perspective of a fan and sports enthusiast rather than a study of sports as a societal institution that is interwoven with history and culture.</td>
</tr>
<tr>
<td>• Study of sports and social issues (e.g., racial issues, gender issues).</td>
<td>• Study of a specific sport without historical perspectives and connections to history and society outside the specific sport.</td>
</tr>
<tr>
<td>• Study of sports during specific eras and in relation to world events (e.g., times of war, the depression, the Olympic Games during times of world crises, sports as cultural connections).</td>
<td></td>
</tr>
<tr>
<td>• Analyze the societal influences of specific individuals, teams, sporting events and sport heroes and their impact on history, present day and the future.</td>
<td></td>
</tr>
</tbody>
</table>

### Course Content and Skills for Art History

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of history, societies and cultures through the reflections and expression of artists using primary texts focusing on humanities and social science.</td>
<td>• Primary focus is on the study of art, artists and their individual styles, and periods of art and/or architecture.</td>
</tr>
<tr>
<td>• Students compare and contrast, draw conclusions and develop arguments regarding history, societies and cultures through the study of the societies and their artisans.</td>
<td>• Assessments focus on identification of specific styles and works of art, and the work of specific artists.</td>
</tr>
</tbody>
</table>

### Course Content and Skills for Archaeology

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of past societies and cultures.</td>
<td>• Focus is on the laboratory elements and physical procedures of the research and discovery process rather than the study of civilizations and cultures.</td>
</tr>
<tr>
<td>• Developing an informed opinion, interpret and compare/contrast based on research and investigation.</td>
<td></td>
</tr>
<tr>
<td>• Synthesis of information from multiple selections to draw conclusions and make predictions.</td>
<td></td>
</tr>
</tbody>
</table>
### Course Content and Skills for Model United Nations

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Should follow the prescribed curriculum and research associated with the course.</td>
<td>• Primary focus on performance skills rather than social science curriculum.</td>
</tr>
</tbody>
</table>

### Course Content and Skills for Debate

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Should be based on research and argumentation of historical, political or social issues.</td>
<td>• Primary focus on performance skills rather than social science curriculum.</td>
</tr>
</tbody>
</table>
Foreign Language

Unlike other subject areas in this document, criteria for review for foreign language courses integrate rigor of performance tasks and assessments and course contents.

**Course Content and Rigor of Performance Tasks and Assessments for First Year Foreign Language**

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Write and speak in a language other than English.</strong></td>
<td>• Courses that focus specifically on the use of a foreign language in the workplace.</td>
</tr>
<tr>
<td>Greetings, name, age, physical attributes, asking simple questions, writing basic information.</td>
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</tr>
<tr>
<td>• <strong>Interpret information in a language other than English.</strong></td>
<td>• Courses that teach content from a variety of different foreign languages with little depth as an introduction to languages other than English.</td>
</tr>
<tr>
<td>Understand and respond to basic greetings, directions, etc. Demonstrate reading comprehension.</td>
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</tr>
<tr>
<td>• <strong>Present information in a language other than English.</strong></td>
<td></td>
</tr>
<tr>
<td>Speak and write in simple complete sentences using basic grammar and syntax.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Develop awareness of other cultures.</strong></td>
<td></td>
</tr>
<tr>
<td>Recognize basic routines practices, customs and communications. Identify products of the culture and influences on our culture.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Connections to other content areas.</strong></td>
<td></td>
</tr>
<tr>
<td>Describe basic objects/concepts in simple terms (map skills, temperature)</td>
<td></td>
</tr>
<tr>
<td>• <strong>Access and connect information through various media.</strong></td>
<td></td>
</tr>
<tr>
<td>Use digital media and authentic resources to reinforce vocabulary and to study target cultures and languages, such as photographs, magazines, commercials, dictionaries, etc.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Investigate the nature of language and culture.</strong></td>
<td></td>
</tr>
<tr>
<td>Recognize shared words, idioms, simple forms of address, daily living, celebrations and holidays and contributions.</td>
<td></td>
</tr>
</tbody>
</table>
- **Become an active global citizen.**
  Share experiences form the classroom within the school and/or community. Experience and report on the cuisine, music, drama, literature, etc. from target culture.

### Course Content and Skills for Second Year Foreign Language

| Sufficient for Approval                                                                 | Not Alone Sufficient for Approval                                                                 |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------________________________________|
| **Write and speak in a language other than English.**                                  | Content that does not extend beyond the acceptable content from a first-year foreign language course. |
| Use multiple greetings, characteristics, exchange basic information, ask questions, and write routine information and opinions. | Courses that focus specifically on the use of a foreign language in the workplace.                |
| **Interpret information in a language other than English.**                           | Content that includes a study of the technical aspects of foreign film, drama, or other medium without a connection to learning the language. |
| Understand and respond to familiar requests and directions, etc. Demonstrate reading comprehension of short passages and some details from fictional texts. |                                                                                                   |
| **Present information in a language other than English.**                             |                                                                                                   |
| Speak in complete sentences and write short paragraphs using intonation and pronunciation comprehensible to instructor and classmates using grammar and syntax. |                                                                                                   |
| **Develop awareness of other cultures.**                                              |                                                                                                   |
| Recognize frequently encountered social practices and situation appropriate communication. Describe products and influences. |                                                                                                   |
| **Connections to other content areas.**                                               |                                                                                                   |
| Describe and implement basic objects/concepts in simple terms (wellness, learn a sport from another country) |                                                                                                   |
| **Access and connect information through various media.**                             |                                                                                                   |
| Use digital media and authentic resources to reinforce vocabulary improvise reading ability and cultural awareness. |                                                                                                   |
| **Investigate the nature of language and culture.**                                   |                                                                                                   |
| Recognize and use word families and level appropriate structures. Understand the       |                                                                                                   |
colloquial expressions, authentic forms of address in various social situations both formal and informal, compare social patterns, holidays and contributions.

- **Become an active global citizen.**
  Share experiences from the classroom within the school and/or community. Recognize and show the influences of the target language and/or cultures on own community and show evidence of becoming a life-long learner by using target language and cultural knowledge for personal enrichment.

---

### Course Content and Skills for Third Year Foreign Language

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
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</thead>
</table>
| • **Write and speak in a language other than English.**  
  Initiate, sustain and close brief conversations. Write detailed information and make requests.  
| • **Interpret information in a language other than English.**  
  Understand and respond to requests and directions, etc. of increasing complexity and length. Demonstrate reading comprehension of more complex passages and interpret main ideas and supporting details from familiar text genres.  |
| • **Present information in a language other than English.**  
  Present material both rehearsed and impromptu. Speak in complex sentences and write longer paragraphs using intonation and pronunciation comprehensible to instructor and classmates using complex grammar and syntax.  
| • **Develop awareness of other cultures.**  
  Describe social and cultural practices and use situation appropriate verbal and non-verbal communication. Describe in the target language products and influences in the culture both produces and literary works.  |
| • **Connections to other content areas.**  
  Investigate and discuss concepts from other areas (write a persuasive speech or essay)  |
| • A course that is primarily taught in English  
| • Content that does not extend beyond the acceptable content from a second-year foreign language course  
| • Courses that focus specifically on the use of a foreign language in the workplace  
| • Content that includes a study of the technical aspects of foreign film, drama, or other medium without a connection to learning the language.  |
- **Access and connect information through various media.**
  Use digital media and authentic resources to reinforce and expand vocabulary improve reading ability and cultural awareness.

- **Investigate the nature of language and culture.**
  All of the previous spoken entirely in the world language being taught. Discuss and describe all of the previous years’ information in more depth.

- **Become an active global citizen.**
  Share experiences form the classroom within the school and/or community. Recognize and show the influences of the target language and/or cultures on own community and show evidence of becoming a life-long learner by using target language and cultural knowledge for personal enrichment.

### Course Content and Skills for Fourth Year Foreign Language

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write and speak in a language other than English.</strong></td>
<td>• A course that is primarily taught in English.</td>
</tr>
<tr>
<td>Initiate, sustain and close more extended conversations. Write more detailed information not necessarily on familiar topics.</td>
<td>• Content that does not extend beyond the acceptable content from a second-year foreign language course.</td>
</tr>
<tr>
<td><strong>Interpret information in a language other than English.</strong></td>
<td>• Courses that focus specifically on the use of a foreign language in the workplace.</td>
</tr>
<tr>
<td>Understand and respond to requests and directions, etc. of increasing complexity and length. Demonstrate reading comprehension of more complex passages and interpret main ideas and supporting details from a variety of text genres.</td>
<td>• Content that includes a study of the technical aspects of foreign film, drama, or other medium without a connection to learning the language.</td>
</tr>
<tr>
<td><strong>Present information in a language other than English.</strong></td>
<td></td>
</tr>
<tr>
<td>Present material both rehearsed and impromptu on a wide variety of topics. Speak in complex sentences using intonation and pronunciation</td>
<td></td>
</tr>
</tbody>
</table>
comprehensible to a sympathetic native speaker using complex grammar and syntax. Write both fictional and non-fictional works of several connected paragraphs.

- **Develop awareness of other cultures.**
  Analyze and reflect on social and cultural practices and use situation appropriate verbal and non-verbal communication. Analyze and reflect in the target language products and influences in the culture both products and literary works.

- **Connections to other content areas.**
  Investigate, analyze and design content using resources intended for native speakers.

- **Access and connect information through various media.**
  Use digital media and authentic resources to reinforce and expand vocabulary and improve receptive and productive skills.

- **Investigate the nature of language and culture.**
  All of the previous spoken entirely in the world language being taught. Compare and contrast all of the previous years’ information.

- **Become an active global citizen.**
  Share experiences form the classroom within the school and/or community. Recognize and show the influences of the target language and/or cultures on own community and show evidence of becoming a life-long learner by using target language and cultural knowledge for personal enrichment.
Nondoctrinal Religion or Philosophy

Rigor of Performance Tasks and Assessments.

Generally, a course shall include the items below. This is not a comprehensive list, but is instead intended to serve as a guide:

(a) Application of skills and concepts; and
(b) Strategic thinking, and/or
(c) Extended thinking.

Application of Skills and Concepts: Assignments and assessments which require learners to apply information, conceptual knowledge, and procedures to demonstrate subject matter mastery. Examples of the application of skills and concepts include, but are not limited to:

- Students can identify differences between world religions, philosophies, and beliefs.
- Students can begin to explain why major world religions and famous philosophers hold different beliefs.

Strategic Thinking: Assignments and assessments which require learners to dissect large scale knowledge and information into its smaller conceptual components. Examples of strategic thinking include, but are not limited to:

- Students can analyze the beliefs of major world religions and philosophies, and make connections to how they impact the world, both past and present.

Extended Thinking: Assignments and assignments which require linking multiple informational and knowledge based elements to evaluate a concept as a whole. Examples of extended thinking include but are not limited to:

- Students reflect upon how major world religions and philosophies have changed over time and assess the state of the religion and philosophy today.
- Students can predict how these changes will impact the world in the future.
### Course Content and Skills for Nondoctrinal Religion or Philosophy

<table>
<thead>
<tr>
<th>Sufficient for Approval</th>
<th>Not Alone Sufficient for Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Include a study of multiple world religions, with each approached from a nondoctrinal perspective, including the history of each religion studied in the course, the major tenets or beliefs of each religion studied in the course, the state of each religion in the world today.</td>
<td>• Include content that focuses exclusively on the comparison of different denominations within one religion.</td>
</tr>
<tr>
<td>• Enable students to document similarities and distinctions in various world religions.</td>
<td>• Include a study of major world religions from the perspective of just one religion.</td>
</tr>
<tr>
<td>• Study the existence of and various conceptions of a deity or deities.</td>
<td>• A doctrinal study of morals and ethics from only one perspective.</td>
</tr>
<tr>
<td>• Include assignments that require a rationale for the comparison of different notions and ideas within religions.</td>
<td>• Include writing that is focused on personal opinion or events from the student’s life with little reference to a text or published source.</td>
</tr>
<tr>
<td>• Enable students to learn new terms and phrases specific to major world religions and can apply them appropriately in verbal and written form.</td>
<td></td>
</tr>
<tr>
<td>Enable students to learn new terms and phrases specific to major world religions and can apply them appropriately in verbal and written form.</td>
<td></td>
</tr>
</tbody>
</table>
References


ACTION ITEMS.

1. Legislative items.

   None.

2. Nonlegislative items.

   None.

INFORMATIONAL ITEMS.

1. Discussion of policies and procedures. The committee discussed revisions to its policies and procedures, which included discussions related to high school account statuses, standards of review, criteria for review, and sharing information with academic oversight bodies.

   - A consultant with 2Revolutions will be hired to evaluate the criteria for review related to core courses. Based on feedback from the consultant, the committee will vote on the policies and procedures during an upcoming teleconference.

2. Selection of chair. At the conclusion of the meeting, Brad Rathgeber was elected chair of the committee. He replaces Janet Constantinides whose term expires June 2016.

   Committee Chair:   Janet Constantinides, University of Wyoming, Mountain West Conference
   Staff Liaison(s):   Nick Sproull
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guests in Attendance:</strong></td>
<td>Dan Garrick, chair, Student Records Review Committee.</td>
</tr>
<tr>
<td><strong>NCAA Staff Support in Attendance:</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>Other NCAA Staff Members in Attendance:</strong></td>
<td>Gary deCastro, Therese Joyce, Sarah Overpeck, Amy Routt, Chris Termini.</td>
</tr>
</tbody>
</table>

Susan Patrick, ex officio, International Association for K-12 Online Learning.
ACTION ITEMS.

1. Legislative items.
   - None.

2. Nonlegislative items.
   - The committee unanimously voted to approve revisions to its policies and procedures.

Committee Chair: Brad Rathgeber, One Schoolhouse
Staff Liaison(s): Nick Sproull

<table>
<thead>
<tr>
<th>High School Review Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 14-15, 2016 Meeting</td>
</tr>
</tbody>
</table>

**Attendees:**
- Mary Anne Butler, Connecticut Department of Education.
- Janet Constantinides, University of Wyoming, Mountain West Conference.
- Mike Garrison, California Interscholastic Federation, San-Joaquin Section.
- Kendra Green, Delaware State University, Mid-Eastern Athletic Conference.

**Absentees:**
- Susan Patrick, ex officio, International Association for K-12 Online Learning.
- Kedra Ishop, University of Michigan, Big Ten Conference.
- Alyssa Morales Kelly, Hofstra University, Colonial Athletic Association.
- Brad Rathgeber, One Schoolhouse.

**Guests in Attendance:**
- None.

**NCAA Staff Support in Attendance:**
- None.

**Other NCAA Staff Members in Attendance:**
- Therese Joyce, Sarah Overpeck, Amy Routt.
Instructions for Concurring New SAT Scores to Old SAT Scores

Note: Two sets of tables are available: one to concord scores from the old SAT to the new SAT, and one from the new SAT to the old SAT. Be sure to use the appropriate direction — if you are starting with scores on the old SAT and need to concord to the new SAT, please see page 8 of this document: Instructions for Conording Old SAT scores to New SAT Scores.

<table>
<thead>
<tr>
<th>YOU HAVE: NEW SAT SCORES</th>
<th>YOU WANT: OLD SAT SCORES</th>
<th>BY USING CONCORDANCE TABLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score (ERW+M) (400-1600)</td>
<td>Total 2400 (CR+W+M) (600-2400)</td>
<td>Table 1: NEW SAT TO OLD SAT (total 2400) Use this table to concord new SAT 1600 (Evidence-Based Reading and Writing + Math) to old SAT 2400 (Critical Reading + Writing + Math)</td>
</tr>
<tr>
<td>Total Score (ERW+M) (400-1600)</td>
<td>Total 1600 (CR+M) (400-1600)</td>
<td>Table 2: NEW SAT TO OLD SAT (total 1600) Use this table to concord new SAT 1600 (Evidence-Based Reading and Writing + Math) to old SAT 1600 (Critical Reading + Math)</td>
</tr>
<tr>
<td>Math Section (M) (200-800)</td>
<td>Math Section (M) (200-800)</td>
<td>Table 3: NEW SAT MATH SECTION TO OLD SAT MATH SECTION (M to M) Use this table to concord new SAT Math Section to old SAT Math Section</td>
</tr>
<tr>
<td>Writing and Language Test (WL) (10-40)</td>
<td>Writing Section (W) (200-800)</td>
<td>Table 4: NEW SAT WRITING AND LANGUAGE TEST TO OLD SAT WRITING SECTION (WL to W) Use this table to concord new SAT Writing and Language Test to old SAT Writing Section</td>
</tr>
<tr>
<td>Reading Test (R) (10-40)</td>
<td>Critical Reading Section (CR) (200-800)</td>
<td>Table 5: NEW SAT READING TEST TO OLD SAT CRITICAL READING SECTION (R to CR) Use this table to concord new SAT Reading Test to old SAT Critical Reading Section</td>
</tr>
<tr>
<td>Evidence-Based Reading and Writing Section (ERW) (200-800)</td>
<td>Writing + Critical Reading Sections (W+CR) (400-1600)</td>
<td>Table 6: NEW SAT EVIDENCE-BASED READING AND WRITING SECTION TO OLD SAT WRITING PLUS CRITICAL READING SECTIONS (ERW to W+CR) Use this table to concord New SAT Evidence-Based Reading and Writing Section to old SAT Writing plus Critical Reading Sections</td>
</tr>
</tbody>
</table>

For more resources on concordance for Higher Education Professionals, Click Here

For K-12 Professionals, Click Here
Instructions For Concording New SAT Scores to ACT Scores

Start with your score on the new SAT and find the related score on the ACT by using these concordance tables.

<table>
<thead>
<tr>
<th>YOU HAVE: NEW SAT SCORES</th>
<th>YOU WANT ACT SCORES</th>
<th>BY USING CONCORDANCE TABLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score (ERW+M)</td>
<td>ACT Composite</td>
<td>Table 7: NEW SAT TOTAL TO ACT COMPOSITE (NEW SATWL TO ACTW)</td>
</tr>
<tr>
<td>(400-1600)</td>
<td></td>
<td>Use this table to concord New SAT scores to ACT Composite Scores</td>
</tr>
<tr>
<td>Writing and Language (WL)</td>
<td>ACT English/Writing (before 2015 Fall)</td>
<td>Table 8: NEW SAT WRITING AND LANGUAGE TEST TO ACT ENGLISH/Writing (pre-2015) (NEW SATWL TO ACTW)</td>
</tr>
<tr>
<td>(10-40)</td>
<td></td>
<td>Use this table to concord New SAT Writing and Language Test scores to ACT writing scores</td>
</tr>
</tbody>
</table>

For more resources on concordance for Higher Education Professionals, Click Here

For K-12 Professionals, Click Here
## New SAT to Old SAT Concordance Table (2400 Scale)

<table>
<thead>
<tr>
<th>New SAT Total Score (400-1600)</th>
<th>Old SAT Total Score (600-2400)</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>600</td>
</tr>
<tr>
<td>410</td>
<td>610</td>
</tr>
<tr>
<td>420</td>
<td>620</td>
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<tr>
<td>430</td>
<td>630</td>
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## Concordance Tables

Released: May 9, 2016

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### New SAT to ACT Concordance Table

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For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

### New SAT Writing and Language to ACT English/Writing Concordance Table

**Table 8**

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Because of changes to the ACT writing test introduced in 2015, the concorded score for the ACT Combined English/Writing is only applicable if you took the ACT prior to September 2015.

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.
# Instructions for Concording Old SAT Scores to New SAT Scores

**Note:** Two sets of tables are available: one to concord scores from the old SAT to the new SAT, and one from the new SAT to the old SAT. Be sure to use the appropriate direction — If you are starting with scores on the new SAT and need to concord to the old SAT, please see page 1 of this document: Instructions for Concording New SAT Scores to Old SAT Scores.

<table>
<thead>
<tr>
<th>YOU HAVE: OLD SAT SCORES</th>
<th>YOU WANT: NEW SAT SCORES</th>
<th>BY USING CONCORDANCE TABLE:</th>
</tr>
</thead>
</table>
| **Total 2400** (CR+W+M) (600-2400) | **Total Score** (ERW+M) (400-1600) | **Table 9: OLD SAT TO NEW SAT** (TOTAL 2400)  
Use this table to concord old SAT 2400 (Critical Reading + Writing + Math) to New SAT 1600 (Evidence-Based Reading and Writing + Math) |
| **Total 1600** (CR+M) (400-1600) | **Total Score** (ERW+M) (400-1600) | **Table 10: OLD SAT TO NEW SAT** (TOTAL 1600)  
Use this table to concord old SAT 1600 (Critical Reading + Math) to New SAT 1600 (Evidence-Based Reading and Writing + Math) |
| Writing plus Critical Reading Sections (W+CR) (400-1600) | Evidence-Based Reading and Writing Section (ERW) (200-800) | **Table 11: OLD SAT WRITING PLUS CRITICAL READING SECTIONS TO NEW SAT EVIDENCE-BASED READING AND WRITING SECTION** (W+CR to ERW)  
Use this table to concord Old SAT Writing plus Critical Reading Sections to New SAT Evidence-Based Reading and Writing Section |
| Math Section (M) (200-800) | Math Section (M) and Math Test (MT) (200-800 and 10-40) | **Table 12: OLD SAT MATH SECTION TO NEW SAT MATH SECTION TO NEW SAT MATH TEST** (M to M to MT)  
Use this table to concord old SAT Math Section to New SAT Math Section, and to concord the old SAT Math Section to the new SAT Math Test |
| Writing Section (W) (200-800) | Writing and Language Test (WL) (10-40) | **Table 13: OLD SAT WRITING SECTION TO NEW SAT WRITING AND LANGUAGE TEST** (W to WL)  
Use this table to concord old SAT Writing Section to new SAT Writing and Language Test |
| Critical Reading Section (CR) (200-800) | Reading Test (R) (10-40) | **Table 14: OLD SAT CRITICAL READING SECTION TO NEW SAT READING TEST** (CR to R)  
Use this table to concord old SAT Critical Reading Section to New SAT Reading Test |

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**For more resources on concordance for Higher Education Professionals,**

▶ Click Here

**For K-12 Professionals,**

▶ Click Here
Instructions For Concording ACT Scores to New SAT Scores

Start with your score on the ACT and find the related score on the new SAT by using these concordance tables.

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<td><strong>ACT English/Writing</strong></td>
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<td><strong>Table 16: ACT English/Writing (pre-2015) to New SAT Writing and Language (ACTW to SAT WL)</strong></td>
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<td>Use this table to concord ACT writing scores to new SAT Writing and Language scores</td>
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For more resources on concordance for Higher Education Professionals,
▶ Click Here

For K-12 Professionals,
▶ Click Here
## Table 9

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### Old SAT Critical Reading Section to New SAT Reading Test Concordance Table

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# Concordance Tables

## ACT to New SAT Concordance Table

**Table 15**

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For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.

## ACT English/Writing to New SAT Writing and Language Concordance Table

**Table 16**

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<th>ACT English/Writing Score</th>
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Because of changes to the ACT writing test introduced in 2015, the concorded score for the ACT Combined English/Writing is only applicable if you took the ACT prior to September 2015.

For lower score points, there is not enough data to produce a valid concordance between the new SAT and ACT.
NCAA Division II Academic Requirements Committee
Directive Regarding the Standard of Review of
Progress-Toward-Degree Waivers

1. Background.

The NCAA Division II Academic Requirements Committee drafted this directive to provide guidance to the NCAA academic and membership affairs staff and the NCAA Division II Academic Requirements Committee Subcommittee on Progress-Toward-Degree Waivers as outlined below, with the understanding that both entities may use discretion in the application of this directive. Further, exceptions to this directive may be applied by the staff, and/or the Subcommittee on Progress-Toward-Degree Waivers when warranted by the circumstances of a specific case.

This directive is now reviewed and updated annually by the committee.

2. Guiding Principles.

Institutions seeking a progress-toward-degree waiver on behalf of a student-athlete for relief of NCAA Bylaws 14.4.3.1-(a) (six hours earned per academic term), 14.4.3.1-(b) (24/36 credit hours), 14.4.3.2 (fulfillment of minimum grade-point average requirements) and/or 14.1.7.1.7.3.1 (practice or competition – postseason) must present evidence of compelling mitigating circumstances along with a reasonable expectation for the student-athlete to recover academically for the waiver request to be granted. Such waivers will be reviewed under the presumption of a good-faith effort on the part of the student-athlete and his or her institution toward completion of the student-athlete’s collegiate degree within five years of the student-athlete’s full-time enrollment, unless and until circumstances surrounding the waiver request indicate otherwise.

Additionally, institutions seeking a waiver of full-time enrollment for a student-athlete pursuant to Bylaw 14.1.7.1.8 (waivers of the 12-hour requirement for practice or competition) must present evidence of specific mitigating circumstances, as outlined by the legislation, along with a reasonable expectation for the student-athlete to maintain appropriate academic progress as dictated by progress-toward-degree legislation for the waiver request to be granted. Such waivers will be reviewed under the presumption of a good-faith effort on the part of the student-athlete and his or her institution toward completion of the student-athlete’s collegiate degree within five years of the student-athlete’s full-time enrollment, unless and until circumstances surrounding the waiver request indicate otherwise.
3. **Minimum Review Standard.**

The staff/committee/subcommittee will not consider a waiver request submitted on behalf of a student-athlete if that student-athlete’s eligibility for competition and/or athletically related financial aid will not be directly affected by the outcome of the waiver decision.

Specifically, the student-athlete must have exhausted his or her options for rectifying the deficiency and must be enrolled at the certifying institution or have enrollment immediately pending (i.e., immediately preceding term has been completed and enrollment at the certifying institution is imminent).

4. **Mitigating Circumstances.**

a. Circumstances that may be considered as compelling mitigation and supported by objective documentation shall include, but are not limited to, the following:

   (1) **Personal hardship:**

      (a) Situations clearly supported by contemporaneous documentation, which indicate that the student-athlete was unable to meet the progress-toward-degree requirement as a result of significant physical or mental circumstances suffered by the student-athlete, a close family member or others on whom the student-athlete is dependent;

      (b) Extreme financial difficulties as a result of a specific event (e.g., layoff, death in the family) experienced by the student-athlete or by an individual on whom the student-athlete is legally dependent, which prohibits the student-athlete from completing the progress-toward-degree requirement(s). The circumstances must be clearly supported by objective documentation (e.g., decree of bankruptcy, proof of termination) and must be beyond the control of the student-athlete or the individual on whom the student-athlete is legally dependent; and

      (c) Natural disasters (e.g., earthquakes, floods).

   (2) **Restrictive-degree programs;**

   (3) **Restrictive transfer;**
(4) Change of degree;

(5) Education-impacting disability;

(6) Misadvisement or lack of advisement (note that the staff is required to notify the faculty athletics representative, compliance officer and athletics director, while copying the chancellor or president, of an institution in which misadvisement or lack of advisement is determined to be the mitigation that impacted the student-athlete’s ability to meet an academic requirement);

(7) Participation in athletics activities as defined by Bylaw 14.2.4.2.2.2 (national/international competition exception); or

(8) Other unforeseen events and/or circumstances beyond the student-athlete’s control.

b. Circumstances that will not be considered as compelling mitigation may include, but are not limited to, the following:

(1) Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement) unless accompanied by the documented assertion of misadvisement; or

(2) Failure to follow an academic recovery plan submitted with a previously approved waiver of the progress-toward-degree requirements (which left the student-athlete deficient for future eligibility certification).

5. Documentation.

Institutions are required to provide the following supporting documentation with waiver requests:

a. Standard documentation (to be provided unless staff indicates otherwise):

(1) An accurately completed progress-toward-degree waiver application submitted via the Request/Self-Report Online Case Management System;

(2) Letters or statements from the institution and student-athlete explaining the reasons for the deficiency;
(3) Evidence of the compelling mitigating circumstance(s) supporting the waiver request;

(4) A copy of the student-athlete’s current official transcript and copies of official transcripts from any previous institutions (print-screen transcripts will not be accepted); and

(5) An academic recovery plan, designed by the applicant institution, that demonstrates how the student-athlete’s individual efforts, course schedule planning (including consideration of academic- and athletics-related time demands) and use of academic resources (including appropriate accommodations for any education-impacting disability) will allow him or her to overcome academic eligibility deficiencies. An acceptable academic recovery plan also will demonstrate that the student-athlete is able to graduate within five years of initial full-time enrollment and should include term-by-term scheduling of courses to the greatest extent possible. The plan must be signed by both the student-athlete and an institutional representative with academic oversight for the student-athlete.

b. To be provided if needed or requested by staff to support waiver request:

(1) Description of the designated degree as found in the academic catalog;

(2) Degree audit indicating degree-applicable courses; and

(3) Current course enrollment list or schedule.

(4) For waivers related to student teaching, internships or other required work experience, written documentation from an academic authority (e.g., departmental advisor) indicating the work experience is the final requirement for the student-athlete’s degree program and all other requirements have been completed. For example, the student-athlete has six hours remaining in the spring term prior to completing their student teaching during the fall term and has completed all applicable state required tests prior to the teaching experience.


a. Personal hardship:

(1) Documentation confirming the hardship event or circumstances;
(2) Documentation linking the hardship event or circumstances to the term in which the academic requirement was not met;

(3) Clarification that the event or circumstance has been resolved or accommodated to the point that it will no longer impact the student-athlete’s ability to be academically successful; and

(4) Evidence that demonstrates that it is reasonable to believe that but for the medical condition or event, the student-athlete would have been academically eligible.

b. Restrictive-degree programs:

(1) Documentation of the degree program requirements that restrict the student-athlete’s ability to meet the progress-toward-degree requirement (e.g., course sequencing, block scheduling).

(2) Documentation of the institutional policy impacting the student-athlete’s ability to meet the requirements that would otherwise be degree applicable. Should the issue actually be the student-athlete’s poor academic performance, restrictive-degree program is probably not the mitigation to consider. Instead the staff will request mitigation that impacted the student-athlete’s academic record.

(3) Evidence that demonstrates that it is reasonable to believe that but for the restrictive nature of the academic program, the student-athlete would have been academically eligible.

c. Restrictive transfer:

(1) Evidence of when the student-athlete’s recruitment began;

(2) Documentation of any institutional policies impacting the student-athlete’s ability to transfer credit hours that would otherwise be degree applicable. Should the issue actually be the student-athlete’s poor academic performance, restrictive transfer is probably not the mitigation to consider. Instead the staff will request mitigation that impacted the student-athlete’s academic record;

(3) Clarification that the institution is not requesting a waiver of its own transfer policy. Failure to know or understand the policy typically
results in a case of misadvisement on the part of the institution, which requires the inclusion of an institutional recovery plan demonstrating how such mistakes will be avoided in the future;

(4) Evidence of whether or not the student-athlete could have been eligible in a different degree program; or

(5) Evidence that demonstrates that it is reasonable to believe that but for the restrictive transfer issue, the student-athlete would have been academically eligible.

d. Change of degree:

(1) Documentation of the degree program change;

(2) Documentation that the student-athlete was eligible in the previous degree program so that it is clear the change in programs was not made for eligibility purposes only; and

(3) Evidence that demonstrates that it is reasonable to believe that but for the degree program change, the student-athlete would have been academically eligible.

e. Education-impacting disability:

(1) Full and complete documentation of the student-athlete’s education-impacting disability including:

   (a) Current, signed documentation of the diagnosis (including test data) and/or recommendations from the treating professional (e.g., medical doctor, clinical psychologist, other qualified individual). If specific circumstances of the case indicate that this requirement is unnecessary, a prior diagnosis may be acceptable. (Note: The staff or subcommittee reserves the right to request a second opinion or diagnosis);

   (b) Copy of the student-athlete’s Individual Education Plan or Section 504 Plan, if applicable;

   (c) Contemporaneous medical documentation provided by an individual who is qualified and licensed to diagnose and treat the
particular impairment (e.g., psychiatrist, psychologist) must be submitted on behalf of the student-athlete with a mental health disorder (e.g., depression, anxiety, posttraumatic stress disorder);

(d) If the student has voluntarily disclosed his or her diagnosed disability to the institution’s office of disability services, documentation (letter on office of disability services letterhead) verifying the student-athlete’s disability;

(e) A written copy of the institution’s policies and curriculum guidelines applicable to all students with education-impacting disabilities;

(f) If the student-athlete has voluntarily disclosed to the office of disability services, documentation of the specific accommodations granted to provide access to the student-athlete. This summary must include accommodations provided by the institution with respect to the student-athlete’s disability, as well as academic and other support services provided and any institutional accommodations related to adjustments of minimum performance requirements. If the institution offers any accommodations with respect to the student-athlete’s athletics responsibilities, those should be indicated as well;

(g) Statement on the use of said accommodations in the student-athlete’s academic recovery plan;

(h) An institution filing a progress-toward-degree waiver for a student-athlete with an education-impacting disability must identify if it previously filed a disability initial-eligibility waiver request for the same student-athlete. If the institution previously submitted a disability initial-eligibility waiver request for the student-athlete, the institution must provide a summary of the support services and/or accommodations for which the student-athlete was approved. The institution should also indicate which accommodations the student-athlete has used at the institution. If the support services and/or accommodations provided differ from the support services and/or accommodations that were described in the student-athlete’s initial-eligibility waiver request, the institution must provide a written statement explaining why the support services and/or accommodations changed. If the student-
athlete did not use any support services and/or accommodations, the institution must provide a statement explaining why the student-athlete did not use available support services and/or accommodations;

(i) Evidence that demonstrates that it is reasonable to believe the impact of the disability was such that the student-athlete would have otherwise been academically eligible; and

(j) Written statement from the student-athlete that addresses the impact of the diagnosed disability on his or her academic performance.

f. Misadvisement or lack of advisement:

(1) Documented misadvisement, typically a written statement of explanation from the person or persons responsible for providing erroneous information or the individual’s supervisor. This statement must summarize the information given to the student-athlete. In the event the responsible individual is unavailable to submit a statement, the institution must submit a statement from the individual’s supervisor including an explanation as to why the responsible individual could not provide a statement (e.g., no longer employed, etc.). If available, the institution should include contemporaneous documentation demonstrating misadvice (e.g., notes, phone logs);

(2) A written statement from the student-athlete in question demonstrating whether the student-athlete, in good faith, relied on the erroneous information to his or her detriment. The statement should include a chronology of events;

(3) Clear evidence that the student-athlete’s deficiency was the result of his or her reliance on the misadvisement or the lack of advisement and that but for the misadvisement or lack of advisement, it is reasonable to determine that the student-athlete would have satisfied the progress-toward-degree requirement;

(4) A written statement from the institution regarding its actions to educate the student-athlete about the progress-toward-degree requirements;
(5) A reasonable institutional recovery plan to avoid a similar situation occurring in the future. Such a plan should include educational initiatives to be conducted by the institution relative to the student-athlete and/or the personnel who have a role in providing academic advisement to student-athletes. In addition, the plan should contain corrective actions to ensure that all student-athletes will receive proper academic advisement relative to the evaluation of each student-athlete’s degree program and course selection and the evaluation of the student-athlete’s transcript and degree audit to ensure courses are acceptable for satisfying the progress-toward-degree requirements. The plan must be signed by the director of athletics, the faculty athletics representative and the athletics staff member with academic oversight of student-athletes, as well as any additional staff member impacted by the plan (registrar, director of admissions, head coach, etc.); and

(6) Evidence that demonstrates that it is reasonable to believe that but for the misadvisement, the student-athlete would have been academically eligible.

g. Transfers with progress-toward-degree deficiencies from the previous institution.

Waivers for transfer student-athletes who do not meet the nine-hour requirement in NCAA Bylaw 14.4.3.2.1 (application of rule to transfer student) shall be reviewed under the general principle of this directive which requires compelling mitigating circumstances for the waiver request to be granted.

However, if the student-athlete presents no compelling mitigating circumstances, staff has the authority to approve a waiver that meets the first two criteria below after a thorough review of the case and consideration of the additional review factors.

1. The student-athlete did not compete in intercollegiate competition during the term in which the deficiency occurs; and

2. The student-athlete withdraws from the institution within 14 days of initial enrollment at the institution.
Additional review factors:

1. The overall academic record of the student-athlete, with particular emphasis in the analysis placed on any previous collegiate coursework.

2. Documentation from the previous institution that the institution supports the waiver request.

7. Less Than Full-Time Enrollment (Education-Impacting Disability).

The staff is granted the authority to approve requests for less than full-time enrollment (not less than six credit hours) due to an education-impacting disability based on a review of the following information:

a. Full and complete documentation of the student-athlete’s education-impacting disability including:

   (1) A current (new or updated within the past three years) diagnosis of the disability, including the results of specific measures or tests that formed the basis of the diagnoses. If specific circumstances of the case indicate that this requirement is unnecessary, a prior diagnosis may be acceptable. (Note: The staff or subcommittee reserves the right to request a second opinion or diagnosis.);

   (2) A copy of the student-athlete’s last Individual Education Plan, if applicable; and

   (3) Contemporaneous medical documentation provided by an individual who is qualified and licensed to diagnose and treat the particular illness (e.g., psychiatrist, psychologist) must be submitted on behalf of student-athletes with psychological or mental health issues (e.g., depression, bipolar disorder).

b. Documentation that the disability is recognized by the institution’s office of disability services;

c. Written documentation from an appropriate institutional authority that the institution has defined the student-athlete’s full-time enrollment to be less than 12 hours to accommodate for the student-athlete’s education-impacting disability;

d. An academic recovery plan demonstrating that the course-load reduction will not create a future academic deficiency; and
e. Note that requests for enrollment in less than six credit hours must be made directly to the subcommittee.

8. Less Than Full-Time Enrollment (International Competition).

The staff is granted the authority to approve requests for less than full-time enrollment due to participation in international competition outlined in Bylaw 14.1.7.1.8.3 (practice or competition – Olympic Games, Pan American Games, World Championships, World Cup, World University Games or World Youth Championships) based on a review of the following information:

a. A letter of invitation from the sport’s national governing body indicating the student-athlete has been selected to participate in the event; and

b. Documentation indicating that the student-athlete’s participation will not cause additional academic deficiencies.

9. Less Than Full-Time Enrollment (Other).

The staff is granted the authority to approve requests for less than full-time enrollment (not less than six credit hours) based on a review of the following information:

- Documented compelling mitigating circumstances surrounding the waiver request (Section No. 5).

  (1) An academic recovery plan demonstrating that the course-load reduction will not create a future academic deficiency;

  (2) For waivers related to student teaching, internships, or other required work experience, written documentation from an academic authority (e.g., departmental advisor) indicating the work experience is the final requirement for the student-athlete’s degree program and all other requirements have been completed. For example, the student-athlete has six hours remaining in the spring term prior to completing their student teaching during the fall term and has completed all applicable state required tests prior to the teaching experience.

  (3) Case precedent as established by the subcommittee; and
(4) Note that requests for enrollment in less than six credit hours must be made directly to the subcommittee. The subcommittee also hears cases in which there is no case precedent related to the included mitigation.

10. **Staff Decisions.**

   a. **Approvals.** The staff is granted the authority to approve or conditionally approve waivers of the progress-toward-degree requirement(s) based on a review of some or all of the following information:

   (1) The size of the deficiency. The staff should consider how close the student-athlete is to meeting the academic requirement;

   (2) The student-athlete’s overall academic record;

   (3) A reasonable academic recovery plan, signed by both the student-athlete and an institutional representative;

   (4) Documented compelling mitigating circumstances surrounding the waiver request (Section No. 5) and evidence that it is reasonable to determine that but for the mitigation, the student-athlete would have met the academic requirement; and

   (5) In cases in which change of degree is cited as mitigation, if the above guidelines are met, and the student-athlete was academically eligible in the previous degree, and the student-athlete has a grade-point average of 3.0 or higher, the staff is to approve those cases.

   b. **Denials.** The staff is granted the authority to deny waivers of the progress-toward-degree requirement(s) based on a review of some or all of the following information:

   (1) The absence of documented mitigating circumstances surrounding the waiver request (Section No. 5);

   (2) The staff concludes that based on the student-athlete’s overall academic record, it is not reasonable to determine that but for the mitigation, the student-athlete would have met the academic requirement;
(3) Any previous reviews of the student-athlete’s academic progress through the progress-toward-degree waiver process, including the student-athlete’s history of following an academic recovery plan;

(4) Clear case precedent warranting denial of the appeal; and

(5) In cases in which education-impacting disability is cited as mitigation and the student-athlete was provided the appropriate accommodations by the institution but elected not to use them, the staff is directed to deny.
Background.

At the 2014 NCAA Convention, the NCAA Division II membership adopted legislation that raised the two-year college transfer standards for competition, practice and athletics aid, effective August 1, 2016, reinforcing the importance of academic readiness for entering NCAA Division II student-athletes. Therefore, within the two-year college transfer waiver process, the threshold for full relief for receipt of athletically related financial aid, practice and competition will be set correspondingly high.

In anticipation of waiver requests seeking relief from these standards, the NCAA Division II Academic Requirements Committee drafted this directive to provide guidance to the NCAA academic and membership affairs staff and the NCAA Division II Progress-Toward-Degree Waivers Subcommittee on Two-Year College Transfer Waivers as outlined below, with the understanding that both entities may use discretion in the application of this directive. Further, exceptions to this directive may be applied by the staff and/or the committee when warranted by the circumstances of a specific case.

This directive will be reviewed and updated annually by the Academic Requirements Committee and prior to the legislative changes that will become effective August 1, 2016.

Guiding Principles.

Institutions seeking relief of NCAA Division II Bylaws 14.5.4 (two-year college transfers), 14.5.4.1 (eligibility for financial aid, practice and competition for a qualifier with no previous four-year attendance), 14.5.4.2 (eligibility for financial aid, practice and competition for all other qualifiers, partial qualifiers, and nonqualifiers), 14.5.4.2.1 (additional requirements for partial qualifiers and on qualifiers), 14.5.4.2.3 (eligibility for financial aid and practice for qualifiers and partial qualifiers) and 14.5.4.2.4 (eligibility for financial aid and practice for nonqualifiers) must present evidence of compelling mitigating circumstances along with a reasonable expectation that the student-athlete would have met the transfer requirements absent the mitigation. Such waivers will be reviewed under the presumption of a good-faith effort on the part of the student-athlete and his or her institution toward completion of the student-athlete’s collegiate degree within five years of the student-athlete’s full-time enrollment, unless and until circumstances surrounding the waiver request indicate otherwise.

Minimum Review Standard.

The staff and/or subcommittee will not consider waiver requests submitted on behalf of a student-athlete if that student-athlete’s eligibility for competition and/or athletically related financial aid will not be directly affected by the outcome of the waiver decision. Specifically,
the student-athlete must have exhausted his or her options for rectifying the deficiency and must be enrolled at the certifying institution or have enrollment immediately pending (i.e., immediately preceding term has been completed). Further, the staff and/or subcommittee will not consider waiver requests for nonqualifiers who have completed less than two full-time terms at a two-year institution unless they are currently enrolled at the certifying institution.

**Data Driven Guiding Principles.**

Two-year college transfer standards have been developed based on extensive research regarding the academic success of student-athletes. Statistical prediction modeling of four-year college outcomes from two-year college academic variables indicated key predictors of academic success at the four-year institution: (1) two-year college grade-point average; and (2) successful completion of core credits in English and math. Additional predictors include a low number of physical education activity courses, and successful completion of core credits in natural and/or physical science, which shall be effective starting August 1, 2016.

Institutions seeking a two-year transfer waiver on behalf of a student-athlete for relief of Bylaw 14.5.4 (two-year transfers) must present favorable evidence of these predictors of academic success along with compelling mitigating circumstances for the waiver request to be granted. Academic success will be based on the student-athlete’s grade-point average for transferable credit (per Bylaw 14.5.4.4.3.2) and the successful completion of the transferable core courses. These waivers will be reviewed under the presumption of a good-faith effort on the part of the student-athlete and his or her institution toward completion of the student-athlete’s collegiate degree within five years of the student-athlete’s full-time collegiate enrollment, unless and until circumstances surrounding the waiver request indicate otherwise.

**Required Documentation.**

Institutions are required to provide, at a minimum, the following supporting documentation with all two-year college transfer waiver requests:

1. An accurately completed two-year college transfer waiver application submitted via the Requests/Self-Reports Online Case Management System;

2. Letters or statements from the institution and student-athlete explaining the reasons for the deficiency;

3. A copy of the applicant institution’s two-year college transfer evaluation(s);
A copy of the applicant institution’s transfer-course equation for the student-athlete’s academic record, demonstrating each transfer course’s equivalent at the member institution;

4. Documentation of the applicant institution’s two-year college transfer grade point-average calculation (per Bylaw 14.5.4.4.3.2);

5. Evidence of the compelling mitigating circumstance(s) supporting the waiver request;

6. A copy of the student-athlete’s current official transcript and copies of official transcripts from any previous institutions (unofficial or print-screen transcripts will not be accepted); and

7. A graduation plan, designed by the applicant institution, that demonstrates how the student-athlete’s individual efforts, course schedule planning (including consideration of academic- and athletics-related time demands) and use of academic resources (including appropriate accommodations for any education-impacting disability) will demonstrate that the student-athlete is able to graduate within five years of initial full-time enrollment. The graduation plan should include term-by-term scheduling of courses to the greatest extent possible and must be signed by both the student-athlete and an institutional representative with academic oversight for the student-athlete.

8. Additional information to be provided if needed or requested by staff to support waiver request includes the following:

   a. Description of the designated degree as found in the applicant institution’s academic catalog;

   b. Degree audit indicating degree applicable courses;

   c. Current course enrollment list or schedule; and

   d. Other documents, as deemed necessary by staff.

Information to Be Considered.

When reviewing a two-year college transfer waiver, the staff may consider any information submitted by the applicant institution. In addition to the required supporting documents, the following may be considered by the staff:

1. Letters of recommendation or support;
If applicable, evidence of misadvisement or a lack of advisement by the student-athlete’s two-year college or by an NCAA member institution; and

2. Other information as requested.

**Information Not to Be Considered.**

When reviewing a two-year college transfer waiver, the staff shall not consider the following information:

1. Initial-eligibility information.
   a. Due to the predictive nature of the academic performance at the two-year college, all waivers for student-athletes who have initially enrolled full time at a two-year institution will be reviewed in the two-year college transfer waiver process under the parameters set forth in this directive.
   b. Initial-eligibility information will only be considered in circumstances when significant mitigation clearly outside the control of the student-athlete combines with an exemplary academic record at the two-year institution to give evidence of the student-athlete’s academic preparedness.
   c. Examples of significant mitigation include natural disasters and illness to the student-athlete or a member of the student-athlete’s immediate family. High school misadvisement, core-course determinations and missing pre-enrollment standardized tests are not considered significant mitigation in the two-year transfer waiver process.

2. Academic performance at the certifying institution.

The two-year college transfer waiver process will focus on the student-athlete’s academic performance at collegiate institutions prior to enrollment at the certifying institution and the mitigation for the student-athlete’s failure to meet the two-year transfer requirements. Coursework completed at the certifying institution (e.g., summer hours, fall term hours for a winter or spring sport) will not be considered except as prescribed under the conditional approvals section in this directive.
Staff Decisions.

In analyzing all two-year college transfer waiver cases, the staff will review the student-athlete’s academic record and weigh the student-athlete’s academic record against the two-year transfer requirements deficiency and the mitigating circumstances presented as reasons for that deficiency.

1. Approvals.

   The staff is granted the authority to approve waivers of the two-year college transfer requirement(s) based on a review of some or all of the following information:

   a. The size of the deficiency. The staff should consider how close the student-athlete is to meeting the transfer requirement;

   b. The student-athlete’s overall academic record and whether it demonstrates a likelihood of academic success;

   c. Documented compelling mitigating circumstances surrounding the waiver request and evidence that it is reasonable to determine that absent the mitigation, the student-athlete would have met the academic requirement; and/or

   d. A reasonable graduation plan, signed by both the student-athlete and an institutional representative.

2. Partial approvals.

   The staff is granted the authority to partially approve waivers of the two-year college transfer requirement(s) in those circumstances that do not meet the criteria for either approval or denial.

   a. When a student-athlete’s academic record does not project a likelihood of academic success but there are mitigating circumstances present to warrant a partial waiver of two-year college transfer requirements, a waiver may be partially approved to permit the receipt of athletically related financial aid only.

   b. When a student-athlete’s academic record demonstrates a likelihood of academic success and/or there are mitigating circumstances present to warrant a partial waiver of two-year college transfer requirements, a waiver may be partially approved for athletically related financial aid and practice.
c. The staff is also granted the authority to partially approve a waiver to allow for receipt of athletically related financial aid and limited participation in practice activities when his or her academic record, based on the data analysis noted, minimally demonstrates a likelihood of academic success, but there are mitigating circumstances present to warrant such a partial waiver of the two-year college transfer requirements.

3. Conditional approvals.

The staff is granted the authority to conditionally provide relief for waivers of the two-year college transfer requirements as follows:

a. When a student-athlete does not satisfactorily complete a transferable core course (i.e., English, math) to the certifying institution;

b. The student-athlete’s academic record demonstrates a likelihood of academic success; and/or

c. There are mitigating circumstances present to warrant such a waiver of the two-year college transfer requirements.

Further, the staff may condition partial approval of a waiver to permit athletically related financial aid and practice during the following term, or full approval of the waiver on the successful completion of academic requirements as determined by staff during the student-athlete’s initial term in residence.

4. Denials.

The staff is granted the authority to deny waivers of the two-year college transfer requirement(s) based on a review of some or all of the following information:

a. The absence of documented mitigating circumstances surrounding the waiver request;

b. The mitigating circumstances are insufficient or do not tie directly to the deficiency;

c. The staff concludes that based on the student-athlete’s overall academic record, it is not reasonable to determine that absent the mitigation, the student-athlete would have met the two-year college transfer requirement;
d. In situations involving misadvisement, if the student-athlete is not eligible at any Division II institution, regardless of the misadvisement received, provided the request for relief is solely based on the misadvisement; and/or

e. In cases in which an education-impacting disability is cited as mitigation and the student-athlete was provided the appropriate accommodations by the institution, but elected not to use them.

Analysis of Mitigating Circumstances.

1. Circumstances that may be considered as compelling mitigation and supported by objective documentation shall include, but are not limited to, the following:

   a. Personal hardship.

      (1) Situations clearly supported by contemporaneous documentation, which indicate that the student-athlete was unable to meet the two-year transfer requirements as a result of significant physical or mental circumstances suffered by the student-athlete, an immediate family member or others on whom the student-athlete is dependent;

      (2) Extreme financial difficulties as a result of a specific event (e.g., layoff, death in the family) experienced by the student-athlete or by an individual on whom the student-athlete is legally dependent, which prohibit the student-athlete from completing the two-year transfer requirement(s). The circumstances must be clearly supported by objective documentation (e.g., decree of bankruptcy, proof of termination) and must be beyond the control of the student-athlete or the individual on whom the student-athlete is legally dependent;

   b. Natural disasters (e.g., earthquakes, floods);

   c. Restrictive degree programs;

   d. Restrictive transfer;

   e. education-impacting disability;

   f. Misadvisement (note that the staff is required to notify the president or chancellor of an institution in which misadvisement is determined to be the mitigation that
impacted the student-athlete’s ability to meet a two-year college transfer requirement); or

g. Other unforeseen events and/or circumstances beyond the student-athlete’s control.

2. Circumstances that will not be considered as compelling mitigation may include, but are not limited to, the following:

   a. Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement) unless accompanied by the documented assertion of misadvisement; or

   b. Mitigation not tied to a deficiency of the two-year transfer requirements.

**Guidelines for Consideration of Mitigating Circumstances.**

1. Personal hardship.

   a. Documentation confirming the hardship event or circumstances.

   b. Documentation linking the hardship event or circumstances to the term in which the two-year college transfer requirement was not met.

   c. Clarification that the event or circumstance has been resolved or accommodated to the point that it will no longer impact the student-athlete’s ability to be academically successful.

   d. Evidence demonstrating that it is reasonable to believe that, but for the medical condition or event, the student-athlete would have met the two-year college transfer requirement.

2. Restrictive degree programs.

   a. Documentation of the degree program requirements that restrict the student-athlete’s ability to meet the two-year college transfer requirement.

   b. Documentation of the institutional policy impacting the student-athlete’s ability to meet the requirements that would otherwise be degree applicable.
[NOTE: The staff will request mitigation that impacted the student-athlete’s academic record.]

c. Evidence demonstrates that it is reasonable to believe that absent the restrictive nature of the academic program, the student-athlete would have been academically eligible.

3. Restrictive transfer.

a. Evidence of when the student-athlete’s recruitment began by the applicant institution.

b. Documentation of any institutional policies impacting the student-athlete’s ability to transfer credit hours that would otherwise be degree applicable.

[NOTE: If it appears the student-athlete’s inability to transfer credit hours is a result of the student-athlete’s poor academic performance, the staff will request documentation of the mitigating circumstances that adversely impacted the student-athlete’s academic record.]

c. Clarification that the institution is not requesting a waiver of its own transfer policy.

d. Failure to know or understand the institution’s transfer policy will result in a case of misadvisement on the part of the institution, which requires the inclusion of an institutional recovery plan demonstrating how such mistakes will be avoided in the future.

e. Evidence of whether or not the student-athlete could have been eligible in a different degree program.

f. Evidence demonstrating that it is reasonable to believe that absent the restrictive transfer issue, the student-athlete would have met the two-year college transfer requirements.

4. Education-impacting disability.

a. Full and complete documentation of the student-athlete’s education-impacting disability, including:

(1) Current, signed documentation of the diagnosis (including test data) and/or recommendation from the treating professional (e.g., medical doctor,
(2) clinical psychologist, other qualified individual). If specific circumstances of the case indicate that this requirement is unnecessary, a prior diagnosis may be acceptable;

[NOTE: The staff and/or subcommittee on Two-Year College Transfer Waivers reserves the right to request a second opinion or diagnosis.]

(3) A copy of the student-athlete’s individual educational plan or Section 504 plan, if applicable; and

(4) Contemporaneous medical documentation provided by an individual qualified and licensed to diagnose and treat the particular impairment (e.g., psychiatrist, psychologist) must be submitted on behalf of a student-athlete with a mental health disorder (e.g., depression, anxiety, post-traumatic stress disorder).

b. If the student-athlete has voluntarily disclosed his or her diagnosed disability to the institution’s office for disability services, documentation on the office’s letterhead verifying the student-athlete’s disability.

c. A written copy of the institution’s policies and curriculum guidelines applicable to all students with education-impacting disabilities.

d. If the student-athlete has voluntarily disclosed to the office, documentation of the specific accommodations granted to provide access to the student. This summary must include accommodations provided by the institution with respect to the student-athlete’s disability, as well as academic and other support services provided and any institutional accommodations related to adjustments of minimum performance requirements. If the institution offers any accommodations with respect to the student-athlete’s athletics responsibilities, those should be indicated as well.

e. Statement on the use of said accommodations in the student-athlete’s academic-recovery plan.

f. Evidence that demonstrates that it is reasonable to believe the impact of the disability was such that the student-athlete would have otherwise met the two-year transfer requirements.

g. Written statement from the student-athlete that addresses the impact of the diagnosed disability on his or her academic performance.
Misadvisement and Institutional Recovery Plans.

Misadvisement and lack of advisement by member institutions and two-year colleges is not, unto itself, sufficient mitigation to warrant a full approval of two-year college requirements.

In order for misadvisement and/or lack of advisement by member institutions to serve as sufficient mitigation to warrant a full approval of two-year college transfer requirements, the documentation received must clearly demonstrate that the student-athlete would have satisfied all two-year college transfer requirements absent the misadvisement and/or lack of advisement.

Misadvisement and lack of advisement by two-year colleges will only be considered as sufficient mitigation for waivers of the graduation portion of the two-year college transfer requirements. The documentation received must clearly demonstrate that the student-athlete would have satisfied the graduation requirement from the two-year college [per NCAA Division I Bylaw 14.5.4.2-(b)] but for the misadvisement or lack of advisement by the two-year college.

Conversely, the National Association of Intercollegiate Athletics two-year college advisors, administrators and coaches are not considered reliable sources of information on all other pieces of Division II two-year college transfer requirements and progress-toward-degree legislation.

1. Institutional Misadvisement/Lack of Advisement.

In all two-year college transfer waivers citing institutional misadvisement or lack of institutional advisement as a mitigating circumstance, staff has the discretion on a case-by-case basis to request the following supporting documentation:

a. A written statement of explanation from the person or persons responsible for providing erroneous information regarding two-year college transfer requirements.

b. Contemporaneous documentation demonstrating the misadvisement (e.g., notes, phone logs).

c. A written statement from the student-athlete in question demonstrating whether he or she, in good faith, relied on the erroneous information.

d. The institution’s recruitment history of the student-athlete.

A written statement or recovery plan from the institution regarding its actions to educate institutional staff in order to avoid misadvisement of future student-athletes. An institutional misadvisement plan may include, but is not limited to the following:
(1) Education sessions with coaches and other personnel who have a role in counseling student-athletes.

(2) Early evaluation of student-athletes transferable credits and transfer grade-point average to identify potential deficiencies.

(3) Work with the student-athletes’ two-year college(s) to obtain necessary records for a timely two-year college transfer certification.

(4) Requiring that all two-year transfers eligibility certification is complete before they trigger transfer status (per Bylaw 14.5.2) at the certifying institution.

(5) Revision of transfer certification policies to include a grade-point average calculation that reflects the requirements of Bylaw 14.5.4.4.3.2.

(6) Advice and encouragement on the completion of additional transferable core courses.

2. Two-Year College Misadvisement/Lack of Advisement.

In all two-year college transfer waivers citing two-year college misadvisement or lack of institutional advisement as a mitigating circumstance, the staff has the discretion on a case-by-case basis to request the following supporting documentation.

a. Written documentation from the individual at the two-year college who provided erroneous information; and

b. A written statement from the individual in question demonstrating whether the student-athlete, in good faith, relied on the erroneous information.
Issue.

Whether a student-athlete may combine credits from separate degree programs to fulfill term-by-term, academic year and annual credit-hour requirements.

Background and Analysis.

An institution asked if a student-athlete who declared separate degree programs (e.g., B.A. in Art History and B.S. in Accounting) may combine credits earned toward both degrees to meet credit-hour requirements. For example, in fall 2016 the student-athlete earned six credits toward the Art History degree and six credits toward the Accounting degree. May the student-athlete combine those credits to meet the term-by-term nine-hour requirement for the fall?

Staff noted the April 22, 1998, staff interpretation, which indicates that a student may not combine credits from two separate degree programs to meet the applicable credit-hour requirements. However, staff also noted the February 3, 1995, staff interpretation that allows a student-athlete who has designated a double major within the same degree program to use credits toward either major to meet the applicable credit-hour requirements.

Conclusions.

1. The NCAA Division II Academic Requirements Committee agrees to archive the April 22, 1998, staff interpretation and issue an official interpretation that allows credit hours earned toward separate degree programs to be combined to meet applicable credit-hour requirements.

2. The Academic Requirements Committee confirms the April 22, 1998, staff interpretation and reissues it as an official interpretation.

Associated Legislation.

NCAA Division II Bylaw 14.4.3.2 Term-by-Term Credit-Hour Requirement. To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete must earn nine-semester or eight-quarter hours of academic credit the preceding regular academic term in which the student-athlete has been enrolled full time at any collegiate institution. (Adopted: 1/18/14 effective 8/1/16, for certifications of progress toward degree for fall 2016 and thereafter)

Bylaw 14.4.3.3 Credit Hours Earned During the Regular Academic Year. To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete must complete 18-
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semester or 27-quarter hours since the beginning of the previous fall term or since the beginning of the certifying institution's preceding regular two semesters or three quarters. Credit hours earned in the period after the regular academic year at the institution (e.g., hours earned in summer school) shall not be used to satisfy the academic credit-hour requirements of this regulation. (Adopted: 1/18/14 effective 8/1/16, for certifications of progress toward degree for fall 2016 and thereafter)

Bylaw 14.4.3.4 Annual Credit-Hour Requirement. To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete must earn 24-semester or 36-quarter hours of academic credit during any year in which the student-athlete is enrolled full time in at least one academic term. A student-athlete may satisfy this requirement based on the student-athlete earning: (Adopted: 1/18/14 effective 8/1/16, for certifications of progress toward degree for fall 2016 and thereafter)

(a) 24-semester or 36-quarter hours since the beginning of the previous fall term;

(b) 24-semester or 36-quarter hours since the beginning of the certifying institution’s preceding regular two semesters or three quarters; or

(c) 48-semester or 72-quarter hours during the first two years of collegiate enrollment (the certifying institution’s first four semesters or six quarters following the student-athlete’s initial full-time enrollment in a collegiate institution).

(Note: A student-athlete who does not enroll in a collegiate institution for a full academic year following his or her initial year of collegiate enrollment is considered to be enrolled in his or her second year of collegiate enrollment upon the next enrollment in a regular academic term at a collegiate institution.)

Associated Interpretations.

February 3, 1995, Staff Interpretation. The Legislative Services Staff confirmed that a student-athlete who has designated a double major within the same baccalaureate degree program is permitted to use credits obtained toward either major to meet the satisfactory-progress credit-hour requirement (24 hour or averaging method) and/or the percentage of degree requirements (50 percent and 25/50/75 percent). Hours earned in a minor may also be used to meet the satisfactory-progress credit-hour requirement and/or the percentage of degree requirements provided the hours earned in the minor are acceptable toward the student-athlete’s baccalaureate degree program. [References: 14.4.3.1 (fulfillment of credit hour requirements -- 24 hour or averaging method), 14.4.3.1.4 (designation of degree program); 14.4.3.2.1 (percentage of degree requirements -- 50 percent) and 14.4.3.2.2 (percentage of degree requirements -- 25/50/75 percent).
April 22, 1998. Staff Interpretation. The membership services staff confirmed that a student-athlete who has designated two separate degree programs must satisfy all applicable satisfactory-progress requirements (e.g., credit-hour requirements) in one of the two degree programs. The student-athlete may not combine credits from two separate degree programs to meet the applicable satisfactory-progress requirements. [References: NCAA Bylaw 14.4.3 (eligibility for competition -- Divisions I and II) and staff minute 02/03/95, item a]