AGENDA

National Collegiate Athletic Association
Division II Academic Requirements Committee

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

June 1, 2017
2 to 4 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)


4. Review of the NCAA Division II Presidents Council and NCAA Division II Management Council April 2017 Summary of Actions. [Supplement No. 3] (Cates)

5. Discussion regarding issues related to initial eligibility. (Jane McGill)
   a. Review of 2016-17 initial-eligibility waiver statistics. [Supplement No. 4]
   b. Review of 2017-18 initial-eligibility waiver directive. [Supplement No. 5]
   c. Review of the 2017-18 NCAA Division II Academic Requirements Committee Subcommittee on Initial-Eligibility Waivers policies and procedures. [Supplement No. 6]

6. Updates on prospective student-athlete review. (McGill)
   a. Review of 2016-17 prospective student-athlete review statistics. [Supplement No. 7]
   b. Review of the March 2017 NCAA Student Records Review Committee report. [Supplement No. 8]
   c. Review of the 2017-18 Student Records Review Committee policies and procedures. [Supplement No. 9]

7. NCAA International Student Records Committee. (Elizabeth Coleman)
   - Review of the 2017-18 International Student Records Committee policies and procedures. [Supplement No. 10]
8. NCAA High School Review Committee. (Nick Sproull)
   a. Review of the April 2017 High School Review Committee meeting report. [Supplement No. 11]
   b. Review of the 2017-18 High School Review Committee policies and procedures. [Supplement No. 12]

   • Discussion regarding removal of president letters for progress-toward-degree misadvisement. (Greg Dana/Susan Britsch)

10. Review of recommendations from the NCAA Division II Degree-Completion Program Working Group. [Supplement No. 15] (Ellen Summers)

11. Discussion regarding development and structure of an academic interpretations subcommittee of the Academic Requirements Committee. [Supplement Nos. 16 and 17] (Britsch)

12. NCAA Academic Portal. (Gregg Summers)
   a. Update on NCAA Division II Academic Performance Census (APC) data submission.
   b. Discussion of changing criteria for inclusion of student-athletes in APC data. [Supplement No. 18]

13. Update on SAT concordance study. (G. Summers)

14. Review of trimester nontraditional academic calendars. [Supplement Nos. 19 and 20] (Britsch)

15. Division II Membership Census. (Karen Wolf)

16. Future meeting dates. (Britsch)
   b. February 15-16, 2018; Indianapolis.

17. Other business.

18. Adjournment.
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ACTION ITEMS.

1. Legislative Items.

   a. Noncontroversial Legislation – NCAA Bylaw 14.4.3.7.11 – Eligibility – Progress-Toward-Degree Requirements – Eligibility for Competition – Regulations for Administration of Progress-Toward-Degree – Cooperative Educational, Work Experience and Study-Abroad Programs – Adjustment of Progress-Toward-Degree Requirements.

      (1) **Recommendation.** Adopt noncontroversial legislation to amend Bylaw 14.4.3.7.11 (cooperative educational, work experience and study-abroad programs) to specify that the progress-toward-degree requirements for a student-athlete who participates in a cooperative educational, work experience or study-abroad program may be adjusted to require completion of 12 hours per term of actual attendance in traditional coursework.

      (2) **Effective Date.** August 1, 2017, for certifications of progress toward degree for fall 2017 and thereafter.

      (3) **Rationale.** Current legislation provides an exception to the nine-semester/eight-quarter hour requirement for a student-athlete participating in a cooperative exchange, work experience or study-abroad program. However, the legislation does not include an adjustment to meet the necessary annual credit-hour requirements (Bylaws 14.4.3.3 and 14.4.3.4). As a result, while enrollment in one of the programs eliminates the need to meet the term-by-term credit-hour requirement (Bylaw 14.4.3.2), it can create a deficiency for student-athletes who are required to earn 18 hours of degree applicable credit during the regular academic year and 24-hours of degree applicable credit annually. This places a burden on the student-athlete to earn the necessary academic year and annual credit-hour requirements without the use of potential credits earned during that term, and a burden on the institution if a waiver needs to be filed as a result.

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

      (5) **Student-Athlete Impact.** Student-athletes who participate in a cooperative exchange, work experience or study-abroad program will only have to complete 12 hours per term of actual attendance in traditional coursework to meet progress-toward-degree requirements.
b. Noncontroversial Legislation - Bylaws 14.5.4.2 and 14.5.4.3 – Two-Year College Transfers – Grade-Point Average Requirement – Calculation of Grade-Point Average – Transferable Degree Credit.

(1) **Recommendation.** Adopt noncontroversial legislation to amend Bylaws 14.5.4.2 (eligibility for competition, practice and athletics aid – qualifier with no four-year college attendance and only one term of attendance at a two-year college) and 14.5.4.3 (eligibility for competition, practice and athletics aid – all other qualifiers, partial qualifiers and nonqualifiers) to clarify that the 2.200 minimum grade-point average required for purposes of meeting the two-year college transfer legislation must be calculated based on transferable degree credit.

(2) **Effective Date.** August 1, 2017.

(3) **Rationale.** Current legislation requires that a student-athlete who transfers from a two-year institution presents a cumulative 2.200 grade-point average to gain access to competition. The use of the word “cumulative” creates an assumption that all credits earned at the previous institution may be used in the calculation. However, only credits in courses that transfer into the Division II institution shall be considered in calculating the grade-point average (Bylaw 14.5.4.5.3.2). This change would reduce confusion about the proper calculation of the grade-point average to meet the two-year college transfer requirements.

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

(5) **Student-Athlete Impact.** None.

c. Noncontroversial Legislation - Bylaw 21.8.5.1 – Committees – Division II Committees – Division II General Committees – Academic Requirements Committee – Duties – Interpretive Authority.

(1) **Recommendation.** Adopt noncontroversial legislation to amend Bylaw 21.8.1.5.1 (duties) to provide interpretive authority over academic bylaws, including incorporations of interpretations into the NCAA Division II Manual, to the NCAA Division II Academic Requirements Committee.

(2) **Effective Date.** Immediate.
(3) **Rationale.** Current legislation does not grant the Academic Requirements Committee interpretive authority. Interpretive authority for all Division II-specific legislation rests exclusively with the NCAA Division II Legislation Committee. This change would give the Academic Requirements Committee interpretive authority for academic bylaws, including incorporations of those interpretations in the Division II Manual.

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

(5) **Student-Athlete Impact.** None.

d. **Incorporation of Interpretation into the Division II Manual.**

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

**Definition of Good Academic Standing**

The Academic Requirements Committee recommended that the [NCAA] Council issue an interpretation of Bylaws 14.01.1 and 14.02.5 to specify that the definition of good academic standing applied to student-athletes shall be a standard at least as demanding as the minimum standard applied to all students in order to participate in extracurricular activities at that institution.

It was VOTED

“That the [NCAA] Council issue an interpretation consistent with the committee's recommendation.”

(2) **Effective Date.** Immediate.

(3) **Rationale.** Incorporating the August 9, 1995, official interpretation into the Manual will clarify the application of good academic standing when institutional policy grants students who are not in good academic standing (e.g., probation) access to extracurricular activities.

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

(5) **Student-Athlete Impact.** Student-athletes who are not in good academic standing (e.g., probation) will have the same access to extracurricular activities, such as athletics, as the general student body.
2. **Nonlegislative Items.**

- None.

**INFORMATIONAL ITEMS.**

1. **Review of Four-Year College Transfer Requirements.** The committee continued a comprehensive review and discussion regarding the current four-year college transfer legislation. The committee reviewed NCAA Division II Academic Success Rate (ASR) and NCAA Division II Academic Performance Census (APC) data on four-year college transfer student-athletes and feedback on the current legislation from the NCAA Division II Student-Athlete Advisory Committee. The committee agreed that no legislative changes are necessary at this time.

2. **Update on Review of the NCAA Division II Degree-Completion Award Criteria and Process.** The committee received a report on the status of the project to review the Degree-Completion Award program. The NCAA Division II Degree-Completion Program Working Group held a teleconference in December 2016 and will meet in person in March 2017 to review the application process, award criteria and limits, and the results of membership and award recipient surveys. Staff noted that all aspects of the program are subject to modification.

3. **Discussion of NCAA Academic Portal Status and Deadline Extension.** The committee reviewed the timeline for the opening of the Academic Portal, which replaced the NCAA Division II Academic Tracking System in 2016-17 as the web application for submitting APC data. The opening of the Academic Portal was delayed until February 6, 2017, due to technical difficulties, and in October 2016, the NCAA Division II Management Council approved extending the data-submission deadline until July 1, 2017, for this academic year only. The committee noted that due to the new deadline, the penalty for an institution’s failure to submit APC data would not apply to the enhancement fund distribution in March 2017 [see Constitution 3.3.4.15 (academic performance census – failure to submit)]. However, the committee further agreed that an institution’s failure to submit APC data by either July 1, 2017, or in fall 2017, will impact the enhancement fund distribution in March 2018. In addition, after being briefed on shortcomings of APC data in recent analyses for governance committees, the committee discussed the potential ramifications of requiring institutions to submit data annually on all student-athletes, including those who have graduated, instead of only those in the ASR cohort. The committee agreed to revisit the issue during its summer teleconference.
4. **Discussion of SAT Operational Review.** The committee reviewed the operational approach approved by the Management Council in October 2016 for using test scores from the redesigned SAT to certify initial eligibility and evaluate waivers for the 2017-18 academic year. The research staff anticipates that it will take about two years to gather enough data to conduct a test-score validity study that may result in revisions to the initial-eligibility sliding scales. The committee will revisit the issue to determine the appropriate operational process for the 2018-19 academic year and beyond at a future meeting.

5. **Update on Academic Research Data.** The committee received a report on Division II federal graduation rate and ASR data released in November 2016. Research staff presented data on trends in the federal rate and ASR among African-American male student-athletes, which have declined over the past six years, but cannot readily be explained by the academic data that are available. The committee agreed to revisit the issue after the next cycle of data are released in fall 2017.

6. **Review of Data on Progress-Toward-Degree Waivers Related to NCAA Division II Path-to-Graduation Legislative Changes.** Division II adopted the Path-to-Graduation legislative package regarding progress toward degree and two-year college transfers with an effective date of August 1, 2016. The committee reviewed the progress-toward-degree and two-year college transfer waiver statistics for the first half of the 2016-17 academic year, compared to the previous year (July 1 through January 31). Two-year college transfer waiver requests were up 19 percent from the previous year, and progress-toward-degree waiver requests were up 28 percent. Staff reported that, despite the increases, waiver requests are still at a manageable level.

7. **Update on 2017 NCAA Convention Proposals That Impact Eligibility or Were Sponsored by the Committee and the Division II Philosophy Statement.** The committee reviewed one 2017 NCAA Convention proposal that impacts student-athlete eligibility and one proposal that amended the Division II philosophy statement. Specifically, the committee discussed concerns about whether the subject of academics is prominent enough in the amended statement. The committee agreed that no modifications to the philosophy statement are necessary at this time.

8. **Discussion on Timing of Certification for a Change of Degree.** The committee discussed the application of the timing of certification when a student-athlete changes his/her degree program after the academic year. Current legislation allows all credits earned before the change to be certified under the previous degree requirements and all credits earned from the time of the change to be certified under the new degree requirements (Bylaw 14.4.3.7.7). An official interpretation from August 25, 1994, permits credits earned during the previous academic year, applicable to the degree previously sought, to be used in the certification. The committee confirmed the August 25, 1994, official interpretation.
9. **Discussion Regarding the Nonrecruited Student Exception in Progress-Toward-Degree and Transfer Legislation.** The committee discussed whether a legislative change is appropriate to align the requirements of the nonrecruited exceptions in progress-toward-degree and transfer legislation. Student-athletes who transfer to a four-year institution using the nonrecruited student exception would not also be able to access the similar exception to waive the progress-toward-degree requirement on transfer (Bylaw 14.4.3.2.1). The committee agreed that no legislative changes are necessary at this time.

10. **Issuance of Official Interpretations.** The committee issued the following official interpretations, which are updates of previous interpretations, due to Path-to-Graduation legislative changes.

   a. **Student-Athlete Who Changes Designated Degree Program After Completion of the Academic Year (II)**

      The Academic Requirements Committee confirmed that a student-athlete who changes his or her designated degree program after the conclusion of the academic year may meet the academic year and annual credit-hour requirements only if the credits earned during the previous academic year are acceptable toward the degree previously sought during that year.

      [References: Bylaws 14.4.3.3 (credit hours earned during the regular academic year) and 14.4.3.4 (annual credit-hour requirement); and an official interpretation (Reference: 8/25/1994, Item No. 7), which has been archived]

   b. **Transfer Student Who Fulfills a Residence Requirement at the Certifying Institution with Enrollment in Nonconsecutive Terms (II)**

      The Academic Requirements Committee confirmed a student-athlete who fulfills a residence requirement by enrolling in nonconsecutive terms (e.g., fall terms of consecutive academic years, while missing the interim spring term), must meet all applicable progress-toward-degree requirements prior to competing in the semester following fulfillment of the residence requirement.

      [References: Bylaws 14.4.3.2 (term-by-term credit-hour requirement), 14.4.3.3 (credit hours earned during the regular academic year), 14.4.3.4 (annual credit-hour requirement) and 14.4.3.5 (fulfillment of minimum grade-point average requirements); and an official interpretation (Reference: 2/8/2010, Item No. 7-b), which has been archived.]
c. Use of Credit Hours Earned During Part-Time Enrollment at Another Institution while Enrolled Full Time at the Certifying Institution (II)

The Academic Requirements Committee confirmed that a student-athlete, who enrolls as a part-time student in a course(s) at another institution (e.g., traditional, extension, online, correspondence) after the beginning of the certifying institution's semester or quarter, and such course(s) is not completed until after the certifying institution's semester or quarter has ended, may not use these credit hours to satisfy the nine-hour rule but may use the credit hours to satisfy the 18/27-hour rule and/or the 24/36-hour rule. To be counted in the 18/27-hour minimum number of semester or quarter hours required for progress toward degree during the regular academic year, the course(s) must have been completed during the time beginning with the opening of the certifying institution's fall term and concluding with the certifying institution's spring commencement.

[References: Bylaws 14.4.3.2 (term-by-term credit-hour requirement), 14.4.3.3 (credit hours earned during the regular academic year) and 14.4.3.4 (annual credit-hour requirement); and an official interpretation (Reference: 7/24/2007, Item No. 1), which has been archived.]

d. Eligibility - Enrollment as Full-Time Student During Portion of Term (II)

The Academic Requirements Committee confirmed that a student-athlete who enrolls at any point during a term as a full-time student may use credit hours earned during that term to meet the nine/eight-hour, 18/27-hour and 24/36-hour credit requirements.

[References: Bylaws 14.4.3.2 (term-by-term credit-hour requirement); 14.4.3.3 (credit hours earned during the regular academic year); and 14.4.3.4 (annual credit-hour requirement); and an official interpretation (Reference: 1/20/1994, Item No. 4), which has been archived.]

e. Calculation of Transferable Credit – Term-by-Term Credit-Hour Requirement – Transfer Students (II)

The Academic Requirements Committee confirmed that when certifying the term-by-term credit-hour requirement for a transfer student-athlete, the certifying institution may calculate the hours based on the earned transferable credit hours as they appear on the previous institution's transcript, rather than converting the transferable credit hours to the certifying institution. For example, a transfer student-athlete who attends a college using a quarter system and completes eight-quarter hours of transferable credit in the previous academic term satisfies the term-by-term credit-hour requirement for transfer students, even though the eight-quarter hours convert to 5.33-semester hours pursuant to the certifying institution's conversion formula.
11. Discussion on Institutional Limits on Transferable Credits for Two-Year Transfers.
The committee discussed the application of the two-year college transferable credit-hour requirement when institutional policy limits the number of transferable degree credits. Current legislation requires a two-year college transfer to earn an average of at least 12-semester or 12-quarter hours accepted toward any baccalaureate degree program at the certifying institution for each full-time term of enrollment. An official interpretation [Reference: 12/16/05, Item No. 6] pertaining to four-year college transfers and the one-time transfer exception permits a student-athlete to meet the credit-hour requirement even if the institutional policy limits the maximum number of transferable degree credits toward any of its degree programs, provided that the courses in question would have otherwise transferred and been accepted as degree credit. Staff has used this interpretation to provide flexibility to two-year college transfers who are unable to meet two-year college requirements due to an institutional limitation on the overall number of credits transferring into the institution. The committee recommended that a more restrictive staff interpretation [Reference: 7/22/92] be archived and that the Management Council issue the following official interpretation:

Credit-Hour Requirement for Two-Year College Transfers – Institutional Limits on Transferable Credits (II)

The Academic Requirements Committee determined a two-year college transfer is able to meet the transferable credit-hour requirement, even if the certifying institution is limited in accepting a maximum number of transferable degree credits toward any of its baccalaureate degree programs, and that number of accepted degree credits is less than the number of transferable credits that the student-athlete is required to transfer based on the number of full-time terms attended. Institutional policy designed to limit the maximum number of transferable credits will not prevent the student-athlete from meeting applicable two-year college transfer requirements, provided the student-athlete has satisfactorily completed enough, normally transferable, degree credits acceptable toward any baccalaureate degree program to satisfy two-year college transfer requirements.

[References: Division II Bylaws 14.5.4.2 and 14.5.4.2; official interpretation (12/16/2005, Item Ref. 6); and a staff interpretation (7/22/1992, Item Ref. a), which has been archived.]
12. **Review of University of Mary - Nontraditional Academic Calendar.** The committee reviewed the academic calendar of a University of Mary program that offers more summer courses for students seeking to graduate at an accelerated rate. Under the program, summer becomes a regular academic term, and student-athletes would use a full-time enrollment term during each summer unless they took part-time hours, which would increase the credit burden during other terms. The committee requested that staff seek more information from the institution on its certification schedule and agreed to revisit the issue during its summer teleconference.

13. **Update on Communications Outreach to Incoming Student-Athletes.** The committee received a report on a national office initiative to communicate the value of intercollegiate athletics to student-athletes. The initiative includes sending materials designed to build affinity for college athletics to prospective student-athletes after they are certified as qualifiers by the NCAA Eligibility Center.

14. **Update on NCAA Division II Foundation for the Future Initiatives.** The committee received a progress report on programs funded through the Foundation for the Future initiative. Development of a comprehensive online coaches’ education program that will deliver legislative and health and safety related content to NCAA Division II coaches will begin in March 2017. In addition, funding has been disbursed to the conference offices to support academics, branding, officiating and broadcasting efforts. Also, the first phase of the review of academic data currently gathered in Division II is on schedule to be completed and presented to the committee in September 2017.

15. **Update on Division II Educational Initiatives.** The committee received an update on the planning and development of educational programs and materials for the Division II membership. During the 2016-17 academic year, the number of Regional Compliance Seminars nearly doubled, and a new webpage will highlight resources and updates to the current online education resource center.

16. **Review of the NCAA International Student Records Committee Report.** The committee received a report from the International Student Records Committee meeting conducted in October 2016.

17. **Review of the Academic Requirements Committee Report.** The committee reviewed and approved its September 2016 committee report.

19. **Election of a New Chair and Vice Chair.** The committee elected Paul Leidig, faculty athletics representative at Grand Valley State University, to serve as the chair, effective September 1, 2017. Jennifer Heimstead, assistant athletics director for compliance at California State Polytechnic University, Pomona, was elected to serve as vice chair, effective immediately.

20. **Future Meeting Schedule.** The committee affirmed September 14-15, 2017, as the dates for its fall in-person meeting. The committee agreed to conduct its summer teleconference on June 1, 2017, and its next spring in-person meeting on February 15-16, 2018.

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

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**NCAA Division II Academic Requirements Committee**  
**February 23, 2017, In-Person Meeting**

**Attendees:**  
Brenda Cates, University of Mount Olive.  
Jennifer Heimstead, California State Polytechnic University, Pomona.  
Felicia Johnson, Virginia Union University (via teleconference).  
Joseph Kissell, Bloomsburg University of Pennsylvania.  
Paul Leidig, Grand Valley State University.  
Perry Massey, Fayetteville State University.  
Shawn Ward, Le Moyne College.  
Patrick Wempe, Henderson State University.  
Christina Whetsel, Angelo State University.

**Absentees:**  
Jeff Yasalonis, University of Mount Olive.

**Guests in Attendance:**  
Kayla Robles, Valdosta State University.

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

**Other NCAA Staff Members in Attendance:**  
SUMMARY OF SPRING 2017 QUARTERLY MEETINGS
The National Collegiate Athletic Association

April 10-11, 2017, Division II Management Council
April 25-26, 2017, Division II Presidents Council

1. WELCOME AND ANNOUNCEMENTS.

Management Council. The chair convened the meeting at 8:32 a.m. He first welcomed the new members to the Council—Ashley Beaton, student-athlete, University of Illinois at Springfield; Jessica Chapin, senior woman administrator, American International College; Josh Doody, director of athletics, Notre Dame de Namur University; Storm Glautier, student-athlete, Nyack College; Chris Graham, commissioner, Rocky Mountain Athletic Conference; and Felicia Johnson, senior woman administrator, Virginia Union University. The chair noted that Scott Swain would not be in attendance and that Julie Beeman would be arriving a bit later in the day. Additionally, Bridget Lyons had another professional obligation and would not be arriving until late that evening. Kevin Schriver was expected to call in a bit later that morning and participate until the Council recessed for lunch.

The chair recognized the staff in attendance, after which he reminded Council representatives of the schedule for the day. The Council would participate in an icebreaker activity at the first break.

Presidents Council. The chair convened the Wednesday evening meeting at 6:12 p.m. after adjournment of the Board of Governors meeting. Presidents Council members were invited to complete their dinner as the chair introduced the two new members who were present, Connie Gores, Southwestern Minnesota State University, and Sandra Jordan, University of South Carolina Aiken. The third new member, Anthony Jenkins, West Virginia State University, was unable to be in attendance.

In addition, Ron Ellis, California Baptist University, was unable to attend the meeting. Others in the meeting were acknowledged, after which the chair introduced Mark Emmert, Donald Remy and Kathleen McNeely, all of whom were at the meeting for specific presentations.

Following Wednesday morning’s breakfast presentation, which included a “Pathway to Opportunity” update; a demonstration of the Institutional Performance Program; and information on the Committee on Infractions processes, the Presidents Council reconvened to complete the business portion of its meeting.
2. **PREVIOUS MEETING DOCUMENTATION.**

a. **Management Council Meeting—January 18; Presidents Council Meeting—January 19; and Post-Convention Management Council Teleconference—January 30.**

   **Management Council.** The Management Council approved the summary of actions document from its January meeting and teleconference.

   **Presidents Council.** The Presidents Council approved the summary of actions document from its January meeting.

b. **Board of Governors Meeting—January 18.**

   **Management Council.** The Management Council received the report from the January 18 Board of Governors meeting. While the report was informational in nature, the Council did highlight the significance of the creation of the NCAA Board of Governors Student-Athlete Engagement Committee, which would encompass student-athletes from all three divisions.

   **Presidents Council.** The Presidents Council received the report from the January 18 Board of Governors meeting, noting that the body had created the Board of Governors Student-Athlete Engagement Committee.

   The Presidents Council was also updated verbally on the actions taken by the Board of Governors Tuesday afternoon, April 25, which included, among other issues:

   - A vote to end the international pilot and establish a formal policy regarding international membership in the NCAA. Each division, through its federated structure, may consider membership—indepenent of the other two divisions—for institutions located in Canada and Mexico that are accredited by an American accrediting body and meet the divisional standards for active membership.

   - The election of Glen Jones, president, Henderson State University, and chair of the Division II Presidents Council, as vice-chair of the Board of Governors.

   - Retain the structural composition of the Board of Governors as it presently stands. There will be no additional representatives from either division added at the current time.
c. **Administrative Committee Meeting(s)/Action(s).**

**Management Council.** The Management Council approved the report from the March teleconference, as well as the actions taken in the interim by the Committee.

**Presidents Council.** The Presidents Council approved the report from the March teleconference, as well as the actions taken in the interim by the Committee.

3. **REVIEW OF 2016-17 DIVISION II PRIORITIES.**

**Management Council.** The Management Council was updated on the 2016-17 Division II priorities, noting that staff would have an updated list for 2017-18 at the summer series of meetings.

**Presidents Council.** The Presidents Council was updated on the 2016-17 priorities, with specific updates provided on the Online Coaches’ Education Program and the Culture of Compliance Review.

4. **NCAA CONVENTION AND LEGISLATION.**

a. **Emergency Legislation—Playing and Practice Seasons—Football—Preseason Activities After the Five-Day Acclimatization Period—Elimination of Multiple On-Field Practice Sessions on the Same Day.**

**Management Council.** The Management Council discussed the emergency legislation as presented, which specifies that an institution may not conduct multiple on-field practice sessions on the same day. The Division II Management Council supported the emergency legislative proposal and recommended that the Presidents Council adopt the proposal.

While supporting the emergency legislation, Management Council members also expressed a desire for more details around the appropriate activities, such as weightlifting, that coaches could hold on the same day as a preseason practice or on a day off. Therefore, the Management Council referred this issue to the Committee for Competitive Safeguards and Medical Aspects of Sports and the Sport Science Institute and asked both groups to bring back clarifications on these activities.

**Presidents Council.** The Presidents Council agreed to adopt emergency legislation to amend Bylaw 17.10.2.3 to specify that, in football, in institution may not conduct multiple on-field practice sessions on the same day.
This legislation became effective immediately upon adjournment of the Presidents Council meeting Wednesday, April 26.

Staff will continue to send communications to the membership and asks that dialogue on this issue be continued and any feedback and/or questions be submitted to the staff for discussion and review.

b. Noncontroversial Proposals.

Management Council. The Management Council adopted the noncontroversial legislation that had not previously been approved in legislative form (NC 2018-3 through NC 2018-6), as presented. See below for details:

(1) **Organization—Division II Presidents Council-Duties and Responsibilities—Waiver Authority.** To specify that the Presidents Council shall have the authority to grant relief from the application of legislation in circumstances in which significant values are at stake or the use of the regular legislative process is likely to cause significant harm or hardship to the Association or the Division II membership because of the delay in its effective date.

(2) **Recruiting—Four-Year College Prospective Student-Athletes—Permission to Contact—Discontinued Sport Exception.** To specify that permission to contact is not required for a student-athlete at an institution that indicates through public announcement that the student-athlete’s sport will be discontinued.

(3) **Financial Aid—General Principles—Institutional Financial Aid Permitted—Exception to Attend Another Institution.** To specify that a student-athlete who receives a progress-toward-degree waiver of the full-time enrollment requirement to attend another institution may also receive institutional financial aid.

(4) **Championships and Postseason Football—Eligibility for Championships—Amateur-Status Certification.** To eliminate the legislation associated with the amateur-status affidavits for any NCAA championship or football bowl contest.

Presidents Council. No action was necessary.
c. **Incorporations of Interpretations.**

**Management Council.** The Management Council reviewed the legislative drafts of the interpretations, which were previously approved by the Council. No action was necessary.

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

d. **Inclusion of Proposals into the Division II Manual.**

**Management Council.** The Management Council approved the inclusion into the 2017-18 Manual of the proposals approved in legislative form and in concept at the April 2017 Management Council meeting that are considered the running supplements for the 2017 calendar year. These proposals will appear in the “blue pages” of the 2018 NCAA Division II Official Notice.

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

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

a. **Division II Committees.**

(1) **Academic Requirements Committee.**

(a) **Bylaw 14.4.3.7.11—Eligibility—Progress-Toward-Degree Requirements—Eligibility for Competition—Regulations for Administration of Progress-Toward-Degree—Cooperative Education, Work Experience and Study-Abroad Programs—Adjustment of Progress-Toward-Degree Requirements.**

**Management Council.** The Management Council adopted noncontroversial legislation to amend Bylaw 14.4.3.7.11 to specify that the progress-toward-degree requirements for a student-athlete who participates in a cooperative educational, work experience or study-abroad program must be adjusted to require completion of 12 hours per term of actual attendance in traditional coursework, effective August 1, 2017, for certifications of progress toward degree for Fall 2017 and thereafter,

**Presidents Council.** No action was necessary.
(b) **Bylaw 14.5.4.2 and 14.5.4.3—Two-Year College Transfers—Grade-Point Average Requirement—Calculation of Grade-Point Average—Transferrable Degree Credit.**

Management Council. The Management Council adopted noncontroversial legislation to amend Bylaws 14.5.4.2 and 14.5.4.3 to clarify that the 2.200 minimum grade-point average required for purposes of meeting the two-year college transfer legislation must be calculated based on transferrable degree credit, effective August 1, 2017.

Presidents Council. No action was necessary.

(c) **Bylaw 21.8.5.1—Committees—Division II Committees—Division II General Committees—Academic Requirements Committee—Duties—Interpretive Authority.**

Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 21.8.5.1 to provide interpretive authority over academic bylaws, including incorporations of interpretations into the NCAA Division II Manual, to the Division II Academic Requirements Committee, effective immediately.

Presidents Council. No action was necessary.

(d) **Incorporation of Interpretation into the Division II Manual.**

Management Council. The Management Council approved the incorporation of the following official interpretation into the Manual:

**Definition of Good Academic Standing.**

The Academic Requirements Committee recommended that the [NCAA] Council issue an interpretation of Bylaws 14.01.1 and 14.02.5 to specify that the definition of good academic standing applied to student-athletes shall be a standard at least as demanding as the minimum standard applied to all students in order to participate in extracurricular activities at that institution.

Presidents Council. No action was necessary.
(e) Issuance of Official Interpretations.

Management Council. The Management Council noted that the committee had issued the following official interpretations, all of which are updates to previous interpretations, due to Path to Graduation legislative changes.

i. Student-Athlete Who Changes Designated Degree Program After Completion of the Academic Year (II).

The Academic Requirements Committee confirmed that a student-athlete who changes his or her designated degree program after the conclusion of the academic year may meet the academic year and annual credit-hour requirements only if the credits earned during the previous academic year are acceptable toward the degree previously sought during that year.

[References: Bylaws 14.4.3.3 (credit hours earned during the regular academic year) and 14.4.3.4 (annual credit-hour requirement); and an official interpretation (Reference: 8/25/1994, Item No. 7), which has been archived]

ii. Transfer Student Who Fulfills a Residence Requirement at the Certifying Institution with Enrollment in Nonconsecutive Terms (II)

The Academic Requirements Committee confirmed a student-athlete who fulfills a residence requirement by enrolling in nonconsecutive terms (e.g., fall terms of consecutive academic years, while missing the interim spring term), must meet all applicable progress-toward-degree requirements prior to competing in the semester following fulfillment of the residence requirement.

[References: Bylaws 14.4.3.2 (term-by-term credit-hour requirement), 14.4.3.3 (credit hours earned during the regular academic year), 14.4.3.4 (annual credit-hour requirement) and 14.4.3.5 (fulfillment of minimum grade-point average requirements); and an official interpretation (Reference: 2/8/2010, Item No. 7-b), which has been archived.]
iii. Use of Credit Hours Earned During Part-Time Enrollment at Another Institution while Enrolled Full Time at the Certifying Institution (II)

The Academic Requirements Committee confirmed that a student-athlete, who enrolls as a part-time student in a course(s) at another institution (e.g., traditional, extension, online, correspondence) after the beginning of the certifying institution's semester or quarter, and such course(s) is not completed until after the certifying institution's semester or quarter has ended, may not use these credit hours to satisfy the nine-hour rule but may use the credit hours to satisfy the 18/27-hour rule and/or the 24/36-hour rule. To be counted in the 18/27-hour minimum number of semester or quarter hours required for progress toward degree during the regular academic year, the course(s) must have been completed during the time beginning with the opening of the certifying institution's fall term and concluding with the certifying institution's spring commencement.

[References: Bylaws 14.4.3.2 (term-by-term credit-hour requirement), 14.4.3.3 (credit hours earned during the regular academic year) and 14.4.3.4 (annual credit-hour requirement); and an official interpretation (Reference: 7/24/2007, Item No. 1), which has been archived.]

iv. Eligibility - Enrollment as Full-Time Student During Portion of Term (II)

The Academic Requirements Committee confirmed that a student-athlete who enrolls at any point during a term as a full-time student may use credit hours earned during that term to meet the nine/eight-hour, 18/27-hour and 24/36-hour credit requirements.

[References: Bylaws 14.4.3.2 (term-by-term credit-hour requirement); 14.4.3.3 (credit hours earned during the regular academic year); and 14.4.3.4 (annual credit-hour requirement); and an official interpretation (Reference: 1/20/1994, Item No. 4), which has been archived.]

v. Calculation of Transferable Credit – Term-by-Term Credit-Hour Requirement – Transfer Students (II)
The Academic Requirements Committee confirmed that when certifying the term-by-term credit-hour requirement for a transfer student-athlete, the certifying institution may calculate the hours based on the earned transferable credit hours as they appear on the previous institution's transcript, rather than converting the transferable credit hours to the certifying institution. For example, a transfer student-athlete who attends a college using a quarter system and completes eight-quarter hours of transferable credit in the previous academic term satisfies the term-by-term credit-hour requirement for transfer students, even though the eight-quarter hours convert to 5.33-semester hours pursuant to the certifying institution's conversion formula.

[References: Bylaws 14.4.3.2 (term-by-term credit-hour requirement), 14.4.3.2.1 (application of rule to transfer student) and 14.5.4.5.3 (determination of transferable degree credit); and an official interpretation [Reference: 2/12/1990, Item No. 1], which has been archived.]

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

(f) **Review of Four-Year College Transfer Requirements.**

**Management Council.** The Management Council noted that the committee continued a comprehensive review and discussion regarding the current four-year transfer legislation and, after looking at data and receiving feedback, agreed that no legislative changes are necessary at this time.

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

(2) **Championships Committee.**

(a) **Bylaw 17.25.2.3—Playing and Practice Seasons—Women’s Volleyball—First Date of Competition—Championship Segment—Exception—Division II National Championships Fall Festival.**

**Management Council.** The Management Council recommended that the Presidents Council sponsor legislation for the 2018 NCAA Convention to amend Bylaw 17.25.2.3 to specify that in years in
which the Division II National Championships Festival occurs in the fall, a member institution shall not engage in its first date of competition in women’s volleyball before the Thursday preceding August 30, effective immediately.

Under current legislation, women’s volleyball loses a week of its competitive season during years in which the festival occurs in the fall, due to the timing of the festival. The loss of a week results in less time for student-athletes to recover between matches. In addition, it increases missed class time due to the need to schedule more midweek games because of the condensed regular season. The shortened season also results in a competitive disadvantage for schools located in remote geographic areas, as the opportunity to play midweek games is limited for those institutions due to travel considerations. The compacted season also reduces the opportunity for nonconference, in-region play, which is essential to the ranking and selection of teams for the postseason. This exception will provide student-athletes with the opportunity to participate in Division II’s marquee championship event without having to experience the negative impact of a shortened season.

**Presidents Council.** The Presidents Council agreed to sponsor the legislation and noted that it will have an opportunity to review the proposal in legislative form at its August in-person meeting to determine whether to sponsor it for the 2018 Convention.

**(b) Bylaw 17.22.7.1.2—Playing and Practice Seasons—Tennis—Maximum Number of Dates of Competition—Individual Singles or Doubles Tournament Limitations—Institutional–Number of Participants.**

Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 17.22.7.1.2 to increase from three to four the number of tennis student-athletes who may participate in an individual singles or doubles tournament without counting the event as one of the institution’s dates of competition, effective immediately.

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

**(c) Bylaw 21.5.2—Common Committees—Committees With Only Championship Administration Responsibilities—Women’s Ice Hockey Committee—Composition.**
Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 21.5.2 to add a fifth member so that the committee consists of (1) one member from each conference that is eligible for, and applies for, automatic qualification into the National Collegiate Women’s Ice Hockey Championship; and (2) one Division II representative, effective immediately.

Presidents Council. No action was necessary.

(d) Bylaw 31.2.1.3—Executive Regulations—Eligibility for Championships—Institutional Eligibility—Deadline Waivers—Transition of Waiver Authority.

Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 31.2.1.3 to transition authority of waivers for institutions that fail to meet a deadline for institutional eligibility in NCAA championships from the Division II Administrative Committee to the Division II Championships Committee, effective immediately.

Presidents Council. No action was necessary.

(e) Committee Appointments.

Management Council. The Management Council approved the following sport committee and playing rules committee appointments, effective September 1, 2017, unless otherwise specified.

i. Baseball. Angela Pohl, associate director of athletics, Saginaw Valley State University, to replace Thomas Madsen, assistant director of athletics, Truman State University (effective immediately), due to Mr. Madsen having left Truman; Todd Reeser, director of athletics, Columbus State University, to replace Mark Richard, director of athletics, University of Montevallo, due to Mr. Richard’s institution having changed regions; and Jacob VanRyn, associate commissioner, Northeast-10 Conference, to replace Rick Giannetti, assistant director of athletics and head baseball coach, Dominican College (New York), due to term expiration.
ii. Men’s basketball. **Francis Reidy**, director of athletics, Saint Leo University, to replace Willie Washington, director of athletics, Benedict College, due to term expiration.

iii. Men’s basketball rules. **Nelson Haggerty**, head men’s basketball coach, Midwestern State University, to replace Christopher Graham, commissioner, Rocky Mountain Athletic Conference (effective immediately), due to Mr. Graham having been appointed to the Division II Management Council.

iv. Men’s and women’s cross country. **Michelle Edwards**, associate director of athletics, Saint Leo University; **Dianne Lee**, associate director of athletics, Adams State University; **Scott Lorck**, head track and field/cross country coach, Northwest Missouri State University; and **Andy Young**, women’s cross country and track and field coach, Millersville University of Pennsylvania. [The eight-member men’s and women’s cross country committee is now a standing sport committee (cross country had previously been combined with track and field) that becomes effective September 1, 2017. Two positions have previously been filled; the Division II Nominating Committee is currently seeking to fill the remaining two positions.]

v. Field hockey. **Debbie DeJong**, senior associate director of athletics, Long Island University/LIU Post, to replace Meggan Dulude, assistant director of athletics, Saint Michael’s College, due to term expiration.

vi. Football. **Gary Pine**, director of athletics, Azusa Pacific University, to replace Michael McBroom, director of athletics, West Texas A&M University, due to term expiration.

vii. Men’s golf. **Joe Vogl**, head men’s and women’s golf coach, Saginaw Valley State University, to replace Ken Badylak, head men’s and women’s golf coach and director of athletics communications, Saint Joseph’s College (Indiana), due to term expiration.
viii. Women’s golf. **Brad Fleetwood**, head men’s and women’s golf coach, Southwestern Oklahoma State University, to replace Chad Markuson, director of athletics, Minnesota State University Moorhead; and **Sandee Mott**, senior associate director of athletics, University of Colorado, Colorado Springs, to replace Val Verhunce, head men’s and women’s golf coach, Sonoma State University, due to term expirations.

ix. Men’s lacrosse. A one-year term extension for **Chris Barrett**, head men’s lacrosse coach, Belmont Abbey College; **Brad Davis**, associate director of athletics, Merrimack College, to replace Dan Blair, associate director of athletics, Franklin Pierce University, due to term expiration.

x. Women’s lacrosse. **Laura Taube**, senior woman administrator, University of Alabama in Huntsville, to replace Margie Sullivan, senior woman administrator, Rollins College (effective immediately), due to Ms. Sullivan having resigned from the committee and **Dean O’Keefe**, director of athletics, Stonehill College, to replace Terry Beattie, associate director of athletics, West Chester University of Pennsylvania, due to term expiration.

xi. Women’s lacrosse rules. **Renee Kania**, assistant director of athletics, Seton Hill University, to replace Alicia Groveston, head women’s lacrosse coach, Grand Valley State University, due to term expiration.

xii. Women’s rowing. **John Fuchs**, head rowing coach, Western Washington University, to replace Robin Meiggs, head rowing coach, Humboldt State University, due to term expiration.

xiii. Men’s and women’s soccer rules. **Frank Kohlenstein**, head men’s soccer coach, Colorado School of Mines, to replace Evan Fiffles, head men’s soccer coach, Lewis University, due to term expiration.

xiv. Softball. **Rob Fournier**, director of athletics, Wayne State University (Michigan), to replace Melissa Frost, head softball coach, University of Indianapolis; and **Patrick**
Peasant, head softball coach/assistant director of athletics, Miles College, to replace Les Stuedeman, head softball coach, University of Alabama in Huntsville, due to term expirations.

xv. Men’s and women’s tennis. Bob Hogue, commissioner, Pacific West Conference, to replace A. Kenyon Wagner, director of athletics, Brigham Young University, Hawaii (effective immediately), due to Mr. Wagner having left Brigham Young-Hawaii; and Hannah Hinton, associate commissioner, Mountain East Conference, to replace Carrie Michaels, associate director of athletics, Shippensburg University of Pennsylvania, due to term expiration.

xvi. Men’s and women’s track and field. Adam Ward, head track and field coach, Augusta University. [The eight-member men’s and women’s track and field committee is now a standing sport committee (track and field had previously been combined with cross country) that becomes effective September 1, 2017. Five positions have previously been filled; the Division II Nominating Committee is currently seeking to fill the remaining two positions.]

xvii. Men’s and women’s track and field and cross country rules. Mike Mead, assistant director of athletics/head track and field coach, Clayton State University, to replace Lou Andreadis, head track and field coach, Grand Valley State University, due to term expiration.

xviii. Women’s volleyball. Dustin Fuls, director of compliance, North Greenville University, to replace Michelle Caddigan, associate director of athletics, Wingate University, due to term expiration.

xix. Women’s volleyball rules. Jennifer Flowers, assistant commissioner, Northern Sun Intercollegiate Conference, to replace Dominic Yoder, head women’s volleyball coach, Northern Michigan University (effective immediately), due to Mr. Yoder having left Northern Michigan.

xx. Wrestling. Brian Hughes, associate director of athletics, Long Island University/LIU Post, to replace Lauren Packer
Webster, assistant director of athletics, Mercyhurst University, due to term expiration.

xxi. **Wrestling rules.** Cy Wainwright, head wrestling coach, Newberry College, to replace Lars Jensen, head wrestling coach, San Francisco State University, due to term expiration.

(Please note that the immediate appointments noted above were approved by the NCAA Division II Administrative Committee during its March 1 teleconference. They are included in this document for ease of reference.)

Presidents Council. No action was necessary.

(f) **Postseason Bowl Exemptions.**

Management Council. The Management Council noted that the committee had reviewed and voted against supporting a noncontroversial proposal from the Division II Football Committee that would exempt from an institution’s maximum number of contests in football each year one postseason bowl game between two historically black colleges and universities (traditionally, one Division II institution again one Division I institution). The committee cited general concerns about the impact of allowing institutions to opt out of Division II championships as the primary reason for this opposition. In addition, the committee noted that the Division I institution could play this contest against another Division I institution.

Presidents Council. No action was necessary.

(g) **2018-21 Budget Review.**

Management Council. The Management Council noted that the committee had begun its review of the budget priorities and requests for the 2018-21 budget cycle. The committee will review requests from sports committees during the spring and summer, making initial recommendations at its September meeting. Additionally, the committee will take into consideration the priorities from the Planning and Finance Committee, as well as requests that were both funded and denied from the last budget cycle.
Presidents Council. No action was necessary.

(3) Committee for Legislative Relief.

(a) Bylaw 15.4.1.3—Financial Aid—Maximum Institutional Grant-in-Aid Limitations by Sport—Counters—Counter Who Becomes Injured or Ill—Waiver—Committee for Legislative Relief Waiver Authority.

Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 15.4.1.3 to specify that the Committee for Legislative Relief shall have the authority to waive the change in circumstances legislation for medical noncounters, effective immediately.

Presidents Council. No action was necessary.

(b) Term Limits.

Management Council. The Management Council noted that the committee had engaged in a discussion regarding the term limits for service on the committee and that the committee had directed staff to gather information regarding case volume, committee turnover and composition of the committee so that the committee could discuss a possible change to its members’ term limits during the September 2017 teleconference.

Presidents Council. No action was necessary.

(4) Legislation Committee.

(a) March 6 Meeting.

i. NCAA Bylaw 14.2.2—Eligibility—Seasons of Competition: 10-Semester/15-Quarter Rule—Ten-Semester/15-Quarter Rule—Exception for Transgender Female Student-Athlete.

Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 14.2.2 to establish an exception to the 10-semester/15-quarter rule to permit an institution to approve a two-semester or three-quarter extension of the 10-semester/15-quarter period of
eligibility for a transgender female (male to female) student-athlete who uses two semesters or three quarters while completing one calendar year of testosterone suppression treatment or surgical intervention, effective immediately.

Presidents Council. No action was necessary.


Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 15.6.3.1 to specify that athletically related financial aid awarded for one academic year shall be awarded in equal amounts for each term of the academic year; further, to specify that only the initial award shall be required to be awarded in equal amounts, effective August 1, 2018.

Presidents Council. No action was necessary.


Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 15.6.4.3 to eliminate restrictions that preclude an institution from increasing athletically related financial aid during the period of the award on the basis of a student-athlete’s athletics ability, performance or contribution to a team’s success, or for any other athletics reason, effective August 1, 2018.

Presidents Council. No action was necessary.

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

Nonbinding Agreements with Agents (II)

The NCAA Division II Legislation Committee confirmed that an individual who signs a contract to be represented by an agent for the purpose of marketing his or her athletics ability or reputation in the sport that does not become binding until the agent or agency representative also signs the document, is ineligible.

[References: Division II Bylaws 12.1.2 (activities prior to initial full-time collegiate enrollment), 12.2.5.1.1 (nonbinding agreements), 12.3.1 (general rule) and 12.3.1.1 (representation for future negotiations)]

Presidents Council. No action was necessary.

v. Review of Division II Legislative Types.

Management Council. The Management Council agreed to recommend that the Presidents Council consider streamlining the current legislative process and consider the following changes, effective immediately.

- Presidents Council and Management Council continue to use noncontroversial legislation in any instance where a legislative change is necessary to maintain the normal and orderly administration of the division in between annual Conventions, including modifications of wording to the legislation and changes to administrative regulations (Bylaws 31 and 32), while maintaining the Presidents Council’s authority to adopt emergency legislation as necessary;

- Presidents Council and Management Council sponsor Convention legislation in those instances where a Council or committee recommends a change to an administrative regulation that is not deemed to be noncontroversial;
• Management Council provides Legislation Committee with authority to incorporate interpretations into the Manual and include such recommendations as an informational item in meeting reports; and

• Management Council provides the Division II Academic Requirements Committee with authority to issue interpretations and incorporate interpretations of academic legislation into the Manual.

Presidents Council. The Presidents Council approved the Management Council’s recommendation.

vi. **Nonchampionship Segment Activities—Educational Resources on Countable Athletically Related Activities Legislation.**

Management Council. The Management Council agreed that the Division II Student-Athlete Advisory Committee should develop an educational document on the countable athletically related activities legislation reflecting the adoption of Proposal No. 2017-18, with the date for development being August 1, 2017. The need for such an educational document is great.

Presidents Council. No action was necessary.

vii. **Window of Reconsideration.**

Management Council. The Management Council noted that the Legislation Committee, as a result of the adoption of Division III Proposal No. 2017-9 (eliminate window of reconsideration and prohibit additional reconsideration) at the Division III Business Session, had discussed the elimination of the window of consideration from the Division III Business Session. Based on the feedback received, the committee noted the lack of support for the elimination of the window of reconsideration in Division II and did not recommend any change at this time.
viii. **NAIA and the One-Time Transfer Exception.**

**Management Council.** The Management Council noted that the committee was continuing to track waivers regarding denials of the one-time transfer exception from NAIA institutions. Conversations between the NCAA and the NAIA are ongoing, with the NAIA leadership indicating that it would engage its membership in a discussion regarding the adoption of Proposal No. 2017-5 (recruiting—contacts and evaluations—contactable prospective student-athletes—four-year college prospective student-athletes—removal of requirement to obtain permission from NAIA institution) at the NAIA April 2017 Convention. Staff is tracking on waivers regarding denials of the exception from NAIA institutions.

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

ix. **Awards Limits.**

**Management Council.** The Management Council noted that the committee had directed staff to obtain feedback from the Division II Athletics Directors Association Regulatory Advisory Group on three potential options to amend figures and legislation with regard to awards limits. These would include: deregulating the awards limitations to allow institutions to determine what awards are appropriate for a student-athlete to receive; eliminating the awards limits and amending the legislation to permit ‘reasonable’ awards to be provided to a student-athlete; and/or increasing the awards limits to account for inflation, while providing a maximum limit for a student-athlete to receive on an individual basis.

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

(b) **March 20 Teleconference—Bylaw 17.25.2.2.2—Playing and Practice Seasons—Women’s Volleyball—Preseason Practice—Preseason Activities Before the First Day of Classes or First Scheduled Date of Competition—Exception for Exempted Scrimmages and Exhibitions.**
Management Council. The Management Council adopted noncontroversial legislation to amend Bylaw 17.25.2.2.2 to establish an exception to the women’s volleyball preseason hour limitations to specify that during the preseason practice period before the first day of classes or first scheduled date of competition, on a day in which an institution utilizes an exempted scrimmage and exhibition date of competition, a physical activity session may exceed three hours and a three-hour break between sessions is not required, effective immediately.

Presidents Council. No action was necessary.

(5) Membership Committee.

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

Presidents Council. No action was necessary.

(6) Nominating Committee.

(a) January 21 Meeting—Appointments/Reappointments.

Management Council. The Management Council recommended that the Presidents Council approve the following committee appointments/reappointments, effective as noted:

i. Division II Committee on Infractions. Reappointments—John Lackey, attorney, Paul & Lackey (term 2); Carey Snyder, associate director of athletics, East Stroudsburg University of Pennsylvania (term 3); and Harry Stinson, associate director of athletics, Central State University (term 3). Appointment—Richard Loosbrock, faculty athletics representative (FAR), Adams State University, effective September 1, 2017.

ii. Division II Infractions Appeals Committee. Bridget Niland, director of athletics, Daemen College; and Eddie Weatherington, senior associate commissioner, Central Intercollegiate Athletic Association, effective September 1, 2017.
iii. **International Student Records Committee.** Reappointment—**Brittany Henson**, international admissions counselor, Palm Beach Atlantic University (term 2), effective September 1, 2017.

iv. **Division II Legislation Committee.** Brent Heaberlin, associate director of athletics, Lenoir-Rhyne University; **Scott Larson**, senior associate director of athletics, Lubbock Christian University; and **Scott Young**, senior associate director of athletics, University of Indianapolis, effective September 1, 2017.

v. **Division II Membership Committee.** Natasha Wilson, associate director of athletics, Johnson C. Smith University, effective immediately.

vi. **Division II Nominating Committee.** Mark Coleman, director of athletics, Western New Mexico University; and **Robert Fiedler**, assistant director of athletics, University of Tampa, effective September 1, 2017.

vii. **Olympic Sports Liaison Committee.** Thomas “Craig” McPhail, director of athletics, Lees-McRae College, effective September 1, 2017.


ix. **Division II Committee on Student-Athlete Reinstatement.** Reappointment—**Daniel Mara**, commissioner, Central Atlantic Collegiate Conference (term 2). Appointment—**Marcus Grant**, associate commissioner, Central Intercollegiate Athletic Association, effective September 1, 2017.

**Presidents Council.** The Presidents Council approved the appointments, as recommended.
(b) March 8 Teleconference—Appointments.

**Management Council.** The Management Council recommended that the Presidents Council approve the following committee appointments, effective as noted:

i. **Division II Championships Committee.** Steve Card, director of athletics, Western Washington University, effective July 1, 2017.

ii. **Committee on Competitive Safeguards and Medical Aspects of Sports.** Jeff Williams, director of athletics, East Central University, effective September 1, 2017.

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

(7) Planning and Finance Committee.

(a) 2016-17 Year-to-Date Budget-to-Actual Report.

**Management Council.** The Management Council reviewed the year-to-date budget-to-actual report as of February 28, 2017.

**Presidents Council.** The Presidents Council reviewed the year-to-date budget-to-actual report as of February 28, 2017.

(b) Management Council and Presidents Council’s Ranking of Budget Priorities in the Areas of Academics, Diversity and Inclusion, and Health and Safety.

**Management Council.** The Management Council reviewed the composite of the priorities’ rankings in the areas of academics, diversity and inclusion, and health and safety, as put together from the joint Management Council/Presidents Council meeting conducted at the Convention. No action was necessary by the Council, as these priorities will be reviewed by the Planning and Finance Committee, during its meeting the latter part of April.

**Presidents Council.** No action was necessary.
(c) April 25, 2017, Meeting.

Presidents Council. The Presidents Council was provided a verbal update on the actions taken by the Planning and Finance Committee.

The Presidents Council approved the Division II budget requests for the 2017-18 fiscal year, which were recommended by the Planning and Finance Committee. The Presidents Council noted that as budget discussions continue to occur, whether they are related to the Division II allocation guarantee or surplus uses, academics will continue to be at the forefront of these discussions. [See report from the April 25 Planning and Finance Committee meeting for specifics.]

The Presidents Council was also updated on actions taken by the Planning and Finance Committee regarding championships travel forecasting and a consistent date for submission of sports sponsorship information for purposes of the Division II enhancement fund and a penalty for failure to meet the deadline. Finally, the Council was updated on the liquidation of the NCAA quasi-endowment and the impact on Division II’s revenue.

(8) Student-Athlete Advisory Committee.

(a) Appointments.

Management Council. The Management Council noted the following appointments to the Student-Athlete Advisory Committee, which were made by the Administrative Committee via email and were effective immediately.

i. Central Intercollegiate Athletic Association, Aja Grant, Women’s Tennis, Winston-Salem State University.

ii. East Coast Conference, Jack Nicholson, Men’s Soccer, St. Thomas Aquinas College.

iii. Great American Conference, Josh Qualls, Football, Arkansas Tech University.

v. Great Northwest Athletic Conference, Sarissa Lammers, Women’s Skiing, University of Alaska, Fairbanks.

vi. Heartland Conference, Taylor Stover, Women’s Soccer, Rogers State University.

vii. Mid-America Intercollegiate Athletics Association, Austin Acosta, Men’s Track and Field, Southwest Baptist University.

viii. Mountain East Conference, Nicholas Ely, Baseball, Notre Dame College (Ohio).


xi. Rocky Mountain Athletic Conference, Josh Shapiro, Baseball, Colorado Mesa University.

xii. Southern Intercollegiate Athletic Conference, Tom Johnson, Men’s Basketball, Central State University.

xiii. Sunshine State Conference, Kristina Ortiz, Women’s Golf, Lynn University.

Presidents Council. No action was necessary.

(b) Verbal Update—April 7-8 Meeting.

Management Council. The Management Council was updated by the two SAAC members regarding the meeting that was conducted the previous weekend. Information included the election of three SAAC members to the Board of Governors Student-Athlete Engagement Committee; an update on the relationship between Team IMPACT, Make-A-Wish and Division II SAAC; and SAAC’s goals and priorities for the upcoming year.

Presidents Council. No action was necessary.
(9) Student-Athlete Reinstatement Committee.

(a) Eligibility Ramifications—Restitution for Receipt of Improper Benefit—$100 to $200.

Management Council. The Management Council adopted noncontroversial legislation to increase from $100 to $200 the value of improper benefits for which restitution is required, effective August 1, 2018.

[Note that Division III approved the legislation as noncontroversial and it is anticipated that Division I will do the same.]

Presidents Council. No action was necessary.

(b) Bylaw 10.3.2—Ethical Conduct—Sports Wagering Activities—Sanctions.

Management Council. The Management Council recommended that the Presidents Council sponsor legislation for the 2018 Convention to eliminate the legislated penalty for sports wagering, effective immediately.

The student-athlete reinstatement process offers the opportunity for the Division II Committee on Student-Athlete Reinstatement and student-athlete reinstatement staff to review cases on an individual basis and consider the totality of the circumstances. For violations that trigger the legislated sports wagering sanctions, the minimum penalty is automatic and cannot be appealed. To promote increased fairness, it is important to conduct a case-by-case review of these sports wagering violations and also provide for an appellate opportunity. Further, it is important to note that, if the proposal is adopted, the legislated sanctions will be incorporated into the Division II Student-Athlete Reinstatement guidelines, which would recognize the Association’s continued emphasis on the severity of sports wagering violations.

[Note that Bylaw 10.3.2 is a common provision across NCAA Divisions I, II, and III and will not become effective until approved by all three divisions.]

Presidents Council. The Presidents Council agreed to sponsor the legislation for the 2018 Convention.
b. Division II Subcommittees, Project Teams and Working Groups.

(1) Convention Planning Project Team.

Management Council. The Management Council reviewed the project team’s report, along with the Convention survey results and proposed schedule and program suggestions. No action was necessary.

Presidents Council. The Presidents Council reviewed the report and was asked to provide feedback in the near future on programming that is geared toward presidents and chancellors.

(2) Degree-Completion Program Working Group.

Management Council. The Management Council reviewed the initial report from the working group’s December teleconference. The working group also met in person in March and has some initial recommendations with regard to the degree-completion program’s requirements, timeline and scoring instrument. The Council will receive a final report from the working group in July, which will detail the recommendations for making the program as beneficial to Division II student-athletes as possible.

Presidents Council. The Presidents Council received the teleconference report and was updated on key information and future dates for implementation of the proposed changes to the program.

(3) Identity Subcommittee.

Management Council. The Identity Subcommittee met Monday evening and received updates on the purchasing website credit, media agreement, social media and the Division II brand enhancement initiative. Additionally, the subcommittee received a presentation from “From Now On,” a web design company specializing in institutional athletics mobile sites.

Presidents Council. The Presidents Council received updates on the regular season media agreement, as well as the Make It Yours Phase 2 branding efforts.

(4) Regionalization Working Group.

Management Council. The Management Council received a progress report from the Division II Regionalization Working Group and was asked to
provide feedback at that time. It is anticipated that the Management Council will receive a final recommendation from the working group at its summer meeting.

**Presidents Council.** The Presidents Council received the executive summary from the Division II Regionalization Working Group and an update on the progress made.

c. **Association-Wide and Common Committees.**

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

(a) **Bylaw 21.2.2.1—Committees—Association-Wide Committees—General Committees—Competitive Safeguards and Medical Aspects of Sports, Committee on—Composition—Student-Athlete Representation.**

**Management Council.** The Management Council adopted noncontroversial legislation to amend Bylaw 21.2.2.1 (composition) to specify that one student-athlete from each division shall serve as a voting member of the committee, effective August 1, 2017.

This legislation will increase the total votes on the committee for student-athletes from one to three, and provide an opportunity for each student-athlete to vote independent of the other two SAAC representatives.

[Note that this action was taken by the Management Council for all five Association-wide committees that requested this change—Committee on Competitive Safeguards and Medical Aspects of Sports; Minority Opportunities and Interests Committee; Olympic Sports Liaison Committee; Committee on Sportsmanship and Ethical Conduct; and the Committee on Women’s Athletics.]

[Also note that all three divisions must approve this legislation in order for it to become effective.]

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

(b) **Bylaw 31.2.3—Executive Regulations—Eligibility for Championships—Ineligibility for Use of Banned Drugs—Hormone and Metabolic Modulators.** Noted that the recommendation to restructure the legislated banned drug class
“anti-estrogens” to create a new class titled, “hormone and metabolic modulators” was withdrawn by the committee prior to the Management Council meeting.

(c) Championships and Postseason Football—Bylaw 18.4.1.5.2—Penalty—“Illicit/Street Drugs”—Drug-Testing Penalty—50 Percent of the Season.

Management Council. The Management Council adopted a modification of wording to amend Division II Bylaw 18.4.1.5.2 to clarify that a student-athlete who, as a result of a drug test administered by the NCAA, tests positive for use of a substance in the banned drug class “illicit drugs” or “street drugs” shall be immediately declared ineligible and be withheld from competition for the next 50 percent of a season in all sports, effective August 1, 2017.

Presidents Council. No action was necessary.

(d) Referral to the Playing Rules Oversight Panel.

Management Council. The Management Council referred the following issue to the Playing Rules Oversight Panel for review and consideration:

To review the appropriateness of any sport rule that may act as a disincentive to reporting of injury or illness and, where appropriate, to modify existing playing rules to prevent this from happening.

Presidents Council. No action was necessary.

(2) Minority Opportunities and Interests Committee—Bylaw 21.2.4.1—Committees—Association-Wide Committees—General Committees—Minority Opportunities and Interests Committee—Composition—Student-Athlete Representation.

Management Council. See Item 5-c-(1)-(a) on Page No. 28 for action taken. Presidents Council. No action was necessary.

(3) Olympic Sports Liaison Committee—Bylaw 21.2.5.1—Committees—Association-Wide Committees—General Committees—Olympic
Sports Liaison Committee—Composition—Student-Athlete Representation

Management Council. See Item 5-c-(1)-(a) on Page No. 28 for action taken.

Presidents Council. No action was necessary

(4) Playing Rules Oversight Panel (PROP).

Management Council. The Management Council reviewed the reports from the January 12, January 23, February 2, and March 6 teleconference, all of which were informational in nature. No action was necessary.

Presidents Council. No action was necessary.

(5) Postgraduate Scholarship Committee.

Management Council. The Management Council reviewed the report from the March teleconference, which was informational in nature. No action was necessary.

Presidents Council. No action was necessary.

(6) Committee on Sportsmanship and Ethical Conduct—Bylaw 21.2.2.1—Committees—Association-Wide Committees—General Committees—Sportsmanship and Ethical Conduct, Committee on—Composition—Student-Athlete Representation

Management Council. See Item 5-c-(1)-(a) on Page No. 28 for action taken.

Presidents Council. No action was necessary

(7) Committee on Women’s Athletics—Bylaw 21.2.10.1—Committees—Association-Wide Committees—General Committees—Women’s Athletics, Committee on—Composition—Student-Athlete Representation

Management Council. See Item 5-c-(1)-(a) on Page No. 28 for action taken.

Presidents Council. No action was necessary
6. MANAGEMENT COUNCIL ROUNDTABLE DISCUSSION—STRATEGIES TO INCREASE THE MEMBERSHIP’S EFFECTIVENESS IN ACADEMICS AND LIFE SKILLS.

Management Council. The Management Council convened in round table sessions at the conclusion of Monday’s business session to discuss opportunities that the division might have to increase its effectiveness in the areas of academics and life skills. Brainstorming ideas included showing the ways that athletics influences academics, possibly through a model document similar to those already created for athletics departments and conference offices; peer mentor/mentee programs; early reporting systems to identify student-athletes who are “at-risk”; online resource modules; etc.

Presidents Council. No action was necessary.

7. DIVISION II MANAGEMENT COUNCIL.

a. Management Council Election for East Coast Conference Representative.

Management Council. The Management Council recommended that the Presidents Council elect Robert Dranoff, commissioner, for the open position from the East Coast Conference on the Management Council, effective immediately.

Presidents Council. The Presidents Council approved the appointment.

b. Management Council Committee/Project Team Assignments.

Management Council. The Management Council reviewed the committee and project team assignments.

Presidents Council. No action was necessary.


Presidents Council. The Presidents Council approved the updated Presidents Council Policies and Procedures document, as submitted.

d. Division II Management Council Vice Chair Election.

Management Council. The Management Council was informed that Tonya Charland’s position as vice chair of the Management Council would expire August
31. Persons interested in seeking the position should voice that interest to the chair or the director of Division II.

Presidents Council. No action was necessary.

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

Management Council. The Management Council was updated on the anticipated activities for the joint Summit of the Management Council and SAAC in July.

Presidents Council. No action was necessary.

f. Appeal—Armstrong State University.

Management Council. The Management Council upheld a decision issued by the Interpretations Subcommittee of the Division II Legislation Committee with regard to an appeal from Armstrong State University regarding a former tennis student-athlete. The Management Council agreed that once a prospective student-athlete or enrolled student-athlete signs a contract with an agent, the individual has entered into an agreement with the agent per NCAA Bylaws 12.1.2 (activities prior to full-time initial collegiate enrollment) and 12.3.7 (general rule).

[Note that Pennie Parker, Lindsay Reeves and Cherrie Wilmoth recused themselves on the decision of the Management Council.]

Presidents Council. No action was necessary.

8. DIVISION II PRESIDENTS COUNCIL.

a. At-Large Election. The Presidents Council elected Allison Garrett, president, Emporia State University, as the at-large representative to the Presidents Council. President Garrett will begin her term on the Council immediately, with her expiration date being January 2022.

The Presidents Council was impressed with other nominations that it received in the process and asked staff to encourage those who were not elected to reapply at the earliest opportunity.

b. NCAA Inclusion Statement. The Presidents Council, having tabled the statement during its January meeting because of some questions that arose, reviewed the Inclusion Statement. After discussing the statement with the office of inclusion staff, the Presidents Council endorsed the statement with the inclusion of “gender identity” and “religion.”
c. **August 2017 Presidents Council Meeting.** The Presidents Council reviewed the proposed schedule for the August 7-8 joint meeting with chairs of Division II conference boards and Division II conference commissioners. The Council was asked to review a list of potential topics for discussion at the meeting and provide feedback.

d. **Discussion on Social Issues.** The Presidents Council reviewed a document from the Board of Governors on guidelines that the NCAA/Board of Governors should follow when determining whether to act on social issues. The Presidents Council endorsed the draft of the document in concept, noting that it would be further developed by the Board in the future.

9. **NATIONAL OFFICE STAFF UPDATES.**

a. **Legal/Executive Update.**

Management Council. The Management Council received an update from the executive vice president of law, policy and governance.

Presidents Council. The Presidents Council received an update on issues and legal happenings surrounding the NCAA, which included championships selections for the next four years, updates on the Commission to Combat Campus Sexual Violence and a mention of eSports and how that might affect the Association.

b. **Division II Winter Championships Festival.**

Management Council. The Management Council received an update on the Division II Winter Championships Festival and viewed a video on the week’s activities, which took place in March in Birmingham, Alabama.

Presidents Council. The Presidents Council received an update on the Winter Championships Festival, as well as the venues chosen as championships sites for the next three festivals.

c. **Student-Athlete Insurance Survey.**

Management Council. The Management Council received an update on the results of the Division II student-athlete insurance survey.

Presidents Council. The Presidents Council received an update on the results of the student-athlete insurance survey.
d. **Grant-in-Aid Lawsuit Settlement.**


Presidents Council. The Presidents Council received an update on the grant-in-aid settlement.

e. **Sport Science Institute.**

Management Council. The Management Council received an update on the Sport Science Institute from the chief medical officer.

Presidents Council. The Presidents Council received an update on the Sport Science Institute from the chief medical officer.

f. **NCAA Injury Surveillance Program.**

Management Council. The Management Council received information from the Sports Science Institute and the Datalys Center on the NCAA Injury Surveillance Program. The Management Council affirmed that accurate data is an important component to the overall health and safety of Division II student-athletes and that, as a division, we need to ensure that we have data-driven information to enable us to make knowledgeable, informed decisions. The Management Council agreed to form a working group to study this issue and bring back recommendations that will assist the division in obtaining greater participation from the membership in this crucial area and with the current Injury Surveillance Program. Management Council members who volunteered to serve on the working group include Chris Graham, Laura Liesman, Steve Murray, Pennie Parker, Lindsay Reeves and Eric Schoh.

Presidents Council. The Presidents Council received the information from the Sport Science Institute and, agreeing with the Management Council, affirmed that having the appropriate information is essential and approved the formation of a working group to study the issue. In addition to those on the Management Council, President Wilson, Wayne State University, also agreed to participate on the working group.

g. **Division II Membership Census.**

Management Council. The Management Council was updated on the plans for the membership census, to be conducted in January 2018 with responses due in February.
h. **Division II's Broadcast Agreements for 2017-18 Season.**

*Management Council.* The Management Council was updated on the broadcast agreement for the division for the 2017-18 season.

*Presidents Council.* The Presidents Council was updated on the broadcast agreement for the division for the 2017-18 season.

10. **AFFILIATED ASSOCIATION UPDATES.**

*Management Council.* The Management Council was updated on the activities of the following affiliated associations.

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

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

c. **Co-SIDA.**

d. **Faculty Athletics Representative Association (FARA).**

e. **Minority Opportunity Athletics Administrators Association (MOAA).**

f. **National Association for Athletics Compliance (NAAC).**

g. **Women Leaders in College Sports.**

*Presidents Council.* No action was necessary.

11. **OTHER BUSINESS.**

*Management Council.* The Management Council took a few minutes to comment upon a few ideas that individuals would like to see instituted and to congratulate each other on special recognitions that were received.

*Presidents Council.* No action was necessary.
12. MEETING RECAP/THINGS TO REPORT BACK TO CONFERENCES.

Management Council. The Management Council was provided with a list of topics/issues to report to its member institutions, via each member’s preferred method of delivery. These topics included: the emergency legislation with regard to the Division II football preseason; Division II Regionalization White Paper; the executive summary on insurance survey, Division II signage credit; Division II Championships Festival; NCAA sportsmanship awards; and the Student-Athlete Advisory Committee’s initiative on sexual assault awareness.

Presidents Council. No action was necessary.

13. FUTURE MEETINGS.

Management Council. The Management Council reviewed the upcoming meetings for the remainder of 2017 and 2018, noting the four-days set aside for the July Summit with the Student-Athlete Advisory Committee.

Presidents Council. The Presidents Council reviewed the upcoming schedule, noting specifically the August meeting with conference commissioners and chairs of conference boards and the October meeting in Los Angeles.

14. ADJOURNMENT.

Management Council. The Management Council adjourned at 10:57 a.m.

Presidents Council. The Presidents Council adjourned at 11:58 a.m.
### Division II Management Council  
**April 10-11, 2017**  
**Indianapolis, IN**

- Josh Doody, Notre Dame de Namur University
- Kim Duyst, California State University, Stanislaus
- Storm Glautier, Nyack College
- Chris Graham, Rocky Mountain Athletic Conference
- Gary Gray, University of Alaska Fairbanks
- Lynn Griffin, Coker College
- Felicia Johnson, Virginia Union University
- Paul Leidig, Grand Valley State University
- Laura Liesman, Georgian Court University
- Bridget Lyons, Barry University *(Tuesday Only)*
- Steve Murray, Pennsylvania State Athletic Conference
- Ismael Pagan-Trinidad, University of Puerto Rico, Mayaguez
- Pennie Parker, Rollins College
- Lindsay Reeves, University of North Georgia
- Eric Schoh, Winona State University
- Kevin Schriver, Southwest Baptist University *(Monday via teleconference)*
- Kim Vinson, Cameron University
- Stan Williamson, University of West Alabama
- Cherrie Wilmoth, Southeastern Oklahoma State University
- Griz Zimmermann, Texas A&M International University

### Division II Presidents Council  
**April 25-26, 2017**  
**Indianapolis, IN**

- William LaForge, Delta State University
- Gary Olson, Daemen College
- Elwood Robinson, Winston-Salem State University
- David Watts, University of Texas of the Permian Basin
- M. Roy Wilson, Wayne State University
- Les Wong, San Francisco State University

### ABSENTEES

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## NCAA Division II Initial-Eligibility Waiver Decisions
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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 initial-eligibility standards, effective August 1, 2016, require student-athletes to meet increased requirements to be eligible for competition, 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, an IEW will not be processed 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 the staff and subcommittees to analyze and decide IEWs.

2. **Submission.** The Eligibility Center must release the student-athlete's final academic certification before an 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. Also, 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 courses, core GPA, ACT and SAT scores (including NCAA conversion scores for 2017 graduates who attempted the redesigned SAT; see 2017-18 academic certification procedure resource on the Eligibility Center member institution portal);
(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) Old and new model certifications completed for international student-athletes, per International Student Records Committee policy;

(6) Initial-eligibility standards applicable to the student-athlete's graduating class (based on the earliest full-time enrollment opportunity); and

(7) Other information determined on a case-by-case basis.

b. Not Considered.

(1) Courses that do not meet legislated core course or nontraditional course requirements, including courses the Eligibility Center has not reviewed;

(2) Raw scores achieved on the redesigned SAT (except pre-2017 graduates);

(3) Invalidated academic credentials or canceled test scores;

(4) Courses completed after full-time enrollment or while receiving athletics aid; and

(5) ACT/SAT attempts after full-time enrollment (see Section No. 5c for exceptions).

5. Mitigating Circumstances. In analyzing IEWs, the student-athlete's deficiency is weighed against the overall academic record and the mitigating circumstances asserted for failing to satisfy 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, whether they were within the student-athlete's control and whether they are supported by documentation (e.g., contemporaneous). 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 mitigation, it is analyzed to determine whether it directly impacted the student-athlete's ability to satisfy initial-eligibility requirements, as well as whether it is supported by documentation.
If a student-athlete lost an academic opportunity (e.g., missed term) due to extraordinary circumstances (e.g., incapacitating injury or illness, extreme financial difficulty, civil unrest, natural disaster), core courses replacing the lost opportunity may be considered, 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, an IEW may be approved, 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) he or she 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, an IEW may be approved based on an ACT or SAT attempted after full-time enrollment:

1. 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; or

2. 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 score on the initial ACT or SAT attempt; and

   c. The student-athlete meets all other initial-eligibility requirements.

If the re-test score as part of the testing agency's review process or initial post-enrollment attempt is not qualifying, it may be considered as part of the IEW analysis.

d. **Division II Test-Score Deficiencies.** A partial qualifier who presents a test-score deficiency but meets Division II 2018 qualifier requirements will receive an automatic IEW in the academic certification process. However, test-score deficiencies are analyzed stringently for student-athletes who do not receive an automatic IEW. In such cases, significant and compelling mitigation must be presented to warrant relief. Since 2014-15, no test-score deficiencies have been waived based on mitigating circumstances.
e. International Academic Track. When an international student-athlete attended secondary school in a country that meets the following criteria, an IEW may be approved, provided:

(1) The educational system:

   (a) Did not require a subject area 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 requirements.

(2) The student-athlete’s only deficiency is two core-course units or less in social science, natural/physical science or additional academic courses, and the student-athlete has not failed any courses or exams in the applicable subject area; and

(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.

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

Further, a subject-matter professional 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 subject-matter professional does not evaluate or determine whether accommodations and/or services provided to a student were appropriate or reasonable.

When a student-athlete presents an EID, the following factors are considered:

(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, after full-time enrollment) 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, an IEW may be approved if (a) the student-athlete's only deficiency is two core-course units or less, and (b) 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 involving institutional misadvisement or lack of advisement, the institution may be required to submit an Advisement Process Plan that provides an overview of current advisement procedures and specifies corrective measures to prevent similar situations in the future.

Failure to follow the advisement process plan will not be viewed favorably in subsequent IEW submissions.

h. 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 recruitment begins;

(6) Recruitment status or timing as mitigation for performance;

(7) An EID for performance if accommodations were available and/or received;

(8) International student-athletes attempting courses and/or 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) Athletics participation;

(12) Lack of knowledge/awareness regarding initial-eligibility standards.


a. Approval. An IEW may be approved (athletics aid, practice and competition), 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 Approval. An IEW may be partially approved, 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 (NCAA 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., 2018 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) if a student-athlete fails to meet the condition (see partial approval FAQ).

(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., 2018 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) if a student-athlete fails to meet the condition (see partial approval FAQ).

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., 2018 spring term) based on performance in the preceding regular term (e.g., 2017 fall term) of full-time enrollment.

c. **Denial.** An IEW may be denied, as follows:

(1) **Division I.**

(a) *Academic Redshirt.* When it is **not** clearly evident that 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 that 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.

In some scenarios (e.g., student-athlete certified as qualifier, no response to staff communication and/or request within 14 calendar days), staff may cancel an IEW. If a waiver is canceled due to lack of institutional response, it may be re-opened, provided the institution submits a complete response to any outstanding request.

7. **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 threshold, and its determination is not subject to further review.
If staff determines the threshold is met, staff will review the IEW and render a reconsideration decision. However, if staff determines the institution's submission does not meet the threshold, staff will deny the reconsideration request.

Staff and the subcommittee will not reconsider an IEW decision based on a student-athlete's performance after full-time enrollment (e.g., 2017 fall term).

8. **Appeal Requests.** The institution has 30 calendar days after receiving written notice of a staff decision (initial or reconsideration) to submit a complete appeal request via RSRO. The appeal request must include a statement on letterhead, signed by the athletics director and senior compliance administrator, that specifies the relief sought and explains why the institution believes additional relief is warranted. The subcommittee decision shall be final, binding and conclusive and shall not be subject to further review by any other authority.

If 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.
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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 initial-eligibility waiver 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 appeal materials before the teleconference and be prepared to discuss and decide each appeal.
      
      (4) Lead the subcommittee discussion and deliberation.
(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 appeal materials before the teleconference and be prepared to discuss and decide each appeal.

(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) Objectively present an overview of the waiver, note the institution's assertions, explain the staff decision/rationale 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.

8. **Decisions.** The academic review team and subcommittee shall render one of the following decisions in accordance with the initial-eligibility waiver directive:

   a. **Approval (Athletics Aid, Practice and Competition).**

      (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.**

      (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.**

      (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.

   d. **Cancel/Table.** In some scenarios (e.g., student-athlete certified as qualifier, no response to staff communication and/or request within 14 calendar days), staff may cancel an initial-eligibility waiver. If a waiver is canceled due to lack of response, it may be re-opened, provided the institution submits a complete response to any outstanding request.

   Further, the staff and subcommittee have discretion to table an appeal, as necessary (e.g., pending High School Review Committee appeal). Staff will provide the institution written notice of a canceled or tabled waiver.
As part of its decision, the subcommittee has discretion to permit a student-athlete to attempt one accommodated ACT or SAT (national test date) after full-time enrollment, provided the student-athlete has a documented education-impacting disability and did not take an accommodated test before initial full-time enrollment. In such scenarios, the accommodated post-enrollment score must be submitted officially to the Eligibility Center, and the institution may request reconsideration if the student-athlete achieved a qualifying score on the accommodated post-enrollment attempt.

9. Precedent. Due to the fact-specific nature of initial-eligibility waivers, along with legislative and directive changes, precedent from prior academic years is not binding; however, precedent from the current academic year may be persuasive. Precedent cases five years and older are automatically archived and thus may not be considered in the IEW analysis.

10. Reconsiderations. 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 threshold, and its determination is not subject to further review.

If staff determines the threshold is met, staff will review the IEW and render a reconsideration decision. However, if staff determines the institution's submission does not meet the threshold, staff will deny the reconsideration request.

Staff and the subcommittee will not reconsider an IEW decision based on a student-athlete's performance after full-time enrollment (e.g., 2017 fall term).

11. Appeals. The institution has 30 calendar days after receiving written notice of a staff decision (initial or reconsideration) to submit a complete appeal request via RSRO. The appeal request must include a statement on letterhead, signed by the athletics director and senior compliance administrator, that specifies the relief sought and explains why the institution believes additional relief is warranted. The subcommittee decision shall be final, binding and conclusive and shall not be subject to further review by any other authority.

If 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.

12. Teleconferences. The subcommittee shall have a weekly appeal teleconference, which shall be limited to Eligibility Center academic review team and subcommittee participation.
The subcommittee chair shall begin by reviewing the report from the subcommittee's prior teleconference. After the report is approved with any noted revisions, the chair shall identify any conflicts of interest and proceed to the appeals, which are considered individually.

After the staff has objectively presented an overview of the waiver, noted the institution's assertions, explained the staff decision/rationale and answered questions, the subcommittee chair shall lead the deliberation. Appeals are decided by a majority vote of all subcommittee members present and voting.

13. **Representatives.** An institution may designate a non-staff representative to assist with an initial-eligibility waiver by adding the individual to its list of Eligibility Center contacts, which the institution is responsible for managing, and providing the institution’s NCAA organization ID to the non-staff representative. Unless stated otherwise, all provisions applicable to institutional staff members shall be applicable to the institution's non-staff representative for the initial-eligibility waiver process.

A student-athlete’s representative shall be authorized to participate in the initial-eligibility waiver process, including communication with academic review team members, to the same extent the student-athlete would otherwise be eligible to participate without representation.

14. **Updated Certification after Initial-Eligibility Waiver Decision.** If the Eligibility Center updates a student-athlete's final academic certification after the staff or subcommittee initial-eligibility waiver decision (e.g., test-score cancellation), the previous initial-eligibility waiver decision shall be null and void if the deficiency increases. However, the institution may resubmit an initial-eligibility waiver for the student-athlete based on the updated academic record and deficiency.

15. **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.

Based on a recommendation from the subcommittee chair, the Academic Requirements Committee may remove subcommittee members who are not discharging their responsibilities.

16. **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 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 committee member 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.

17. **Confidentiality.** Subcommittee members shall not communicate any information regarding specific initial-eligibility waivers to anyone other than NCAA staff or other subcommittee members. This includes, but is not limited to, communication with institutional staff members or non-staff representatives regarding an initial-eligibility waiver appeal.

The staff shall maintain confidentiality in all initial-eligibility waivers and shall not confirm or deny the existence of a waiver until a decision is rendered in accordance with the prescribed procedures. However, if the institution makes a public announcement concerning a waiver, the director of academic review (or designee) may confirm information made public and may address erroneous or incomplete information about matters made public by the institution, prospective student-athlete or other involved individual. The national office may issue a press release on behalf of the NCAA, as the Eligibility Center vice president deems appropriate.

18. **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.

19. **Absences.** Initial-eligibility waiver appeals may be time sensitive. If a subcommittee member is unable to participate on a teleconference, he or she is responsible for notifying the staff liaison as quickly as possible. The subcommittee chair may request removal of a subcommittee member if repeated absences occur.
# Prospective Student-Athlete Review

## 2016-17 Statistics (January 1, 2016 – March 12, 2017)

### Program Tasks (231)

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### Program Decisions

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### Test Score Inquiries (276)

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### Inquiry Decisions

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### Validity Reviews (7)

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ACTION ITEMS.

1. Legislative items.
   - None.

2. Nonlegislative items.
   - NCAA Division I Committee on Academics and NCAA Division II Academic Requirements Committee.
     - (1) Recommendation. Approve 2017-18 NCAA Student Records Review Committee policies and procedures.
     - (2) Effective date. Immediate.
     - (3) Rationale. Editorial revisions related to reviewing the validity of academic credentials (e.g., courses grades, credits, transcripts, test scores) presented for initial eligibility.
     - (4) Estimated budget impact. None.
     - (5) Student-athlete impact. None.

INFORMATIONAL ITEMS.

1. Teleconference Report. The committee approved the report from its November 18, 2016, teleconference.

2. Statistics and Validity Review Examples. The committee reviewed 2016-17 prospective student-athlete statistics and validity review examples (e.g., enrollment timeline, grade calculation, activity logs).

3. 2017-18 Trigger List. The committee approved the 2017-18 PSA review trigger list, including a new trigger intended to identify additional academic programs – transfer during an academic year involving a non-trimester and trimester academic calendar.

4. Threshold for Opening a Validity Review. The committee established a threshold for determining whether to open a validity review based on information regarding inaccurate, false or misleading activity. Specifically, the committee determined there must be credible,
substantiated documentation that could reasonably lead to invalidation. Further, the committee noted if the threshold is not met, it may be appropriate to share information with a member institution, which may conduct a review, as necessary.

5. Individual Review Documentation. The committee assessed the current PSA review practice to trigger a validity review based on individual review documentation obtained as part of the high school review process only for courses under “extended evaluation” status at enrollment. The committee affirmed this policy moving forward, noting it did not support triggering a validity review based on individual review documentation for courses under “cleared” status at enrollment, even if the high school voluntarily provides such documentation. The committee noted this policy promotes fairness to individuals who rely on the Eligibility Center’s published list of approved core courses and facilitates collaboration with schools under “extended-evaluation” status. In addition, the committee noted the NCAA High School Review Committee has discretion to determine the appropriate use of such documentation as part of the high school review process.

6. Documentation for Invalidation. The committee discussed PSA review policy regarding the level of documentation necessary to invalidate an academic credential based on clear and convincing evidence. The committee noted the importance of gathering and reviewing additional information and documentation (e.g., assessments, grade books, school policies), as necessary, during a validity review. However, the committee directed staff to apply the standard of review (i.e., clear and convincing evidence) based on available documentation for an academic credential. The committee emphasized a minimum percentage of coursework or level of documentation is not required to invalidate an academic credential.

7. Pre-Enrollment Academic Misconduct. The committee was updated on the NCAA Division I Proposal No. 2016-63 (pre-enrollment academic misconduct), which the Division I Council will consider April 2017.

8. Joint Meeting with NCAA High School Review Committee. The committee received an overview of the High School Review Committee’s role and reviewed examples of the intersection between high school review and PSA review.
## NCAA Student Records Review Committee
### March 29, 2017, Meeting

### Attendees:
- Shawn Ashley, Former Principal.
- Megan Bonvillian, University of Washington; Pac-12 Conference.
- David Fedorchak, Towson University; Colonial Athletic Conference.
- Jennifer Heimstead, California State Polytechnic, Pomona; California Collegiate Athletic Association.
- Brannon Kidd, Pittsburg High School.
- Heather Lewis, Seneca Valley School District.
- Kimberly Oden, Campbell Hall School.
- David Rausch, West Texas A&M University; Lone Star Conference.
- Jennifer Rukstad, Rock Bridge High School.

### Absentees:
None.

### Guests in Attendance:
- Kendra Greene, High School Review Committee.
- Kedra Ishop, High School Review Committee.
- Perry Massey, High School Review Committee.
- Alyssa Morales Kelly, High School Review Committee.
- Brad Rathgeber, High School Review Committee.

### NCAA Staff Support in Attendance:
- Justin Ayres, Eligibility Center.
- Libby Padgitt, Eligibility Center.

### Other NCAA Staff Members in Attendance:
- Therese Joyce, Eligibility Center.
- Felicia Martin, Eligibility Center.
- Jane McGill, Eligibility Center.
- Sarah Overpeck, Eligibility Center.
- Amy Routt, Eligibility Center.
- Nick Sproull, Eligibility Center.
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1. **Legislated Duties of the NCAA Student Records Review Committee (NCAA Divisions I and II Bylaws 14.1.2.4 and 21.6.5).** The NCAA Student Records Review Committee has the authority to establish policies and procedures, via the prospective student-athlete review process, related to the review of a PSA’s academic credentials (e.g., courses, grades, credits, transcripts, test scores) and to determine the validity of a PSA’s academic credentials for meeting initial-eligibility requirements. A review may result in determining a PSA’s academic credentials are invalid (i.e., inaccurate, false or misleading) and thus shall not be used to meet initial-eligibility requirements.

The NCAA Division I Committee on Academics and NCAA Division II Academic Requirements Committee shall approve the policies and procedures for reviewing academic credentials and determining the validity of such credentials. The committee shall also be responsible for reviewing PSA review appeals, and its decision shall be final, binding and conclusive, and shall not be subject to further review by any other authority.

2. **Committee Responsibilities.**
   a. Assess PSA review policy annually.
   b. Review appeals of validity review decisions.
      - Adhere to committee policies and procedures.
   c. Provide annual PSA review statistics to the Committee on Academics and the Academic Requirements Committee.
   d. As requested, review legislation related to initial eligibility.

3. **Committee Composition (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 (Bylaw 21.6.5.3).** Generally, committee members shall be appointed for a four-year term, which shall commence on January 1. After serving the initial term, a committee member may be re-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.** 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 such capacity for the remainder of his or her term(s).

7. **Duties.**
   a. **Chair.**
      (1) Lead all teleconferences and meetings; and
      (2) Recommend replacement of committee members not discharging their duties.
   b. **Committee Members.**
      (1) Thoroughly review all materials before each teleconference and be prepared to discuss and decide each validity review appeal;
      (2) Participate in all teleconferences and meetings;
      (3) Provide notice of inability to participate in a teleconference or meeting;
      (4) Recuse from appeals when appropriate; and
      (5) Adhere to committee policies and procedures.
   c. **NCAA Staff.**
      (1) Apply PSA review triggers;
      (2) Assign and review program tasks;
      (3) Submit inquiries to the test agencies;
      (4) Determine whether to initiate a validity review;
      (5) Process and render an initial decision for validity reviews;
      (6) Prepare a complete case file for validity review appeals;
      (7) Present validity review appeals to the committee; and
      (8) Provide committee appeal decisions to the involved institution.
8. **Academic Inconsistency Notification.** Divisions I and II institutions must promptly report all discrepancies in academic information (e.g., transcripts, grades, courses, credits, test scores) to the NCAA Eligibility Center (Bylaw 14.1.2.5.1). Such notification shall be submitted via the Academic Inconsistency Notification Form (available on the Eligibility Center's Member Institution Portal).

9. **PSA Review Purpose.** The purpose of the PSA review process is to identify academic programs (e.g., computer-based instruction) not designated on a transcript, notify the testing agencies regarding statistical anomalies and determine whether academic credentials are invalid.

10. **Authority.** Only Eligibility Center staff has authority to apply PSA review triggers and render a staff validity review decision.

   After the Eligibility Center staff renders a validity review decision, only the committee has authority to review an appeal and render a subsequent validity decision. The committee determination shall be final, binding and conclusive and shall not be subject to further review by any other authority (Bylaw 21.6.5.4).

11. **PSA Review Triggers.** "Academic year" includes the subsequent summer (e.g., 2016-17 includes summer 2017) and "high school" includes all secondary-school programs (e.g., nontraditional, correspondence, online, virtual, independent study).

   a. Graduated from a high school where no core courses were successfully completed;
   
   b. GPA increase of 0.500 or greater;
   
   c. Concurrent enrollment in sequential courses (e.g., Algebra I and Algebra II, Spanish I and Spanish II) during the same academic term;
   
   d. Disproportionate amount of core credits earned in an academic term;
   
   e. Two or more repeated core courses in an academic term;
   
   f. Four or more repeated core credits;
   
   g. More than one academic year between repeated core courses taken post-sixth semester;
   
   h. Transfer during an academic year involving a non-trimester and trimester academic calendar;
   
   i. Information regarding inaccurate, false or misleading activity related to an individual’s academic credentials (e.g., courses, grades, credits, transcripts, test scores, graduation);
   
   j. Test-score inconsistency (based on NCAA academic certification data);
12. **Credit and GPA.** When a PSA review trigger regarding credit and GPA is met, the staff shall determine whether to send a program task (visible to the member institution in the PSA’s Eligibility Center account). The high school’s response to the program task response will determine whether the academic program(s) will be forwarded to high school review, the PSA’s final academic certification will be released or a validity review will be initiated.

Eligibility Center staff has discretion to waive credit and GPA triggers, as necessary, resulting in a program task not being sent (e.g., block-schedule format without a term division).

13. **ACT and SAT Scores.** When a data-based test-score trigger is met, the staff shall submit an inquiry to the testing agency, along with triggering academic information, and notify the PSA, as well as the recruiting institution(s) (identified via placement on an active institutional request list). An inquiry based on “Final GPA” shall remain submitted even if the PSA’s final core-course GPA subsequently increases (e.g., via an additional core course completed after graduation) and would no longer meet the trigger. Further, the PSA’s final academic certification will remain released if an inquiry is submitted. The staff also reserves the right to submit an inquiry or review the validity of any ACT or SAT score, regardless of whether a test-score trigger is met, based on information regarding inaccurate, false or misleading activity related to a test score.

14. **Information Regarding Inaccurate, False or Misleading Activity.** Staff may trigger a validity review based on information regarding inaccurate, false or misleading activity related to an individual’s academic credentials, provided it determines there is credible, substantiated documentation that could reasonably lead to invalidation.

Individual review documents obtained as part of the Eligibility Center’s high school review process (based on NCAA High School Review Committee policy) may trigger a validity review only for courses under extended-evaluation status (pending individual review) at enrollment.
15. Validity Reviews. Eligibility Center staff may initiate a validity review in the following scenarios: (a) when the high school's response to a program task is inconsistent with a PSA’s official academic record; (b) when staff receives an Academic Inconsistency Notification Form from a member institution; and/or (c) when staff receives information an academic credential may be inaccurate, false or misleading. In such scenarios, Eligibility Center staff may request the following to determine whether the academic credential is invalid:

a. Information and Documentation (not 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) Class schedule;
   (4) Statements from the PSA, high school administrators, teachers, tutors, proctors, parents, guardians and/or other involved individuals;
   (5) Attendance records;
   (6) Instructor grade books;
   (7) Transcripts;
   (8) Evidence regarding course or standardized test completion;
   (9) Documentation from the Ministry of Education;
   (10) Interviews with the PSA, high school administrators, teachers, tutors, proctors, parents, guardians and/or other involved individuals; and/or
   (11) Other information determined on a case-by-case basis.

Note: staff may notify, involve or share information with other national office staff members (e.g., enforcement, high school review).

b. Representatives.

   (1) An institution may designate a non-staff representative to assist with a validity review by adding the individual to its list of Eligibility Center contacts, which the institution is responsible for managing, and providing the institution’s NCAA organization ID to the non-staff representative. Unless stated otherwise, all provisions applicable to institutional staff members shall be applicable to the institution's non-staff representative for the validity review process.

   (2) A PSA may designate a representative to assist with a validity review by providing Eligibility Center staff a signed release authorizing it to share the PSA’s information with the representative. Unless stated otherwise, all provisions applicable to the PSA shall be applicable to the PSA's representative for the validity review process. A PSA’s representative shall be authorized to participate in the process to the same extent the PSA would otherwise be eligible to participate without representation.

   (3) Any other individual or entity requested to provide information as part of a validity
review may designate a representative who shall be authorized to assist the individual only to the extent of his or her own involvement in the validity review process.

c. Standard of Review. In assessing the validity of an academic credential, clear and convincing evidence shall be the standard of review. Thus, for an academic credential to be invalidated, the evidence must highly and substantially support it is inaccurate, false or misleading.

The standard of review shall be applied based on available documentation for an academic credential. A minimum percentage of coursework or level of documentation is not required to invalidate an academic credential.

d. Decisions.

(1) Validate: The evidence does not highly and substantially support the academic credential is inaccurate, false or misleading. Thus, it may be used for initial eligibility.

(2) Invalidate: The evidence highly and substantially supports the academic credential is inaccurate, false or misleading. Thus, it may not be used for initial eligibility.

16. Reconsiderations/Appeals.

a. Reconsiderations. The institution may request reconsideration of a validity review decision (staff or committee) based on new information that was not reasonably available at the time of the decision. The request must include (a) a statement on letterhead explaining 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 re-open the review, consider the PSA’s entire academic record and issue a reconsideration validity review decision.

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

17. Appeal Teleconferences. The committee shall meet via teleconference once per week at an established time or as needed. All materials will be 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 non-staff representative retained by the institution, to participate during the teleconference. This representative shall be the only individual from the institution permitted to address the committee.

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

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

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

After the staff case manager and the institutional representative have presented, the committee shall have the opportunity to ask questions. When the committee has obtained all information necessary for deliberation, the committee chair shall direct the institutional representative to depart from the teleconference. The committee chair shall lead the deliberation, during which the staff liaison may answer procedural questions, as necessary.

Appeals are decided by majority vote of all committee members present and voting. The committee's decision shall be final, binding and conclusive and shall not be subject to further review by any other authority (Bylaw 21.6.5.4).

After the committee renders a decision, staff shall provide the decision to the institution as soon as reasonably possible.

18. 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 (see IEW directive for decision criteria).

19. Review/Invalidation of Academic Credentials after Initial-Eligibility Certification. The staff may trigger PSA review at any time. When staff receives information after a final academic certification has been released that an academic credential may be inaccurate, false or misleading, staff shall determine whether to initiate a validity review.

If a validity review is initiated, staff shall notify the institution, and the final academic certification decision shall be placed under review until the PSA review process concludes. If an academic credential is invalidated, the final academic certification shall be updated. Further, the institution must (a) report any violation that may have occurred as a result of the student-athlete receiving athletics aid and/or participating in practice or competition, and (b) declare the student-athlete ineligible for competition (Bylaw 14.1.2.2).
20. Recusal. A committee member or NCAA staff member shall recuse from participating in PSA review proceedings 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 validity review. The staff or committee member shall be responsible for recusal if a conflict exists. Institutional objections to a staff or committee member participating in the review should be raised with and resolved by the chair or the most senior committee member as soon as recognized, but will not be considered unless the concern is raised before the appeal teleconference. The chair or most senior committee member may grant an exception to the recusal policy due to time constraints.

21. 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 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.

22. Confidentiality. Committee members shall not communicate any information regarding a specific validity review to anyone other than NCAA staff or other committee members. This includes, but is not limited to, communication with institutional staff members or non-staff representatives regarding an appeal.

The staff shall maintain confidentiality in all PSA review cases and shall not confirm or deny the existence of a PSA review until a decision is rendered in accordance with the prescribed procedures. However, if the institution makes a public announcement concerning any matter subject to PSA review, the director of academic review (or designee) may confirm information made public and may address erroneous or incomplete information about matters made public by the institution, PSA or other involved individual. The national office may issue a press release on behalf of the NCAA, as the Eligibility Center vice president deems appropriate.

23. Speaking Agent. The president of the Association and the chair of the 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 NCAA 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.

24. Absences. It is imperative 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 liaison immediately so the teleconference may be rescheduled, if necessary.
NCAA Divisions I and II

International Student Records Committee

2017-18 Policies and Procedures
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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).

10. **Voting Procedures.**

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.
ACTION ITEMS.

1. Legislative items.
   - None.

2. Nonlegislative items.
   - The committee approved its policies and procedures April 25, 2017.

INFORMATIONAL ITEMS.

1. Account Suspended policy. The committee clarified that failure by a high school to provide a complete response to information requested within 60 calendar days of the high school review staff’s request may result in a suspended account. Exceptions may be granted under unique or exceptional circumstances, such as if the high school review staff’s request occurs when the school is closed for a break.

2. Criteria for review for nontraditional courses. NCAA Bylaw 14.3.1.3.2 requires a defined time period for completion for a nontraditional course to be approved. The committee modified the criteria for review for nontraditional courses to clarify that the start of a course is based on the student’s first day of online activity in a course. The completion of a course is based on the student’s completion of the final graded assessment in the course.

3. Change in account status policy. Under the former policy, if a previously-cleared high school was identified for review its core courses and proof of graduation were approved through the remainder of the academic year in which the high school was identified for review. It was noted that in some instances the previous policy inhibited staff’s ability to collect student-specific documentation to support the high school’s review. The policy was revised to clarify that a high school’s course statuses will remain through the academic term in which the high school’s account status changed. In fairness to prospective student-athletes, course statuses will remain through the term in which the account status changes from In Review to a different account status if a high school’s account status is In Review for more than one academic term. A high school’s proof of graduation will still be used through the remainder of the academic year in which a high school’s account status changes.
4. **Reconsideration and Re-evaluation policies.** The Reconsideration and Re-evaluation policies now require any staff decision to deny a high school’s request for Reconsideration or Re-evaluation to be reviewed by the Chair of the committee.

5. **Criteria for review for mathematics courses.** The criteria for review for mathematics courses were augmented to provide clearer criteria for advanced-level mathematics courses (e.g., coursework beyond Algebra 2).

6. **Weighted grades.** The committee directed staff to continue its suspension of the current weighted grades policy while further data are collected.

7. **Joint discussion with the Student Records Review Committee.** The committee received an overview of the High School Review Committee’s role and reviewed examples of the intersection between high school review and PSA review.

*Committee Chair:* Brad Rathgeber, One Schoolhouse.  
*Staff Liaison(s):* Nick Sproull, Eligibility Center.

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<thead>
<tr>
<th>High School Review Committee</th>
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<tr>
<td><strong>Attendees:</strong></td>
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<tr>
<td>Michael Allison, Hopewell High School.</td>
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<td>Mary Anne Butler, Windsor Public Schools.</td>
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<td>Ann Gabriel, Ohio University.</td>
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<td>Michael Garrison, California Interscholastic Federation – Sac Joaquin Section.</td>
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<td>Kendra Greene, Alabama State University.</td>
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<td>Kedra Ishop, University of Michigan.</td>
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<tr>
<td>Perry Massey, Fayetteville State University.</td>
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<td>Alyssa Morales Kelly, Hofstra University.</td>
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<td><strong>Absentees:</strong></td>
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<td>None.</td>
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<td><strong>Guests in Attendance:</strong></td>
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<td>Shawn Ashley, Former Principal.</td>
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<td>Megan Bonvillian, University of Washington; Pac-12 Conference.</td>
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<td>David Fedorchak, Towson University; Colonial Athletic Conference.</td>
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<td>Jennifer Heimstead, California State Polytechnic, Pomona; California Collegiate Athletic Association.</td>
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<td>Brannon Kidd, Pittsburg High School.</td>
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<td>Heather Lewis, Seneca Valley School District.</td>
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<td>Kimberly Oden, Campbell Hall School.</td>
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<tr>
<td>David Rausch, West Texas A&amp;M University; Lone Star Conference.</td>
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<td>Jennifer Rukstad, Rock Bridge High School.</td>
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<td><strong>NCAA Staff Support in Attendance:</strong></td>
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<td>Matt Harris, Eligibility Center.</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Therese Joyce</td>
<td>Eligibility Center</td>
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<tr>
<td>Sarah Overpeck</td>
<td>Eligibility Center</td>
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<tr>
<td>Amy Routt</td>
<td>Eligibility Center</td>
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<tr>
<td>Carolyn VanSickle</td>
<td>Eligibility Center</td>
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**Other NCAA Staff Members in Attendance:**

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Justin Ayres</td>
<td>Eligibility Center</td>
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<tr>
<td>Felicia Martin</td>
<td>Eligibility Center</td>
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<tr>
<td>Jane McGill</td>
<td>Eligibility Center</td>
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<tr>
<td>Libby Padgitt</td>
<td>Eligibility Center</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 or environment at a high school.

- **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 an account status of Not 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 render an account status of Not Cleared (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 information requested within 60 calendar days of the high school review staff’s request (or such later time as may be designated by high school review staff in writing) may result in a suspended account. Exceptions may be granted under unique or exceptional circumstances, such as if the high school review staff’s request occurs when the school is closed for a break. While a high school’s account is suspended, 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.

<table>
<thead>
<tr>
<th>Account Status*</th>
<th>May approved core-courses be used?</th>
<th>May proof of graduation be used?</th>
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<tr>
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<tr>
<td>Extended Evaluation</td>
<td>Pending Individual Review</td>
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</tr>
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<td>None</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

*Change in account status policy will be applied when applicable.

**Change in Account Status.**

Proof of graduation will be used through the remainder of the academic year in which a high school’s account status changes if its previous account status permitted the use of proof of graduation. For high schools that do not operate on a traditional academic calendar, proof of graduation will be used for students with a course enrollment date prior to and including the date the high school was notified of its change in account status. In these cases, proof of graduation will be acceptable only through the completion date of coursework for which the student was enrolled prior to the change in course status.

If a high school’s account status changes, courses that were Approved will be archived through the remainder of the academic term in which the high school’s account status changed. Archived courses will be used in the academic certification process if completed prior to or during the term in which the account status changed. If a high school’s account status is In Review for more than one academic term, its courses will be archived through the term in which the account status changes from In Review to a different account status. Courses that were designated Pending Individual Review will continue to be reviewed individually if completed prior to or during the academic term in which the high school’s account status changed. For high schools that do not operate on a traditional academic calendar, courses will be similarly archived or reviewed individually for students with an enrollment date prior to and including the date the high school was notified of its change in account status.
High School Program and Course Review Procedures.

Applicable Legislation.

Core-Curriculum Requirements (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 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.

Nontraditional Courses (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 high school program or course may be reviewed based on four methods of identification:

1. The high school operating the program is In Review.

2. A high school requests a review of its program or course.

3. Randomized review of any program or course in the Eligibility Center database.

4. An NCAA staff member discovers a program, 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 program or course is In Review, the high school review staff is obtaining further information regarding the program or course 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 program or 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 program or course being placed In Review, including information obtained from a source other than the high school.

As part of the 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
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-Curriculum Requirements.

To be considered college preparatory, programs and 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 program or course, the high school review staff may request such information as it deems necessary and material to the review, including the following:

- Course descriptions.
- Outlines of course contents (e.g., units, modules, competencies, topics covered in the course).
- Flow charts showing where courses fit into school’s broader course offerings (if applicable).
- Samples of three major assessments (e.g., midterm, final exam, culminating project, etc.).

Possible Decisions/Outcomes for Traditional High School Programs.

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

- **Approved.** The high school review staff will designate a traditional program as Approved if the high school provides information demonstrating it is more likely than not that the applicable subject areas offered at the high school satisfy the applicable core-curriculum criteria. This means a high school may submit specific courses for review through the Eligibility Center website.

- **Pending Individual Review.** The high school review staff will designate a traditional program 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 traditional program is administered consistently for all students and not individualized on a student-by-student basis. Traditional programs 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 designate a traditional program as Denied if the high school fails to provide information demonstrating it is more likely than not that the applicable subject areas offered at the high school satisfy the applicable core-curriculum criteria. Prospective student-athletes may not use courses from the traditional program in the initial-eligibility certification process.

**Possible Decisions/Outcomes for Courses.**

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 designate a course as Approved 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 designate a course as Denied 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.
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.
  
  o 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.
  
  o 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). For these purposes, the start of a course is based on the student’s first day of online activity. The completion of a course is based on the student’s completion of the final graded assessment in the course.
  
- To appear on a high school’s list of Approved courses, nontraditional courses must meet the criteria for review for core curriculum requirements.

Possible Decisions/Outcomes for Nontraditional Programs.

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 or Course Status Policy.**

If a previously-approved program or core course is identified for review, written notice will be provided to the high school that its program or core course will be approved through the remainder of the academic year in which the program or course was identified for review. For high schools that do not operate on a traditional academic calendar, programs and core courses will be approved for students with an enrollment date prior to and including the date the program or 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.
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 on the basis of new information that was not reasonably available or known to it as of the appeal hearing (“new information”). The high school’s reconsideration request must be accompanied by a written explanation clearly demonstrating that the information was not reasonably available to it as of the appeal hearing.

The high school review staff will assess the information to determine whether it constitutes new information. If staff determines that the high school has clearly demonstrated the information was not reasonably available or known to it as of the appeal hearing (i.e., new information), it will forward the reconsideration request to the HSRC. However, if staff determines that the high school has not made the requisite demonstration, it will forward its conclusion to the HSRC chair for review.

If the HSRC chair determines that staff did not clearly err in its conclusion that the information does not constitute new information, the chair will ratify the staff’s decision and the high school’s request for reconsideration will be denied. In such event, staff will provide written notice to the high school that the request for reconsideration will not be heard by the HSRC. If the HSRC chair determines that the high school review staff clearly erred in its conclusion, and determines that the information does constitute new information, the chair will provide notice to staff, who will forward the reconsideration request to the HSRC.
The HSRC will review all reconsideration requests submitted to it in accordance with applicable policies and procedures, taking into account the full record before it, inclusive of the new information submitted by the high school for reconsideration. The chair may, in his or her discretion, allow representatives of the appealing high school to present its request, via teleconference, to the HSRC. The chair’s decision on this matter is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA. Additionally, the HSRC’s decision on reconsideration is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA.

Re-evaluation.

After the HSRC has acted on an appeal request, the high school may ask the high school review staff to re-evaluate the decision by submitting information clearly demonstrating that it has implemented, for a period of at least one academic year, changes addressing the bases for the HSRC’s initial decision. 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. The high school review staff will assess the information to determine whether it meets the requirements for re-evaluation. If staff determines that the high school has clearly demonstrated the implementation of changes addressing the bases of the HSRC’s initial decision have been implemented for at least one academic year (or one calendar year for high schools that do not operate on a traditional academic calendar), it will re-evaluate the decision. Re-evaluations will be carried out in the same manner as initial reviews in accordance with the applicable policies and procedures. However, if staff determines that the high school has not made the requisite demonstration, it will forward its conclusion to the HSRC chair for review.

If the HSRC chair determines that staff did not clearly err in its conclusion that re-evaluation in not proper, the chair will ratify the staff’s decision, and the high school’s request for re-evaluation will be denied. In such event, staff will provide written notice to the high school that the request for re-evaluation will not be considered. If ratified by the HSRC chair, a high school must wait another full academic year, or full calendar year for high schools that do not operate on a traditional academic calendar, to once again seek re-evaluation.

If the HSRC chair determines that the high school review staff clearly erred in its conclusion, and determines that the high school is eligible for re-evaluation, the chair will provide notice to staff, who will re-evaluate the decision in accordance with policies and procedures. The chair’s decision on this matter is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA.

A high school under *Extended Evaluation* may not request re-evaluation of its status.
Extended Evaluation Account Status, Programs, Core Courses or Courses Pending Individual Review Appeal Procedure.

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 (“DIF”) 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 DIF 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 DIF, 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 DIF Decision.

A high school may appeal the outcome of the DIF 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 DIF 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 DIF 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 email 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 on the basis of new information that was not reasonably available or known to it as of the appeal hearing (“new information”). The high school’s reconsideration request must be accompanied by a written explanation clearly demonstrating that the information was not reasonably available to it as of the appeal hearing.

The high school review staff will assess the information to determine whether it constitutes new information. If staff determines that the high school has clearly demonstrated the information was not reasonably available or known to it as of the appeal hearing (i.e., new information), it will forward the reconsideration request to the HSRC. However, if staff determines that the high school has not made the requisite demonstration, it will forward its conclusion to the HSRC chair for review.
If the HSRC chair determines that staff did not clearly err in its conclusion that the information does not constitute new information, the chair will ratify the staff’s decision and the high school’s request for reconsideration will be denied. In such event, staff will provide written notice to the high school that the request for reconsideration will not be heard by the HSRC. If the HSRC chair determines that the high school review staff clearly erred in its conclusion, and determines that the information does constitute new information, the chair will provide notice to staff, who will forward the reconsideration request to the HSRC.

The HSRC will review all reconsideration requests submitted to it in accordance with applicable policies and procedures, taking into account the full record before it, inclusive of the new information submitted by the high school for reconsideration. The chair may, in his or her discretion, allow representatives of the appealing high school to present its request, via teleconference, to the HSRC. The chair’s decision on this matter is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA. Additionally, the HSRC’s decision on reconsideration is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA.

Re-evaluation.

After the HSRC has acted on an appeal request, the high school may ask the high school review staff to re-evaluate the decision by submitting information clearly demonstrating that it has implemented, for a period of at least one academic year, changes addressing the bases for the HSRC’s initial decision. 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. The high school review staff will assess the information to determine whether it meets the requirements for re-evaluation. If staff determines that the high school has clearly demonstrated the implementation of changes addressing the bases of the HSRC’s initial decision have been implemented for at least one academic year (or one calendar year for high schools that do not operate on a traditional academic calendar), it will re-evaluate the decision. Re-evaluations will be carried out in the same manner as initial reviews in accordance with the applicable policies and procedures. However, if staff determines that the high school has not made the requisite demonstration, it will forward its conclusion to the HSRC chair for review.

If the HSRC chair determines that staff did not clearly err in its conclusion that re-evaluation in not proper, the chair will ratify the staff’s decision, and the high school’s request for re-evaluation will be denied. In such event, staff will provide written notice to the high school that the request for re-evaluation will not be considered. If ratified by the HSRC chair, a high school must wait another full academic year, or full calendar year for high schools that do not operate on a traditional academic calendar, to once again seek re-evaluation.
If the HSRC chair determines that the high school review staff clearly erred in its conclusion, and determines that the high school is eligible for re-evaluation, the chair will provide notice to staff, who will re-evaluate the decision in accordance with policies and procedures. The chair’s decision on this matter is final, binding, and conclusive, and shall not be subject to further review by any other authority within the NCAA.

A high school under *Extended Evaluation* may not request re-evaluation of its status.

**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 14.3.1.3.

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 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.

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 DIF 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.

Companion Courses.

Companion courses (e.g., Algebra 1 Lab, English 1 Support) designed to be taken concurrently with another course will not be approved.
Extended Sequence Courses.

Courses in which its 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.
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 assessments 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.

### Course Content and Skills for Reading Comprehension (when applicable)

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<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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<td>• Focus on the central ideas and important particulars of the text, rather than on superficial or peripheral concepts.</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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<tr>
<td>• Include close reading and analysis of texts.</td>
<td>• Texts are read for basic recall of facts and events.</td>
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<tr>
<td>• Modified texts may be acceptable for students with diagnosed education-impacting disabilities or students whose</td>
<td>• Texts are used primarily as a point of reference for other less rigorous activities and purposes such as creating posters,</td>
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first language is not English pursuant to NCAA legislation.

- 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.

| Course Content and Skills for Richness of Literary and Informational Texts (when applicable) |
|-------------------------------------------------|-------------------------------------------------|
| **Sufficient for Approval**                     | **Not Alone Sufficient for Approval**            |
| - Texts rich in content and possess appropriate grade-level complexity. | - Most texts are below grade-level complexity. |
| - Increase knowledge and understanding of literary genres and literary formats. | - Texts focus on career-specific content and the workplace. |
| - Increase the ability to analyze characters (fictional and real), draw conclusions and make conjectures. | - Texts are primarily focused on recall and basic understanding of the author’s purpose. |
| - Expand the ability to use one’s imagination and creativity by drawing ideas from multiple genres and sources of texts. |  |

| Course Content and Skills for Writing (Argumentation, Explanatory, and Narrative) (when applicable) |
|-------------------------------------------------|-------------------------------------------------|
| **Sufficient for Approval**                     | **Not Alone Sufficient for Approval**            |
| - Apply new vocabulary words appropriately in written form. | - Review of basic grammar, sentence structure and parts of speech. |
| - Build upon the ability to create sentences with increased complexity of structure and accurate use of grammar and punctuation. | - Writing is focused on personal opinion or events from the student’s life with little reference to a text or published source. |
- 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.

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<tr>
<td>- Develop an understanding of a character’s mindset, intentions and reasons for their actions and responses.</td>
<td>- Study of characters is primarily focused on the identification and observation of character behaviors, actions and circumstances.</td>
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<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>
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<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>
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<tr>
<td>• Develop the ability to compare/contrast and analyze similar themes within and across genres of literature.</td>
<td>• Genre studies are primarily focused on recall and basic understanding of the author’s purpose.</td>
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<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>
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<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>
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### Course Content and Skills for Speech and Debate

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<td>• Speech delivery, public speaking and other oral communications should be based on formal, organized writing and research gathering.</td>
<td>• Speeches and public speaking for the primary purpose of developing poise in public situations (e.g., conducting meetings, making introductions, speaking at ceremonies).</td>
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<tr>
<td>• Speech and debate courses should be for the purpose of gaining skills in formal, academic, informative and/or argumentative speaking.</td>
<td>• Oral communications that focus on interpersonal skills, leadership skills and group dynamics.</td>
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</table>
- Debate courses should include significant research and formal presentation skills.
- 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.”

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<th>Course Content and Skills for Research</th>
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<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>
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<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>
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<td>- Course teaches how to create a heuristic, and provides instruction for the draft-writing process and final paper.</td>
<td>o 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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<td>- Course provides instruction on how to create a bibliography/works-cited page.</td>
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<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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<th>Course Content and Skills for Media Literacy</th>
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<tr>
<td>- Evaluate bias as it is expressed through the following:</td>
<td>- Focus on career-prep skills related to media performance.</td>
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<tr>
<td>o Advertising, television, movies.</td>
<td>- Creation of public service announcements and commercials.</td>
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<td>o Newspapers, magazines.</td>
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<td>o News reporting, documentaries.</td>
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- Distinguish between reliable and unreliable sources.
  - Learn how to determine if texts or documentaries are produced by reliable authorities.

- Relationship between the media and society – influences on one another.
  - 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.

- Creation of advertising campaigns.

- Creation of videos, radio broadcasts, news reports.

- 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

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<td>- Film should be studied as a genre of storytelling and type of literature rather than as art.</td>
<td>- Primarily a study of the technology of filmmaking.</td>
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<td>- Emphasis on the literary content of films with literature and/or other films.</td>
<td>- Primary focus is on the study of film history and film genres.</td>
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<td>- Emphasis on the intent of writer/director and the purpose or message of the film.</td>
<td>- Primary focus is on the analysis of design elements of movie scenes (mise en scene).</td>
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<tr>
<td>- Character analysis.</td>
<td>- Primary focus is on the impact of film and film production (e.g., lighting, sound, music, set design, special effects that generate suspense or emotion).</td>
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<td>- Synthesis of future actions by the characters both within their own story or a different story or circumstance.</td>
<td>- Primary focus is on the study of director styles and biographies.</td>
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Writing assignments are primarily movie reviews, storyboards and screenplay writing.

### Course Content and Skills for Journalism

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<tr>
<td>- Study of the history of journalism and laws that affect journalism.</td>
<td>- Students solely produce the school newspaper, yearbook or magazine.</td>
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<tr>
<td>- Students become familiar with genres of journalistic writing (e.g., newspaper journalism, editorials, sports writing, literary, professional and scholarly publications).</td>
<td>- Primary activities focus on production skills that include desktop publishing, layout and design, photography, advertising sales, managing deadlines and proofreading/editing during the publication process.</td>
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<td>- Study the evolution of journalistic writing in relation to advances in technology.</td>
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<td>- Study of journalism in relation to the reporting of major events, war, political campaigns and issues of social and global impact.</td>
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<tr>
<td>- Students apply knowledge of journalistic writing to their own writing for publications such as the school newspaper or literary magazine.</td>
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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 assessments 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 I.

### 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>Primarily focused on elements of Pre-Algebra including, but not limited to fractions, decimals and basic arithmetic.</td>
</tr>
<tr>
<td>Graphing.</td>
<td>See Additional Considerations for Mathematics Courses below.</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>
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</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>See Additional Considerations for Mathematics Courses.</td>
</tr>
<tr>
<td>o Omission of formal proofs without the application proofs demonstrating subject matter mastery will not be approved.</td>
<td></td>
</tr>
<tr>
<td>The absence of algebraic connections to geometric concepts will not be approved.</td>
<td></td>
</tr>
<tr>
<td>Parallel and Perpendicular Lines.</td>
<td></td>
</tr>
<tr>
<td>Congruent Triangles.</td>
<td></td>
</tr>
<tr>
<td>Quadrilaterals.</td>
<td></td>
</tr>
<tr>
<td>Similarity.</td>
<td></td>
</tr>
<tr>
<td>Right Triangles.</td>
<td></td>
</tr>
<tr>
<td>Transformations.</td>
<td></td>
</tr>
<tr>
<td>Area.</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>• Primary focus is on content and skills covered in previous mathematics coursework.</td>
</tr>
<tr>
<td>• Matrices.</td>
<td>• See Additional Considerations for Mathematics Courses below.</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>

Advanced Level Mathematics Courses

To be approved, the content of advanced-level mathematics courses must extend beyond Algebra 2 (or its equivalent). Please also see Additional Considerations for Mathematics Courses below. Content that meets the criteria for approval includes but is not limited to:

• Discrete math.
• Number theory.
• Finite math.
• Probability.
• Statistics.
• Analytical geometry.
• Trigonometry.
• Pre-Calculus.
• Calculus.

Additional Considerations for Mathematics Courses

• 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 will not be approved (e.g., SAT Prep, ACT Prep, end-of-course assessment prep).
- Transitional courses, which review course contents from previous coursework in preparation for future coursework (e.g., Intermediate Algebra), may be approved if the majority of the course’s contents are unique from and/or extend beyond previous and/or subsequent coursework.

- Bridge courses, which are commonly offered in the senior level 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 and/or subsequent coursework.

- Mathematics courses that focus on the application of content to specific careers (e.g., accounting, recreation) or personal life (e.g., personal finance, consumer mathematics, arts) will not be approved.
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 assessments 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 primarily focused on 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>
</tr>
</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>
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<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>
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</thead>
<tbody>
<tr>
<td>- Mathematical computations using conversion factors.</td>
<td>See Above.</td>
</tr>
<tr>
<td>- Motion, force, pressure.</td>
<td></td>
</tr>
</tbody>
</table>


- Energy and momentum and their 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 base 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>
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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&lt;br&gt;- 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 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.</td>
<td>See Above</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 assessments 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><strong>Sufficient for Approval</strong></th>
<th><strong>Not Alone Sufficient for Approval</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The history of exploration, civilizations, growth of societies, the development of governments, and establishment of such entities as military, business/commerce, education, religions/churches.</td>
<td>• History is examined through the context of a particular medium (e.g. film, sport, art), and the given medium is the focal point of the course.</td>
</tr>
<tr>
<td>• The rise and fall of governmental and political leadership and its effect on the patterns of growth and cultures within a society.</td>
<td></td>
</tr>
<tr>
<td>• The significance of time periods, eras, movements, discoveries, inventions, migrations, 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 of being of other nations.</td>
<td></td>
</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 habitation 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>
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</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 institutions.</td>
<td>• Primary focus is on involvement in community projects and campaigns.</td>
</tr>
<tr>
<td>• Individual and communities.</td>
<td>• Primary focus is on the development of personal leadership skills.</td>
</tr>
<tr>
<td>• Socialization and human potential.</td>
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</tr>
<tr>
<td>• Social stratification and status.</td>
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</tr>
<tr>
<td>• Deviance and social control.</td>
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</tr>
<tr>
<td>• Social problems.</td>
<td></td>
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<tr>
<td>• Reasons behind social change.</td>
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</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 the associated scientific principles.</td>
<td>• Course is for career preparation.</td>
</tr>
<tr>
<td>• History of the discipline and the use of the scientific method.</td>
<td>• Focus of course is on self-improvement, personal growth, goal setting and reflection.</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 information processing and memory development.</td>
<td></td>
</tr>
<tr>
<td>• Personality development and the influences of society, culture and environment.</td>
<td></td>
</tr>
<tr>
<td>• Methods used to assess mental and 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>• Course is for career preparation.</td>
</tr>
<tr>
<td>• The impact of money, banks and government on the economy.</td>
<td>• Consumer finance is primary focus (e.g., how to make major purchases such as a car, how to apply for consumer and educational loans).</td>
</tr>
<tr>
<td>• Supply and demand.</td>
<td>• Personal finance is primary focus (e.g., creating a budget, banking procedures, credit cards, bill paying, investing and saving, tax forms).</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 primarily 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>• Doctrinal 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>• Focus is how students defend personal moral and religious values (e.g., apologetics).</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>• Primary focus is the reporting of general facts and information related to 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.</td>
</tr>
<tr>
<td>• Study of sports and social issues (e.g., racial issues, gender issues).</td>
<td>• Primary focus is on the history and rules of a 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>
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</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>
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### Course Content and Skills for Archaeology

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<tr>
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<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.</td>
</tr>
<tr>
<td>• Developing an informed opinion, interpret and compare/contrast based on research and investigation.</td>
<td></td>
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<tr>
<td>• Synthesis of information from multiple selections to draw conclusions and make predictions.</td>
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### Course Content and Skills for Model United Nations

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<tr>
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<tbody>
<tr>
<td>• Should follow the prescribed curriculum and research associated with the course.</td>
<td>• Primary focus on performance skills.</td>
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### Course Content and Skills for Debate

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<tbody>
<tr>
<td>• Should be based on research and argumentation of historical, political or social issues.</td>
<td>• Primary focus on performance skills.</td>
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</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.

<table>
<thead>
<tr>
<th>First Year Foreign Language</th>
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<tbody>
<tr>
<td><strong>Sufficient for Approval</strong></td>
</tr>
<tr>
<td>• Write and speak in a language other than English. Greetings, name, age, physical attributes, asking simple questions, writing basic information.</td>
</tr>
<tr>
<td>• Interpret information in a language other than English. Understand and respond to basic greetings, directions, etc. Demonstrate reading comprehension.</td>
</tr>
<tr>
<td>• Present information in a language other than English. Speak and write in simple complete sentences using basic grammar and syntax.</td>
</tr>
<tr>
<td>• Develop awareness of other cultures. Recognize basic routines practices, customs and communications. Identify products of the culture and influences on our culture.</td>
</tr>
<tr>
<td>• Connections to other content areas. Describe basic objects/concepts in simple terms (map skills, temperature)</td>
</tr>
<tr>
<td>• Access and connect information through various media. Use digital media and authentic resources to reinforce vocabulary and to study target cultures and languages, such as photographs, magazines, commercials, dictionaries, etc.</td>
</tr>
<tr>
<td>• Investigate the nature of language and culture.</td>
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</tbody>
</table>
Recognize shared words, idioms, simple forms of address, daily living, celebrations and holidays and contributions.

- **Become an active global citizen.**
  Share experiences from the classroom within the school and/or community. Experience and report on the cuisine, music, drama, literature, etc. from target culture.

### Second Year Foreign Language

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<tbody>
<tr>
<td>• <strong>Write and speak in a language other than English.</strong></td>
<td>• Primary focus is a review of content from first-year foreign language course.</td>
</tr>
<tr>
<td>Use multiple greetings, characteristics, exchange basic information, ask questions,</td>
<td>• Courses that focus specifically on the use of a foreign language in the workplace.</td>
</tr>
<tr>
<td>and write routine information and opinions.</td>
<td>• Content that includes a study of the technical aspects of foreign film, drama, or other medium.</td>
</tr>
<tr>
<td>• <strong>Interpret information in a language other than English.</strong></td>
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<tr>
<td>Understand and respond to familiar requests and directions, etc. Demonstrate reading</td>
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<tr>
<td>comprehension of short passages and some details from fictional texts.</td>
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<tr>
<td>• <strong>Present information in a language other than English.</strong></td>
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<tr>
<td>Speak in complete sentences and write short paragraphs using intonation and</td>
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<tr>
<td>pronunciation comprehensible to instructor and classmates using grammar and syntax.</td>
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</tr>
<tr>
<td>• <strong>Develop awareness of other cultures.</strong></td>
<td></td>
</tr>
<tr>
<td>Recognize frequently encountered social practices and situation appropriate</td>
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<tr>
<td>communication. Describe products and influences.</td>
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<tr>
<td>• <strong>Connections to other content areas.</strong></td>
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<tr>
<td>Describe and implement basic objects/concepts in simple terms (wellness, learn a</td>
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<td>sport from another country)</td>
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<tr>
<td>• <strong>Access and connect information through various media.</strong></td>
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<tr>
<td>Use digital media and authentic resources to reinforce vocabulary improvise reading</td>
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<td>ability and cultural awareness.</td>
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</table>
- **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.

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### Third Year Foreign Language

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<tbody>
<tr>
<td><strong>Write and speak in a language other than English.</strong></td>
</tr>
<tr>
<td>Initiate, sustain and close brief conversations. Write detailed information and make requests.</td>
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<tbody>
<tr>
<td><strong>A course that is primarily taught in English</strong></td>
</tr>
<tr>
<td><strong>Content that does not extend beyond the acceptable content from a second-year foreign language course</strong></td>
</tr>
<tr>
<td><strong>Courses that focus specifically on the use of a foreign language in the workplace</strong></td>
</tr>
<tr>
<td><strong>Content that includes a study of the technical aspects of foreign film, drama, or other medium.</strong></td>
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<tr>
<td><strong>Interpret information in a language other than English.</strong></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 familiar text genres.</td>
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<tbody>
<tr>
<td><strong>Present information in a language other than English.</strong></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td><strong>Develop awareness of other cultures.</strong></td>
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<td><strong>Courses that focus specifically on the use of a foreign language in the workplace</strong></td>
</tr>
<tr>
<td><strong>Content that includes a study of the technical aspects of foreign film, drama, or other medium.</strong></td>
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</tbody>
</table>
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)

- **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 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.

<table>
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<th>Fourth Year Foreign Language</th>
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</tbody>
</table>
| - **Write and speak in a language other than English.**
  Initiate, sustain and close more extended conversations. Write more detailed information not necessarily on familiar topics. | - A course that is primarily taught in English. |
| - **Interpret information in a language other than English.**
  Understand and respond to requests and directions, etc. of increasing complexity and length. Demonstrate reading | - Content that does not extend beyond the acceptable content from a third-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. |
comprehension of more complex passages and interpret main ideas and supporting details from a variety of text genres.

- **Present information in a language other than English.**

  Present material both rehearsed and impromptu on a wide variety of topics. Speak in complex sentences using intonation and pronunciation 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 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
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 assessments 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.

**Nondothrinal Religion**

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<tbody>
<tr>
<td>• Include a study of multiple world religions, with each approached from a nondoctrinal</td>
<td>• Primary focus is on the comparison of different denominations within one religion.</td>
</tr>
<tr>
<td>perspective, including the history of each religion studied in the course, the major</td>
<td>• Primary focus is a study of major world religions from the perspective of just one religion.</td>
</tr>
<tr>
<td>tenets or beliefs of each religion studied in the course, the state of each religion in</td>
<td>• A doctrinal study of morals and ethics from only one perspective.</td>
</tr>
<tr>
<td>the world today.</td>
<td>• Writing is focused on personal opinion or events from the student’s life with little reference</td>
</tr>
<tr>
<td>• Enable students to document similarities and distinctions in various world religions.</td>
<td>to a text or published source.</td>
</tr>
<tr>
<td>• Study the existence of and various conceptions of a deity or deities.</td>
<td></td>
</tr>
<tr>
<td>• Include assignments that require a rationale for the comparison of different notions and</td>
<td></td>
</tr>
<tr>
<td>ideas within religions.</td>
<td></td>
</tr>
<tr>
<td>• Enable students to learn new terms and phrases specific to major world religions and</td>
<td></td>
</tr>
<tr>
<td>can apply them appropriately in verbal and written form.</td>
<td></td>
</tr>
<tr>
<td>• Primary focus is on the comparison of different denominations within one religion.</td>
<td></td>
</tr>
<tr>
<td>• Primary focus is a study of major world religions from the perspective of just one</td>
<td></td>
</tr>
<tr>
<td>religion.</td>
<td></td>
</tr>
<tr>
<td>• A doctrinal study of morals and ethics from only one perspective.</td>
<td></td>
</tr>
<tr>
<td>• Writing is focused on personal opinion or events from the student’s life with little</td>
<td></td>
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<tr>
<td>reference to a text or published source.</td>
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**Course Content and Skills for Philosophy**

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<tbody>
<tr>
<td>• The study of influential philosophers (e.g. Plato, Socrates, Locke, Confucius).</td>
<td>• Content that requires self-examination measured against a standard of morals or ethics from only</td>
</tr>
<tr>
<td>• The study of the ways ancient philosophies have influenced western thought.</td>
<td>particular philosophy that is implied as the “right” way of thinking.</td>
</tr>
<tr>
<td>• Provide opportunities for students to self-examine their own ideas relative to the</td>
<td>• The study of ethics exclusively from a church or religious perspective.</td>
</tr>
<tr>
<td>worldviews, standards, ideas, and ethics of major philosophers studied in the course.</td>
<td>• An exclusive study of a particular worldview from the perspective of a church or religion.</td>
</tr>
<tr>
<td>• Students learn new terms and phrases specific to influential philosophers and apply</td>
<td></td>
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<tr>
<td>them appropriately in verbal and written form.</td>
<td></td>
</tr>
<tr>
<td>• Increase students’ ability to apply knowledge, conclusions and personal</td>
<td></td>
</tr>
<tr>
<td>knowledge, conclusions and personal</td>
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</tbody>
</table>
- Enable students to learn new terms and phrases specific to major world religions and can apply them appropriately in verbal and written form.
References.

1. **Background.**

The Division II Academic Requirements Committee (“committee”) drafted this directive to provide guidance to the academic and membership affairs staff and the Division II Academic Requirements Committee Subcommittee on Progress-Toward-Degree Waivers (“subcommittee”) 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, 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 Division II Bylaws 14.4.1.1 (exchange student), 14.4.3.2 (term-by-term credit hour requirement), 14.4.3.3 (credit hours earned during the regular academic year), 14.4.3.4 (annual credit hour requirement), 14.4.3.5 (fulfillment of minimum grade-point average requirement) 14.1.7.1.7.3.1 (practice or competition – postseason), 14.5.5.3.9-(b) (one-time transfer exception – good academic standing and meeting progress-toward-degree requirements at the previous institution) and/or 14.5.5.3.9-(d) (one-time transfer exception – earned an average of 12 semester/quarter hours for each full-time term of attendance with a minimum 2.000 grade-point average) 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. Requests to waive a good academic standing deficiency will not be considered unless the student-athlete has exhausted all available appellate processes and was previously denied due to procedural issue (e.g., unable to attend appeal in person). 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.

The subcommittee will also administer waivers under Bylaw 14.4.3.10 for any student-athlete who participates in the Olympic Games, 14.4.3.11 for any student-athlete with an education-impacting disability and 14.4.3.12 for any other circumstance that warrants a waiver of the progress-toward-degree legislation as determined by the subcommittee. 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 (national/international competition exception).

(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.

- 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 or 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 athletics director, 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 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.

h. 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 nine 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 nine 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 nine 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) Documentation that supports the reason for the request is outside of the control of the student-athlete (e.g., institutional policy);

  (3) 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, the work experience is sequential to completing all required coursework 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, is unable to enroll in the student teaching requirement until all coursework has been successfully completed and has completed all applicable state required tests prior to the teaching experience.

(4) Case precedent as established by the subcommittee; and

(5) Note that requests for enrollment in less than nine credit hours with mitigating circumstances as listed above must be made directly to the subcommittee. The subcommittee also hears cases in which there is no case precedent related to the included mitigation but will not approve waiver requests if circumstances are clearly within control of the student-athlete.

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.
NCAA Division II Academic Requirements Committee
Directive Regarding the Standard of Review
of Two-Year College Transfer Waivers

Background.

At the 2014 Convention, the 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 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 Division II Academic Requirements Committee drafted this directive to provide guidance to the academic and membership affairs staff and the 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.

Guiding Principles.

Institutions seeking relief of Division II Bylaws 14.5.4 (two-year college transfers), 14.5.4.1 (eligibility for financial aid, practice and competition-graduation from a two-year college), 14.5.4.2 (eligibility for financial aid, practice and competition for qualifier with no four-year college attendance and only one term of attendance at the two-year college) and 14.5.4.3 (eligibility for financial aid, practice and competition for all other qualifiers, partial qualifiers and 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/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/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 14.5.4.5.3.2) 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);

4. 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;

5. Documentation of the applicant institution’s two-year college transfer grade-point average calculation (per Bylaw 14.5.4.5.3.2);
6. Evidence of the compelling mitigating circumstance(s) supporting the waiver request;

7. 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

8. 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 can 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.

9. 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;

2. 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

3. 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 EID 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 because 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 because 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. EID;

f. Misadvisement (note that the staff is required to notify the chancellor or president 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 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. EID.

a. Full and complete documentation of the student-athlete’s EID, including:

   (1) Current, signed documentation of the diagnosis (including test data) and/or recommendation from the treating professional (e.g., medical doctor, clinical psychologist, other qualified individuals). If specific circumstances of the case indicate that this requirement is unnecessary, a prior diagnosis may be acceptable;

   [NOTE: The staff/subcommittee on Two-Year College Transfer Waivers reserves the right to request a second opinion or diagnosis.]

   (2) A copy of the student-athlete’s Individual Educational Plan or Section 504 plan, if applicable; and

   (3) Contemporaneous medical documentation provided by an individual qualified and licensed to diagnose and treat the 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 EIDs.

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.

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 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.

e. 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 14.5.4.5.3.2.

   (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, 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.
REPORT OF THE
DIVISION II DEGREE-COMPLETION PROGRAM WORKING GROUP

May 18, 2017, Teleconference

ACTION ITEMS.

1. Legislative items.
   • None.

2. Nonlegislative items.
   • Degree-Completion Program Requirements and Criteria.
     a. Recommendation. Approve the updated requirements and additional criteria for the Division II Degree-Completion Program, as recommended by the Division II Degree-Completion Program Working Group. [See Attachment A.]
     c. Rationale. Over the past few years, even though the degree-completion program has awarded its allotted funds, acceptance of those funds has been less than the allotted amount. Some possible reasons for the unused funds include recipients withdrawing after the award has been granted, as well as current program requirements eliminating some applicants from consideration.

Because of the reasons above, the working group engaged in a comprehensive review of the program and determined that requirements and criteria should be modified.

d. Estimated budget impact. With the approval of the requirements and criteria, it is anticipated that the full amount allocated to the program will be granted to and used by the recipients.

e. Student-athlete impact. More funds being disbursed for the first baccalaureate degree to deserving Division II student-athletes.

INFORMATIONAL ITEMS.

1. Welcome and Introductions. The teleconference was convened by the chair who noted the absences of Perry Massey and Carolyn Noel Schloemann, as well as Curtis Campbell, who had just taken a new position at another Division II institution.
2. **March 13 In-Person Meeting Report.** The working group approved the report from the March 13 in-person meeting, minus the attachments, noting that each attachment would be considered separately as its own agenda item.

3. **Charge and Timeline.** The working group reviewed its charge and timeline without taking any action.

4. **Proposed Degree-Completion Program Requirements and Additional Criteria.** The working group reviewed the program requirements and additional criteria that it had agreed to during its in-person meeting in March. The working group agreed that an additional requirement should address a proposed timeline, after which the working group approved the document, as amended. [See action item above.]

5. **Proposed Degree-Completion Program Timeline.** The working group reviewed the suggested timeline for the program in the future. This timeline [Attachment B], which is subject to some adjustments as the program continues to develop, was approved by the working group.

6. **Proposed Degree-Completion Program Rubric.** The working group reviewed the sample rubric [Attachment C] that had been developed as a guideline for the committee to work from. Suggestions were discussed regarding the weight that each specific criterion should be given, the number of criteria, the grade-point average range, and other issues. The working group believed that the committee was the best entity to develop the specific rubric for evaluating the grant applications and agreed to leave specific details to the committee. Members of the committee present agreed to let the working group review the rubric once it was examined and put in final format.

7. **Next steps.** The working group was informed that, unless something arose that would necessitate additional action by the group, it had completed its charge within the recommended timeline and that now the final recommendations would be forwarded to the Division II Academic Requirements Committee for approval. Once the Academic Requirements Committee has reviewed and approved the recommendations, the Division II Management Council, Presidents Council and Planning and Finance Committee will have an opportunity to review prior to implementation of the new program in 2017-18.

In addition, the working group noted that the Degree-Completion Committee will gather in the next few weeks to prepare for implementation of the new process, in anticipation of its approval by the governance structure. Among the items that the committee will have to discuss/update are: the degree-completion rubric [see informational item No. 6]; the questions in Program Hub, which houses the degree-completion program; the degree-completion website on NCAA.org [including the Question and Answer document]; and the
communication/marketing strategy for the program. Finally, some committee members agreed to review several applications from this cycle under the updated requirements and criteria to compare how different requirements and rubric may change the outcome of the reviews.

Committee Chair: Timothy Ladd, faculty athletics representative, Palm Beach Atlantic University

Staff Liaisons: Terri Steeb Gronau, Maritza Jones, Ellen Summers and Gregg Summers

<table>
<thead>
<tr>
<th>NCAA Division II Degree-Completion Program Working Group Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 18, 2017, Teleconference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ATTENDEES</strong></th>
<th><strong>ABSENTEES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Bassett, LeMoyne College</td>
<td>Curtis Campbell, Tuskegee University</td>
</tr>
<tr>
<td>Joseph Kissell, Bloomsburg University of Pennsylvania</td>
<td>Perry Massey, Fayetteville State University</td>
</tr>
<tr>
<td>Jessica Koch, California State University, San Bernardino</td>
<td>Carolyn Noel-Schloemann, University of Illinois, Springfield</td>
</tr>
<tr>
<td>Tim Ladd, Palm Beach Atlantic University, <em>chair</em></td>
<td></td>
</tr>
<tr>
<td>Laura Liesman, Georgian Court University</td>
<td></td>
</tr>
<tr>
<td>Eileen McDonough, Barry University</td>
<td></td>
</tr>
<tr>
<td>Dennis McMillen, University of Charleston (WV)</td>
<td></td>
</tr>
<tr>
<td>Natasha Oakes, Missouri Western State University</td>
<td></td>
</tr>
<tr>
<td>Pat O’Brien, West Texas A&amp;M University (retired)</td>
<td></td>
</tr>
<tr>
<td>Chris Phenicie, Limestone College</td>
<td></td>
</tr>
<tr>
<td>Linda Van Dries-Andrzewski, Wilmington University (Delaware)</td>
<td></td>
</tr>
</tbody>
</table>

**STAFF MEMBERS PRESENT**

- Susan Britsch, NCAA
- Terri Steeb Gronau, NCAA
- Maritza Jones, NCAA
- Ruth Reinhardt, NCAA
- Stephanie Smith, NCAA
- Ellen Summers, NCAA
- Gregg Summers, NCAA
- Angela Tressel, NCAA
- Karen Wolf, NCAA
# NCAA Division II Degree-Completion Program Requirements

## Current Requirements

<table>
<thead>
<tr>
<th>Current Requirement</th>
<th>Proposed Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applicant must be a student-athlete who has completed eligibility at an active NCAA Division II member institution within the past academic year.</td>
<td>1. Applicant must be a student-athlete who has completed eligibility at an active NCAA Division II institution.</td>
</tr>
<tr>
<td>2. Applicant must not participate in another intercollegiate sport during the period of the award.</td>
<td></td>
</tr>
<tr>
<td>3. Applicant must have previously received athletically related financial aid from the NCAA Division II member institution.</td>
<td></td>
</tr>
<tr>
<td>4. Applicant must be within 32 semester hours (48 quarter hours) of completion of an undergraduate degree.</td>
<td>2. Applicant must be within 32 semester hours (48 quarter hours) of completion of an undergraduate degree.</td>
</tr>
<tr>
<td>5. The degree must be completed within 10 semesters (15 quarters).</td>
<td>3. The degree must be completed within 10-semesters (15 quarters).</td>
</tr>
<tr>
<td>6. Applicant must have a minimum 2.5 cumulative grade-point-average (GPA).</td>
<td>4. Applicant must be meeting the institution's standard for good academic standing.</td>
</tr>
<tr>
<td>7. Applicant cannot concurrently receive any athletics financial aid from the institution.</td>
<td>5. Applicant cannot concurrently receive any athletics aid from the institution.</td>
</tr>
<tr>
<td>8. Applicant must use the award to complete the first undergraduate degree requirements from the institution where the student-athlete exhausted his or her athletics ability.</td>
<td>6. Applicant must use the award to complete the first undergraduate degree requirements from the institution where the student-athlete exhausted his or her athletics eligibility.</td>
</tr>
</tbody>
</table>

## Additional Criteria

<table>
<thead>
<tr>
<th>Current Additional Criteria</th>
<th>Proposed Additional Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Division II Degree-Completion Award value is the lesser of:</td>
<td>1. The Division II Degree-Completion Award value is the lesser of:</td>
</tr>
<tr>
<td>a. The student-athlete’s athletics aid from his or her final year of eligibility;</td>
<td>a. Tuition for his or her remaining credits toward completing an undergraduate degree; or</td>
</tr>
</tbody>
</table>

---

**ATTACHMENT A**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Tuition for his or her remaining credits toward completing an undergraduate degree; or</td>
<td>b. $7,000.</td>
</tr>
<tr>
<td>c. $6,000.</td>
<td></td>
</tr>
<tr>
<td>2. An institution is limited to nominating a maximum of three student-athletes for the Division II Degree-Completion Award.</td>
<td>2. An institution is limited to nominating a maximum of three student-athletes for the Division II Degree-Completion Award.</td>
</tr>
<tr>
<td>3. The committee does not have a minimum requirement on selecting alternates.</td>
<td>3. The committee will rank all applicants who have completed applications and will reach out to alternates as awarding dollars become available.</td>
</tr>
<tr>
<td>4. A student-athlete cannot receive the Division II Degree-Completion Award for the summer term preceding his/her final undergraduate term/year,</td>
<td>4. The Division II Degree-Completion Award may be used for summer term and other short terms immediately preceding or following the final undergraduate term/year, provided it is within the student-athlete’s 10-semesters (15 quarters).</td>
</tr>
<tr>
<td>5. Timing of the award: Current application process closes April 1; selections are made in May and selected applicants are notified prior to June 1.</td>
<td>5. That the timeline for the program (as amended in Attachment B) be followed.</td>
</tr>
</tbody>
</table>
# NCAA Division II Degree-Completion Award Program

## Proposed Timeline

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 15</td>
<td>Application deadline.</td>
</tr>
<tr>
<td>Last week of February</td>
<td>Selections made.</td>
</tr>
<tr>
<td>March 15</td>
<td>Notifications and acceptance forms sent to selected applicants and institutions.</td>
</tr>
<tr>
<td>April 15</td>
<td>Deadline for applicants to accept, and for institutions to return completed paperwork, for first-term award funds.</td>
</tr>
<tr>
<td>April—July</td>
<td>First-term award funds disbursement.</td>
</tr>
<tr>
<td>May 15</td>
<td>First set of alternates and institutions contacted.</td>
</tr>
<tr>
<td>June 15</td>
<td>Deadline for applicants to accept, and for institutions to return completed paperwork, for alternates for first term.</td>
</tr>
<tr>
<td>July 15</td>
<td>Paperwork for second-term awards funds sent to institutions.</td>
</tr>
<tr>
<td>August 15</td>
<td>Deadline for applicants to accept, and for institutions to return completed paperwork, for second-term award funds.</td>
</tr>
<tr>
<td>August—June</td>
<td>Second term award funds disbursement.</td>
</tr>
<tr>
<td>September 15</td>
<td>Second set of alternates and institutions contacted.</td>
</tr>
<tr>
<td>October 15</td>
<td>Deadline for second set of alternates to accept, and for institutions to return completed paperwork, for second set of alternates for second term.</td>
</tr>
<tr>
<td>May</td>
<td>Request for graduation status of awardees sent to institutions.</td>
</tr>
<tr>
<td>August</td>
<td>Request for graduation status of awardees who received aid in the summer.</td>
</tr>
</tbody>
</table>
## NCAA DIVISION II DEGREE-COMPLETION AWARD

### Proposed Scoring Rubric

**Candidate:**

<table>
<thead>
<tr>
<th><strong>SCORING</strong></th>
<th><strong>Exemplary</strong></th>
<th><strong>Competent</strong></th>
<th><strong>Inconsistent</strong></th>
<th><strong>Lacking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student-Athlete’s Need</strong></td>
<td>(X=4)</td>
<td>(X=3)</td>
<td>(X=2)</td>
<td>(X=1)</td>
</tr>
<tr>
<td>Pell Grant, Stafford Loan or other need based aid = 1 point</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Cost of Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(need based aid + athletics aid/COA) = 2-4 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>Points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-33</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34-66</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67-100</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student-Athlete’s Personal Statement (includes extracurricular activities/leadership roles/effort spent in developing statement)</strong></td>
<td>(X=4)</td>
<td>(X=3)</td>
<td>(X=2)</td>
<td>(X=1)</td>
</tr>
<tr>
<td>There are 3 areas that should be assessed when scoring: extracurricular activities, leadership roles and the effort spent in developing the statement. Look for overall time spent, consistency and real role, as opposed to number of activities with little real significance; and voluntary, as opposed to part of a team or institutional requirement. Limit the statement to a maximum of ____ words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student-Athlete’s Academic Standing</strong></td>
<td>(X=4)</td>
<td>(X=3)</td>
<td>(X=2)</td>
<td>(X=1)</td>
</tr>
<tr>
<td>Includes GPA and academic scholarships, honors and awards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>Points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.50-2.99</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.00-3.49</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.50-4.00+</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic scholarships, honors and awards = 1 point. Frequency on Dean’s list, values of scholarships, Academic All American Merit Scholarships are a basis for points.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student-Athlete’s Athletics Participation</strong></td>
<td>(X=4)</td>
<td>(X=3)</td>
<td>(X=2)</td>
<td>(X=1)</td>
</tr>
<tr>
<td>Includes any athletics honors and awards [Look at endorsement letter(s) for information.]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-year participant = 1 point</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership role/Major contributor = 1 point</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Captain/All tourney = 1 point</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All conference, All regional, All American = 1 point</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Point Subtotals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rating Criteria Point Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Recommendation</strong></td>
<td>(X=4)</td>
<td>(X=3)</td>
<td>(X=2)</td>
<td>(X=1)</td>
</tr>
<tr>
<td>What is your overall recommendation for funding?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rating Criteria Point Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Recommendation Point Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total: (Rating Criteria Point Total plus Recommendation Point Total)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Maximum Score = 20
*Minimum Score =  5

- The applications have been pre-scored in the GPA and Financial Need areas.
- Please check for terms used on the transcript to make sure the student is within the 10-semester/15-quarter window—if you have a question, ask for help.
- Verify that the award amount is the lesser of tuition or $7,000.
- Put any applications that do not have all sections completed aside.
- Put a note on any folders that you deem to exhibit special circumstances that might not be reflected in the scoring categories. (These applications may be further reviewed to consider for inclusion in the final awards group, or as alternates.)
In April 2017, the NCAA Division II Management Council approved, in concept, noncontroversial legislation to amend the committee’s duties to provide interpretive authority over academic bylaws, including incorporations of academic interpretations into the NCAA Division II Manual. It is anticipated the council will adopt the proposal in legislative form at the July 2017 meeting. This authority requires the formation of an academic interpretive subcommittee comprised of committee representatives.

The NCAA Division II Academic Requirements Committee Academic Interpretations Subcommittee's charge would be to render decisions on legitimate interpretative inquiries related to the application of Division II academic legislation. The subcommittee does not have the authority to initiate or amend legislation but shall interpret legislation to the best of its ability consistent with the intent of the rule and make recommendations of incorporations of interpretations to the NCAA Division II Academic Requirements Committee.

Questions.

1. How often should the subcommittee meet?
2. How many and which members should comprise the subcommittee?
3. Who should be the chair of the subcommittee?

Academic Cases Reviewed by the Interpretations Subcommittee.

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Academic Interpretations/Appeals Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>3</td>
</tr>
<tr>
<td>2015</td>
<td>3</td>
</tr>
<tr>
<td>2016</td>
<td>0</td>
</tr>
<tr>
<td>2017</td>
<td>0</td>
</tr>
</tbody>
</table>
Division:  II
Proposal Number:  NC-2018-

Title:  COMMITTEES -- DIVISION II COMMITTEES -- DIVISION II GENERAL COMMITTEES -- ACADEMIC REQUIREMENTS COMMITTEE -- DUTIES -- INTERPRETIVE AND INCORPORATION AUTHORITY

Convention Year:  2018
Date Submitted:  March 30, 2017
Status:  Division Admin Review
Effective Date:  Immediate

A.  Bylaws:  Amend 21.8.5.1, as follows:

21.8.5.1 Academic Requirements Committee.
   [21.8.5.1.1 unchanged.]
   21.8.5.1.2 Duties. The committee shall:
   [21.8.5.1.2-(a) through 21.8.5.1.2-(b) unchanged.]
   (c) Determine interpretations of Division II academic legislation;
   (d) Incorporate academic interpretations in to the NCAA Manual;
   [21.8.5.1.2-(c) through 21.8.5.1.2-(g) relettered as 21.8.5.1.2-(e) through 21.8.5.1.2-(i), unchanged.]

B.  Bylaws:  Amend 21.8.5.6, as follows:

21.8.5.6 Legislation Committee.
   [21.8.5.6.1 unchanged.]
   21.8.5.6.2 Duties. The committee shall:
   (a) Determine interpretations of all Division II-specific legislation, except academic legislation (see Bylaw 21.8.5.1.2);
   [21.8.5.6.2-(b) through 21.8.5.6.2-(g) unchanged.]

Rationale:

Budget Impact:

Co-sponsorship - Conference:  None
Co-sponsorship - Institution:  None

Position Statements:
Review History:

Feb 23, 2017: Recommends Approval - Academic Requirements Committee

Apr 11, 2017: Approved in Concept - Management Council

Additional Information:

Current legislation does not grant the Academic Requirements Committee interpretive authority over academic bylaws. Interpretive authority for all Division II specific legislation rests exclusively with the Division II Legislation Committee. This change would give the Academic Requirements Committee interpretive authority for academic bylaws, including incorporations of those interpretations in the Division II Manual.

Legislative References

<table>
<thead>
<tr>
<th>Legislative Cite</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.8.5.1</td>
<td>Academic Requirements Committee.</td>
</tr>
<tr>
<td>21.8.5.12</td>
<td>Duties.</td>
</tr>
<tr>
<td>21.8.5.6</td>
<td>Legislation Committee.</td>
</tr>
<tr>
<td>21.8.5.6.2</td>
<td>Duties.</td>
</tr>
</tbody>
</table>
Introduction.

The NCAA Division II Academic Requirements Committee Academic Interpretations Subcommittee is a standing subcommittee of the Academic Requirements Committee. The subcommittee's charge is to render decisions on legitimate interpretative inquiries related to the application of Division II academic legislation. The subcommittee does not have the authority to initiate or amend legislation but shall interpret legislation to the best of its ability consistent with the intent of the rule and make recommendations of incorporations of interpretations to the Academic Requirements Committee.

The subcommittee meets every other week via teleconference call, as necessary, to address academic interpretive issues. The subcommittee may also address issues at regular meetings of the Academic Requirements Committee, which occur three times annually.

Composition.

The subcommittee is comprised of six members of the Academic Requirements Committee (five committee members and the chair of the full committee).

General Duties.

Generally, the subcommittee may be requested to issue interpretations related to the application of Division II academic legislation in the following situations:

1. Referrals from the NCAA academic and membership affairs staff regarding the application of legislation.

2. Referrals from other committees within the Division II governance structure.

3. Requests by a member institution or conference for further review of an interpretation provided by the NCAA academic and membership affairs staff.

Emergency Issues.

The subcommittee convenes biweekly to review interpretative issues; however, emergency calls may be convened within 48 hours of receipt of the request of a member institution or conference when the issue relates to the immediate eligibility of a student-athlete. When necessary, the subcommittee may review an issue electronically.
Institutional Presence on Conference Calls.

The deliberation of an interpretation shall involve subcommittee members and academic and membership affairs staff members only. An institutional staff member may not request the right to appear on a subcommittee teleconference for the purpose of presenting the institution's case.

Approval/Appeal Process.

The subcommittee will issue interpretations that are either a confirmation or a determination of the meaning of the legislation. A confirmation is issued when an official interpretation or the legislation directly answers the question. Institutions are bound by a confirmation prior to and following its issuance since it is a confirmation of existing legislation. A determination is issued when the legislation or an official interpretation does not directly answer the question. Institutions are bound by a determination from the date of its issuance and notification to the membership.

The Academic Requirements Committee may review and ratify interpretations issued by the subcommittee. Interpretations not ratified at the next regular meeting of the Academic Requirements Committee will be archived and no longer effective.

The NCAA Division II Management Council may approve, reverse or modify interpretations issued by the subcommittee. A member institution may appeal a decision of the subcommittee to the Management Council at the Management Council meeting immediately following the subcommittee's decision.

Recusal.

Generally, issues for review by the subcommittee are presented anonymously with all references to the institution/conference or particular student-athlete redacted. However, in those instances where a subcommittee member becomes aware of the conference or institution involved in the interpretation, a subcommittee member should recuse himself or herself where the potential for a conflict of interest may exist (e.g., subcommittee member is from the same institution or conference). The subcommittee chair reserves the right to request that any subcommittee member recuse himself or herself for reasons of possible bias.

Subcommittee Spokesperson.

It is important that the subcommittee's decisions and discussions are communicated to the membership and the public in a clear and consistent manner. To that end, the chair shall represent the subcommittee on all external communications (e.g., communications with those who are not members of the subcommittee) including conversations with the media. The NCAA speaking agent policy is as follows:
"The president of the Association and the chair of the NCAA 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 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."

**Ex-Parte Communication.**

In order to maintain the integrity of the interpretation process, the influence of outside discussions and arguments should be kept to a minimum. Once an issue has been submitted to the subcommittee for review, subcommittee members should not discuss an issue with noncommittee members (e.g., the public or the membership) prior to discussion of the issue by the subcommittee.
### Division II Academic Performance Census / Academic Success Rate

#### Cohort Inclusion Criteria

**Which student-athletes should I include?**

During a student-athlete’s first year of full-time enrollment at your institution, use the following chart to determine whether he or she should be included in your APC/ASR cohort.

<table>
<thead>
<tr>
<th>Include</th>
<th>Freshmen</th>
<th>Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st full-time postsecondary enrollment is at your institution</td>
<td>1st full-time postsecondary enrollment was at a different institution</td>
</tr>
<tr>
<td>Fall enrollee:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Received athletically-related aid at any time during the year (<em>Federal group</em>)</td>
<td>• Received athletically-related aid during first term (<em>2/4 transfer group</em>)</td>
<td></td>
</tr>
<tr>
<td>• On a varsity squad list on the first date of competition, championship segment (<em>Non-scholarship group</em>)</td>
<td>• On a varsity squad list on the first date of competition, championship segment (<em>2/4 transfer group</em>)</td>
<td></td>
</tr>
<tr>
<td>Mid-year (winter/spring) enrollee:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Received athletically-related aid during first term (<em>January group</em>)</td>
<td>• Received athletically-related aid during first term (<em>2/4 transfer group</em>)</td>
<td></td>
</tr>
<tr>
<td>• On a varsity squad list on the first date of competition, championship segment – including the following year for fall-sport athletes (<em>January group</em>)</td>
<td>• On a varsity squad list on the first date of competition, championship segment – including the following year for fall-sport athletes (<em>2/4 transfer group</em>)</td>
<td></td>
</tr>
</tbody>
</table>

| Exceptions (exclude)        |                                                                         |                                                                           |
| • Transfers whose first term of full-time enrollment at any postsecondary institution was not in a fall term (winter/spring enrollees) |                                                                          |
| • Male practice players     |                                                                         |                                                                           |
| • Unaided student-athletes in non-NCAA championship sport |                                                                         |
| • Student-athletes who withdraw before the census date |                                                                         |
| • Graduate transfers        |                                                                         |                                                                           |

### Notes:

- Cohort inclusion is determined *only during the first year of enrollment* at your institution; student-athletes who begin participating in athletics after their first year are never included in the cohort.
- Student-athletes will be placed in the graduation rates cohort corresponding with their first year of full-time enrollment at any postsecondary institution.
- Student-athletes who are aided in a sport in which the NCAA does not conduct a championship should be excluded from the Academic Performance Census, but added to the graduation rates reporting because of federal requirements.
Once I determine that a student-athlete should be included in my APC/ASR cohort, to which sport should he or she be assigned?

First-year sport participation:

- Single-sport athletes are in the cohort for that sport.
- Multi-sport athletes:
  - Aided in only one sport: That sport is their cohort sport.
  - Aided in multiple sports, or aided in none: Assign student to the cohort in the following priority order (consider aided sports first):
    - Football
    - Men’s or Women’s Basketball
    - Baseball
    - Men’s or Women’s Track and Field
  - If student-athlete receives aid in multiple sports or no sports, and does not participate in any of the sports listed above, the institution can select which sport is the cohort sport.

Notes:

- Like cohort inclusion, sport assignment is determined during the student-athlete’s first year at your institution and cannot change after that.
- In graduation rates/ASR reporting, cross country, indoor track and outdoor track are treated as a single sport (men’s/women’s track and field). In APC reporting, participation in the sports is listed separately, but student-athletes can be placed in the cohort for any or all track-related sports.

How long should I continue tracking student-athletes in the APC (Academic Portal)?

Enter data in the Portal beginning with the student-athlete’s first term at your institution until he or she:

- Graduates
- Exhausts athletics eligibility (but enter data for the entire year in which eligibility expires)
- Quits his or her cohort sport
- Leaves the institution

If a student-athlete quits his or her cohort sport, do not enter data for any term in which he or she remains off the team. If he or she returns, resume tracking. If a student-athlete quits but then returns during the very next term, treat it like he or she never quit the team.

If a student-athlete leaves the institution and later returns, resume tracking only if he or she rejoins the team in his or her cohort sport.

Do not track student-athlete in terms in which they drop below full-time enrollment.
April 27th, 2017

Academic Requirements Committee
National Collegiate Athletic Association
700 W. Washington Street
Indianapolis, Indiana 46206

To Whom It May Concern:

First off, thank you for taking the time to review our initial letter explaining our new academic calendar that has been implemented at the University of Mary. Following a previous phone call, we have been asked to provide some additional information to help better explain how we plan to incorporate Year-Round Campus with NCAA regulations. The following explains each of the four bulleted items that the Academic Requirements Committee is seeking clarification on:

1) **When would the certification be performed for PTD purposes? Would summer credits be included at the start of the academic year, or at the end of the academic year?** In regards to academic certification, we will continue to certify eligibility as if we had a traditional academic calendar. 9-credit certification will occur after both the fall and spring terms. 18-credit certification will occur following the spring term. 24-credit certification will occur after the summer term. We will maintain summer credits being included at the end of the academic year, which will still limit the maximum number of summer credits used for 24-credit hour certification at 6 credits (none of which will be permitted to come from an optional minor).

2) **Clearly articulate how you would certify the 18-hour requirement (fall/spring).** For the 18-credit hour certification, we will keep the same processes that have been in place previously. All student-athletes will be required to achieve 18 credits between the fall and spring terms of each academic year. If they do not meet the 18 credits after the spring, they will not be able to correct the deficiency during the summer term.

3) **How is athletics aid being distributed— are you intending to treat the summer term as a separate award for athletics aid purposes (similar to traditional calendars)? Or are all three terms included in the aid agreement?** Athletics aid will continue to be issued for just the fall and spring terms. University policy does not permit any athletic summer awards and that will not change given the new academic calendar. If that policy would ever change, summer aid would be awarded separate from the fall/spring scholarships.

4) **For purposes of applying playing and practice legislation, would the summer be considered a traditional summer term or part of the regular academic year?** All playing and practice season legislation will still remain constant under the new academic calendar. Each sport will be required to abide by their particular sports' legislation, which clearly articulates their various playing seasons during the fall and spring semesters. During the summer semester, there will not be any CARA permitted outside of the preseason activities in the fall for our fall programs as permitted in Bylaw 17.
I hope this helps provide some clarity on any questions you all may have had while reading our original letter. If you have any additional questions or concerns while reading through this, please do not hesitate to let me know.

Regards –

Jeremy Christoffels
Assistant Athletic Director for Compliance
University of Mary
February 3rd, 2017

Academic Requirements Committee
National Collegiate Athletic Association
700 W. Washington Street
Indianapolis, Indiana 46206

To Whom It May Concern:

Following various conversations with staff members from the Northern Sun Intercollegiate Conference as well as the NCAA, this letter is to serve a dual purpose as a means of explanation and as a request for appeal towards previous NCAA interpretations in regards to the University of Mary’s unique and innovative academic calendar. Before getting into an in-depth explanation, the following will provide some background as to the path the University of Mary has been on the last few years.

Recently, the University of Mary created what we call "Year-Round Campus." The basis of this new academic calendar is to grant students greater course offerings during the summer months for those who are seeking to graduate at an accelerated rate. Furthermore, with the expanded offerings, the various colleges within the University have generated Year-Round Campus academic plans for their various degree programs that will allow students to receive their bachelor’s degree in just 2.6 years.

In generating this calendar, the University of Mary has transitioned from the traditional fall and spring semester plan, to having three equal-length terms. To provide exact dates, the 2017-18 academic calendar reads: Fall Term – September 4 – December 22, Spring Term – January 8 – April 27, and Summer Term – May 7 – August 24. In order for students to fully participate in the 2.6 year bachelor’s programs, they must be enrolled full-time each term.

Through the planning process, the University of Mary has rationalized this offering to the students citing that if an individual is able to get their degree in 2.6 years rather than the standard 4-5 years, they are looking at a total lifetime financial benefit – including increased lifetime savings, increased lifetime earnings, and decreased student loan payments – of more than $315,000.

The University of Mary has also generated an accompanying Master’s program that can easily follow the 2.6 year undergraduate program. Through this offering, the University of Mary estimates that the total lifetime savings for individuals totals over $600,000.

One of the key purposes of this academic plan is to provide the opportunity to all University of Mary students to achieve their bachelor’s degree in less time and allow them to get to their professional career ahead of their peers. This is the component where conflict with the NCAA’s regulations begins to settle in.

NCAA Division II Bylaw 14.2.2.1 states that “A student-athlete is considered to have used a semester or quarter…when the student-athlete is officially registered in a collegiate institution in a regular term of an academic year for a minimum full-time program of studies, as determined by
the institution”. In preparation of the Year-Round Campus program, the previous Assistant Athletic Director of Compliance filed an Interpretation Request with the NCAA (case number 825528) to seek direction as to if the student-athletes would be able to trigger full-time status during the summer, and not have their eligibility be negatively affected. The official interpretation provided stated that if a student-athlete triggers full-time status during the summer term, they would be charged one semester against their 10-semester limit. Therefore, if a student-athlete were to fully participate in the Year-Round Campus program, they would use three full-time semesters for each academic year in attendance; and thus a student-athlete would expire their 10-semester allotment by the fall of their senior year (pending no injuries, redshirts, or other unexpected delays).

With that being the case, it is difficult to advise fall student-athletes to participate in Year-Round Campus due to the fact that their time at the University of Mary needs to be virtually error/delay free, otherwise they will run out of semesters before they have the opportunity to utilize their four seasons. Furthermore, it is impossible to advise winter and spring student-athletes because their semesters would expire either during or right before their fourth season and that is if they have no errors/delays in their participation. Therefore, the student-athletes are not able to participate in the same academic calendar as the rest of the student body due to NCAA legislation. The student-athletes would be forced to choose between taking advantage of accelerated degree programs or utilizing all four seasons of their NCAA eligibility within the traditional academic calendar.

One benefit of the new Year-Round Campus program within the current legislation is it does offer student-athletes a greater catalog of courses to choose from during the summer months that they can take to accelerate within their programs, pending they do not trigger full-time status. In addition to the greater course selection, the 2.6 year bachelor program allows students the opportunity to receive their master’s degree in four years. For student-athletes, this becomes a very attractive possibility as they would need at least 4 years to use their athletic eligibility, and could be within a semester or two of receiving that degree by the time their eligibility expires. However, this does not take into account any potential injuries or course placement issues that could significantly set a student-athlete back within their degree program.

To better analyze the Year-Round Campus program as it relates to NCAA legislation, the following scenario directly reflects a situation that occurred during this past fall while advising a freshman track & field student-athlete that expressed an interest in fully participating in Year-Round Campus.

Once the conversation began, it was explained to the SA that once he triggers full-time status during any of the terms, we are required to count that against his 10-semester clock. Therefore, we laid out the various outcomes for him. First off, we laid out the 2.6 year plan within the Criminal Justice Program:
<table>
<thead>
<tr>
<th>Semester</th>
<th>FT/PT (# Semester Used)</th>
<th>(# Seasons Used)</th>
<th>Credits During Term/Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>FT (1)</td>
<td>-</td>
<td>17/17</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>FT (2)</td>
<td>1 Indoor/1 Outdoor</td>
<td>15/32</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>FT (3)</td>
<td>-</td>
<td>16/48</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>FT (4)</td>
<td>-</td>
<td>16/64</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>FT (5)</td>
<td>2 Indoor/2 Outdoor</td>
<td>15/79</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>FT (6)</td>
<td>-</td>
<td>15/94</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>FT (7)</td>
<td>-</td>
<td>15/109</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>FT (8)</td>
<td>3 Indoor/3 Outdoor</td>
<td>15/124 – Receive B.S./B.A.</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>FT (9)</td>
<td>-</td>
<td>9/9</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>FT (10)</td>
<td>-</td>
<td>9/18 – 18 Remain for M.A.</td>
</tr>
</tbody>
</table>

In the model above, the SA would have his 10-semester clock expire during the fall term preceding his final seasons for both indoor and outdoor track & field. All of this is entirely dependent on numerous factors including no injuries, or even the need to retake a course/remediation.

The next model provides a scenario that was put forth was if he would go part-time one semester to conserve his last FT term for his final season(s):

<table>
<thead>
<tr>
<th>Semester</th>
<th>FT/PT (# Semester Used)</th>
<th>(# Seasons Used)</th>
<th>Credits During Term/Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>FT (1)</td>
<td>-</td>
<td>17/17</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>FT (2)</td>
<td>1 Indoor/1 Outdoor</td>
<td>18/35</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>PT</td>
<td>-</td>
<td>10/45</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>FT (3)</td>
<td>-</td>
<td>16/61</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>FT (4)</td>
<td>2 Indoor/2 Outdoor</td>
<td>18/79</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>FT (5)</td>
<td>-</td>
<td>15/94</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>FT (6)</td>
<td>-</td>
<td>15/109</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>FT (7)</td>
<td>3 Indoor/3 Outdoor</td>
<td>15/124 – Receive B.S./B.A.</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>FT (8)</td>
<td>-</td>
<td>9/9</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>FT (9)</td>
<td>-</td>
<td>9/18</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>FT (10)</td>
<td>4 Indoor/4 Outdoor</td>
<td>9/27 – 9 Remain for M.A.</td>
</tr>
</tbody>
</table>

Given this model, that one part-time semester would allow the SA to expire his 10-semester clock during the same term that he utilizes his final indoor and outdoor seasons. Furthermore, getting to part-time status would be fairly easy to project as the criminal justice department 2.6 year plan calls for 16 credits during the initial summer. Therefore, we would move two, 3 credit courses to other semesters to allow for part-time status.
However, the movement of those courses would require a significant course load during two terms, which could add a certain amount of difficulty onto the student-athlete, who is trying to balance school, athletics, and life. Additionally, this plan does not accommodate any issues throughout the way. Therefore, the individual would not be able to utilize a redshirt year for physical development, would have to avoid injuries at all costs and numerous other potential factors. One final road block that would occur during the part-time term is that the SA would not be able to receive any athletic financial assistance and would not be eligible to partake in practice activities until the conclusion of the term.

When the University of Mary set out to create the Year-Round Campus program, the idea was to create a vibrant campus that is alive all year and to give students the option to accelerate their education thus joining the working community much quicker than their peers. Given the legislation that student-athletes are governed under, they are unable to fully engage the program and would instead have to hope for a perfect series of events which includes a semester of going part-time for all winter and spring sport participants.

Similar to the mission statement of the NCAA, the Year-Round Campus program and the University of Mary as a whole, strives to ensure that the educational experiences of all students is the primary focus of all campus-wide decisions and direction. That perspective is the exact reason the Year-Round Campus program was developed; to give students ample opportunities to achieve their academic goals as soon as individually possible. This is especially true of student-athletes. One of the premium qualities of the NCAA’s philosophy towards academics is that is provides individuals an opportunity to use their physical talents to achieve a high level of education. For some, their athletic talents may be the only reason they can afford the investment of a college education. We desire to provide these individuals with the premier academic and athletic experience possible while at the University, which includes the ability to participate in the Year-Round Campus program.

The University of Mary is by no means looking to give our student-athletes an advantage over other member institutions by prolonging the number of seasons or semesters initially awarded. Rather, we desire to provide our student-athletes the same opportunities as the general student body. If a student-athlete wishes to complete their bachelor’s degree in 2.6 years and obtain their master’s degree by the time their eligibility expires, we hope that we can provide that experience for them. At the same time, we want our student-athletes to have every chance possible to utilize all four seasons of competition in which they are granted. In order for both of those items to be possible, our student-athletes must be able to trigger full-time status during the summer terms without consequence.

The University of Mary has a long-standing tradition of academic success, especially within athletics. Following the Fall 2016 semester, the athletic department comprised a total department GPA of 3.20, which proves the University of Mary is recruiting student-athletes that fully understand the importance of academics on top of their athletic pursuits. This gives us great confidence that our student-athletes would continue to be successful in the Year-Round Campus program, and would truly showcase the purpose and mission of the NCAA; “to integrate
intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount”.

The University of Mary is respectfully requesting the Academic Requirements Committee to analyze the Year-Round Campus model that has been developed and showcased within this letter to mirror the purpose and mission of the NCAA. Through that analysis, we hope the Academic Requirements Committee can provide us feedback on whether an interested student-athlete can fully engage themselves within the Year-Round Campus program without having it negatively affect their eligibility within NCAA rules and regulations. To specify with our previously stated track & field student-athlete example, would he be able to avoid going part-time during summer 2017 and be able to utilize his final track & field seasons during spring 2020, which would be his 11th full-time semester. If not up front, would we be able to file a semester extension waiver per Bylaw 14.2.2.3, and under what premise would that waiver be based around.

We are profoundly thankful for the time and consideration this committee has shown while reviewing this letter and the Year-Round Campus program as a whole. We feel that we are representing a rising trend within higher education with more and more students looking to get to their professional careers before their peers and institutions seeking ways to help them advance in an accelerated program. A positive response to this request would allow us to assist University of Mary student-athletes to join in on that trend, within NCAA Division II requirements.

If you have any questions or concerns as you review this letter and its accompanying documents, please do not hesitate to contact us. We would be happy to provide any guidance or clarification that you may be in need of.

Highest Regards,

Monsignor James P. Shea
President
University of Mary
<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Break</strong></td>
<td>Apr 30 - May 7</td>
<td></td>
<td>Corporate Faculty Workshop</td>
</tr>
<tr>
<td><strong>Summer Term Begins</strong></td>
<td>May 8, 2017</td>
<td></td>
<td>Registration/Add/Drop</td>
</tr>
<tr>
<td><strong>Memorial Day Holiday (no school)</strong></td>
<td>May 29, 2017</td>
<td></td>
<td>Main Campus Spring Classes Begin</td>
</tr>
<tr>
<td><strong>Summer Break</strong></td>
<td>July 1-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Exams</strong></td>
<td>Aug 21-24</td>
<td></td>
<td>Last Day to Add a Spring Course or Directed Study</td>
</tr>
<tr>
<td><strong>Main Campus Classes End</strong></td>
<td>Aug 25, 2017</td>
<td></td>
<td>Fee Payment - All Students</td>
</tr>
<tr>
<td><strong>Summer Term Ends</strong></td>
<td>Aug 25, 2017</td>
<td></td>
<td>Fall Term Incompletes Due</td>
</tr>
<tr>
<td><strong>Summer Grades/Incompletes Due</strong></td>
<td>Aug 29, 2017</td>
<td></td>
<td>No School • Presidents Day</td>
</tr>
<tr>
<td><strong>Fall Term</strong> September 4 - December 22, 2017</td>
<td></td>
<td>2017-2018</td>
<td>Spring Break</td>
</tr>
<tr>
<td><strong>Faculty Orientation and Meetings</strong></td>
<td>Aug 28 - Sept 1</td>
<td></td>
<td>Mid-Term Spring Grades Due in Registrar's Office</td>
</tr>
<tr>
<td><strong>Welcome Week - New Student Orientation</strong></td>
<td>Sept 2-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Term Begins</strong></td>
<td>Sept 4, 2017</td>
<td></td>
<td>Classes Resume</td>
</tr>
<tr>
<td><strong>Labor Day-No Classes</strong></td>
<td>Sept 4</td>
<td></td>
<td>On-line Registration for Summer &amp; Fall Terms</td>
</tr>
<tr>
<td><strong>Registration- New Students, Transfers/ Add/Drop</strong></td>
<td>Sept 5</td>
<td></td>
<td>Last Day to Drop with W for Spring Semester</td>
</tr>
<tr>
<td><strong>Summer Grades/Incompletes Due</strong></td>
<td>Sept 5</td>
<td></td>
<td>Easter Vacation</td>
</tr>
<tr>
<td><strong>Main Campus Fall Classes Begin</strong></td>
<td>Sept 6, 2017</td>
<td></td>
<td>Classes Resume</td>
</tr>
<tr>
<td><strong>Last Day to Add a Fall Course or Directed Study</strong></td>
<td>Sept 20</td>
<td></td>
<td>Prior Learning Portfolios Due</td>
</tr>
<tr>
<td><strong>Last Day to Drop a Fall course with No Record</strong></td>
<td>Sept 20</td>
<td></td>
<td>Graduating Senior's Directed Studies Due</td>
</tr>
<tr>
<td><strong>Fee Payment-All Students</strong></td>
<td>Sept 25</td>
<td></td>
<td>App. for Degrees Due/ Degree Audits for Dec. Grads</td>
</tr>
<tr>
<td><strong>Fall Break</strong></td>
<td>Oct 26-29</td>
<td></td>
<td>Last Day to Drop with WP/WF for Spring Semester</td>
</tr>
<tr>
<td><strong>Mid Term Ends</strong></td>
<td>Oct 27</td>
<td></td>
<td>Last Day of Spring Semester Classes</td>
</tr>
<tr>
<td><strong>Classes Resume</strong></td>
<td>Oct 30</td>
<td></td>
<td>Semester Examinations</td>
</tr>
<tr>
<td><strong>Mid-Term Fall Grades Due</strong></td>
<td>Oct 30</td>
<td></td>
<td>Commencement</td>
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<td><strong>Online Registration for Spring &amp; Summer Terms</strong></td>
<td>Nov 6</td>
<td></td>
<td>Spring Term Final Grades Due</td>
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<tr>
<td><strong>Last Day to Drop with W for Fall Semester</strong></td>
<td>Nov 8</td>
<td></td>
<td></td>
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<tr>
<td><strong>Thanksgiving Vacation (begins 4p.m.)</strong></td>
<td>Nov 22-26, 2017</td>
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<td>Summer Term May 7 — August 24, 2018</td>
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<td><strong>Classes Resume</strong></td>
<td>Nov 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>App. for Degrees Due/ Degree Audits for Spring Grads</strong></td>
<td>Nov 30</td>
<td></td>
<td>Semester Break</td>
</tr>
<tr>
<td><strong>Last Day to Drop with WP/WF for Fall Semester</strong></td>
<td>Dec 4</td>
<td></td>
<td>Summer Term Begins</td>
</tr>
<tr>
<td><strong>Last Day of Fall Semester Classes</strong></td>
<td>Dec 14</td>
<td></td>
<td>Memorial Day Holiday (no school)</td>
</tr>
<tr>
<td><strong>Semester Examinations</strong></td>
<td>Dec 15-20</td>
<td></td>
<td>Summer Break</td>
</tr>
<tr>
<td><strong>Christmas Vacation Begins After Tests</strong></td>
<td>Dec 20, 2017</td>
<td></td>
<td>Summer Term Ends</td>
</tr>
<tr>
<td><strong>Fall Term Final Grades Due</strong></td>
<td>Dec 21</td>
<td></td>
<td></td>
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<tr>
<td><strong>Fall Term Ends</strong></td>
<td>Dec 22, 2017</td>
<td></td>
<td>Fall Term September 3 - December 21, 2018</td>
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<tr>
<td><strong>Faculty Orientation and Meetings</strong></td>
<td>Aug 27-31</td>
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<td>Welcome Week</td>
</tr>
<tr>
<td><strong>Fall Term Begins</strong></td>
<td>Sept 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Labor Day-No Classes</strong></td>
<td>Sept 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Registration- New Students, Transfers/ Add/Drop</strong></td>
<td>Sept 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Classes Begin</strong></td>
<td>Sept 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Examinations</strong></td>
<td>Dec 17-19</td>
<td></td>
<td></td>
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<tr>
<td><strong>Fall Term Final Grades Due</strong></td>
<td>Dec 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Term Ends</strong></td>
<td>Dec 21, 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Add/Drop dates = 7 calendar days, with exception of</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15 week courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Break</strong></td>
<td>Dec 24-Jan 4, 2019</td>
<td></td>
<td></td>
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</tbody>
</table>
2016·17 Summer YRC Course Offerings

All YRC students must enroll in: HUM125-02 YRC Summer Seminar (0 cr) Fridays@ 11:00-11:50

15 Week Courses – Seated

<table>
<thead>
<tr>
<th>Code / Title</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 108 Introduction to Photography (3 cr)</td>
<td>TH</td>
<td>9:30-10:45</td>
</tr>
<tr>
<td>BIO 103 General Biology + Lab (4 cr)</td>
<td>MW</td>
<td>3:00 – 4:15</td>
</tr>
<tr>
<td>CIS 101 Introduction to CIS (3 cr)</td>
<td>MWF</td>
<td>12:30 -1:45</td>
</tr>
<tr>
<td>COM 110 Oral Communication (3 cr)</td>
<td>MW</td>
<td>8:00-9:15</td>
</tr>
<tr>
<td>CTH 210 Search for Happiness (3 cr)</td>
<td>MW</td>
<td>1:30-2:45</td>
</tr>
<tr>
<td>CTH 234 Benedict Yesterday and Today (3 cr)</td>
<td>TH</td>
<td>1:30-2:45</td>
</tr>
<tr>
<td>CTH 330 Catholicism &amp; the Modern World (3 cr)</td>
<td>TH</td>
<td>3:00-4:15</td>
</tr>
<tr>
<td>ENG 121 Composition II (3 cr)</td>
<td>MW</td>
<td>8:00 – 9:15 or TH 11:00-12:15</td>
</tr>
<tr>
<td>ENG 140 Introduction to Narrative (3 cr)</td>
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<tr>
<td>ENG 321 Survey of British Literature I (3 cr)</td>
<td>MW</td>
<td>9:00 - 10:45</td>
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<tr>
<td>ENR 202 Dynamics (3 cr)</td>
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<tr>
<td>HIS 101 World Civilization I (3 cr)</td>
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<tr>
<td>HIS 330 Catholicism &amp; the Modern World (3 cr)</td>
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<tr>
<td>MAT103 College Algebra (4 cr)</td>
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<tr>
<td>MAT 180 Elementary Statistics (4 cr)</td>
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<tr>
<td>PHI108 Search for Truth (3 cr)</td>
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<tr>
<td>PHI210 Search for Happiness (3 cr)</td>
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<tr>
<td>PHI308 Ethics (3 cr)</td>
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<tr>
<td>PHY 252 Engineering Physics II + Lab (5 cr)</td>
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<tr>
<td>POL 101 Responsible Citizenship (3 cr)</td>
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<tr>
<td>PSY 205 Educational Psychology (3 cr)</td>
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<tr>
<td>PSY 207 Lifespan Development (3 cr)</td>
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<tr>
<td>THE 120 Search for God (3 cr)</td>
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</tr>
<tr>
<td>THE 234 Benedict Yesterday &amp; Today (3 cr)</td>
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<tr>
<td>THE 326 Christian Marriage (3 cr)</td>
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</tbody>
</table>

7 Week (May 8 – June 25)

<table>
<thead>
<tr>
<th>Code / Title</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 207 Anatomy and Physiology I (4 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 217 Organic Chemistry I (3 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 203 Introduction to Physics (4 cr)</td>
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</tr>
</tbody>
</table>

7 Week (July 10 -August 25)

<table>
<thead>
<tr>
<th>Code / Title</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 208 Anatomy and Physiology II (4 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 318 Organic Chemistry II (3 cr)</td>
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<td></td>
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<tr>
<td>PHY 304 Intermediate Physics (4 cr)</td>
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</tbody>
</table>

5 Week (May 8- June 9)

Global Studies Courses (4 Options: England, Northern Ireland, Peru Medical Mission, or Rome - credits vary)

<table>
<thead>
<tr>
<th>Code / Title</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 107 Introduction to Sociology (3 cr)</td>
<td>TH</td>
<td>9:30 – 12:00</td>
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</tbody>
</table>

5 Week (June 12 -July 21)

<table>
<thead>
<tr>
<th>Code / Title</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecclesia (PHI325 and THE 325- 6 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecology, Math, and Culture in Peru (BIO 225 and MAT 225 - 7 cr)</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>

5 Week (July 21-August 25)

<table>
<thead>
<tr>
<th>Code / Title</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 125-01 Pottery (3 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 125-02 Ballet, Irish, and Swing Dancin_g (3 cr)</td>
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</tbody>
</table>

5 Week (June 12 -July 21)

<table>
<thead>
<tr>
<th>Code / Title</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecclesia (PHI325 and THE 325- 6 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecology, Math, and Culture in Peru (BIO 225 and MAT 225 - 7 cr)</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>
TUITION & FEES

New tuition & fees schedules start each fall. Students will save by attending the Summer 2017 semester, which remains on the previous year's Tuition & Fees schedule.

Financial aid for full-time YRC (12+ total credits for summer)
• Students' financial aid is awarded on a borrower-based academic year, meaning the aid will follow the student in a way that makes sense for that student.
• Federal Financial Aid and University of Mary scholarships are available for students, as eligible, for the summer semester.
• Questions? Contact Kathy Lowe, YRC financial aid counselor, at KLLowe@umary.edu for more information.

Savings in First Summer Alone!
The cost savings available through YRC mean you would have to work 140 additional hours just to make-up the cost difference for the summer semester of Year-Round Campus.

<table>
<thead>
<tr>
<th></th>
<th>Standard Fall 17/18</th>
<th>YRC Summer 16/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$9,112.00</td>
<td>$8,797.00</td>
</tr>
<tr>
<td>Housing</td>
<td>$1,580.00</td>
<td>$1,025.00</td>
</tr>
<tr>
<td>Meal Plan</td>
<td>$1,760.00</td>
<td>$1,212.00</td>
</tr>
<tr>
<td><strong>SAVINGS</strong></td>
<td><strong>$1,418.00</strong></td>
<td><strong>11.39%</strong></td>
</tr>
</tbody>
</table>

PLUS Work Campus earnings!
PLUS Overall lifetime financial benefit!

*Remember! You're saving this money while also working an on-campus job!*
HOUSING COSTS

Summer occupancy:
May-August, 2017

Summer rates are 1/3 less than the Spring 2017 rate:
• Double room: $1,025.00
• Single room: $2,050.00

Air-Conditioned Residence Halls:
• Men’s residence: Hillside
• Women’s residence: Greg Butler

WORK CAMPUS OPPORTUNITIES

Student positions: mid-May through mid-August, 2017

Work Campus Job Fair: February 15, 2017
Come find a summer job on campus!

Work Campus Positions
• Summer rate: $10.00 / hour
• Hours/week commitment varies
Students will apply, interview and be awarded Work Campus positions.

MEAL PLAN COSTS

Meals will be available in the Benedictine Dining Center from May 8–August 25, 2017.

Serving Hours:
• Monday through Friday: Continental breakfast
• Anytime Dining: 11:00 am – 6:00 pm
• Weekends & Holidays: Will feature specially themed meals and outdoor grilling outdoors

VIBRANT SUMMER ACTIVITIES

Special topics courses such as a course on John Henry Newman by Dr. Don Briel, one of the foremost Newman Scholars in the world!

Hiking trip in the rugged beauty of the North Dakota Badlands which captured the minds of Lewis and Clarke and the heart of Teddy Roosevelt. Experience the majesty of the Badlands with preeminent humanities scholar and North Dakota aficionado, Clay Jenkinson, along with Monsignor and Father Shea!

Guest lecturers like Dr. Peter Kreeft of Boston College, one of the nation’s top philosophers, and a leading scholar on C.S. Lewis, St. Thomas More, and St. Thomas Aquinas.

Plus: hot air balloon rides! Gun safety and clay pigeons! Intramural waterskiing
Southern New Hampshire University – Graduate Trimester System

1. When would the certification be performed for PTD purposes? Would summer credits be included as the start of the academic year, or the end of the academic year?

   - Good Academic Standing would be reviewed at the beginning of the Fall term per University policy. A graduate student entering the program in the summer would have graduated from UG and have no credits/GPA for summer term.) If the student began their program in the summer, that would be considered the start of the academic year. If they started in the fall, summer credits would be applied from the following summer. Full time enrollment would be determined at the start of each term based on the University’s definition of 9 credits for full time graduate enrollment during fall/spring and 6 credits for summer. (To comply with Federal financial aid legislation, summer FT status is lower than Fall/spring).

2. Clearly articulate how you would certify the 18 hour requirement (fall/spring)?

   - We would not per 14.4.3.8.4.

3. How is athletics aid being distributed – are you intending to treat the summer term as a separate award for athletics aid purposes (similar to traditional calendars)? Or are all three terms included in the aid agreement?

   - Athletics aid in the summer would be treated like summer aid for undergraduate classes. This financial aid amount would be handled separately and not included in the Financial Aid Agreement (FAA). The regular FAA that would be sent to the student would include fall/spring aid only.

4. For purposes of applying playing and practice legislation, would the summer be considered a traditional summer term or part of the regular academic year?

   - The summer would be treated as a non-traditional term therefore full time registration would not be required for fall preseason activities. Provided the student was registered full time in the next regular academic term (fall), the student would be permitted to participate in preseason activities.