



**REPORT OF THE  
NCAA DIVISION I COMMITTEE ON ACADEMICS  
MAY 13-14, 2019, MEETING**

**KEY ITEMS.**

1. **Holistic review of the NCAA Division I Academic Performance Program.** The NCAA Division I Committee on Academics continued its holistic review of the NCAA Division I Academic Performance Program and Graduation Success Rate structure and related policies. The committee reviewed six additional policy areas and will advance concepts for membership feedback in fall 2019. [Informational Item No. 1]
2. **Academic integrity.** The committee reviewed the request from the NCAA Division I Presidential Forum and discussed initial feedback on the concepts under consideration to improve the division's approach to academic integrity issues. [Informational Item No. 2]
3. **Academic enrollment options for postgraduate student-athletes.** The committee continued its review of the academic enrollment requirements for postgraduate student-athletes, with recent feedback from National Association of Academic and Student-Athlete Development Professionals (N4A) academic practitioners. The committee identified two concepts for broader membership feedback that align with its guiding principles and provide postgraduate student-athletes with access to a broader array of academic options. [Informational Item No. 3]
4. **Commission on College Basketball – implementation of the Division I men's and women's basketball student-athlete degree completion assistance.** The committee received an update on the ongoing implementation of the Division I men's and women's basketball student-athlete degree competition assistance for former basketball scholarship student-athletes who left their Division I institution having completed at least two years of enrollment. The committee noted the online application for limited-resource institutions to access funding assistance for the 2019 fall term became available on April 1. [Informational Item No. 4]
5. **Academic-Athletics Summit.** The committee received an update on planning efforts for an academic summit focused on current and future issues facing higher education. The committee discussed its target date and audience for the event. [Information Item No. 5]

**ACTION ITEMS.**

1. **Legislative items for NCAA Division I Council.**
  - a. **Two-Year College Transfers – Nonqualifier/Academic Redshirt - Eligibility for Financial Aid, Practice and Competition -Transferable Math.**
    - (1) Recommendation. That the Council introduce legislation to permit a course that is accepted as a quantitative reasoning (or the equivalent institutional math/quantitative reasoning requirement) at the certifying institution in the

student-athlete's declared degree program to be used to satisfy the transferable math core-course requirement for two-year college transfers who are nonqualifiers or academic redshirts.

- (2) Effective date. August 1, 2020 (for students initially enrolling at the certifying institution on or after August 1, 2020).
- (3) Rationale. In the nine years since the adoption of the enhanced two-year transfer academic requirements, two-year transfer academic performance has improved. Institutions have adapted generally to the new legislation; however, there remains some confusion and difficulty with applying the transferable math standard. Division I members have diverse academic offerings and graduation requirements. The same course that transfers into one institution as math, may transfer into another institution as statistics. Anecdotally, institutions with very specific curriculums and academic departmental differences (e.g., quantitative reasoning degree requirements, split departments of math and statistics) require some students-athletes to enroll and complete an additional "math" course in order to satisfy the 2-4 transfer legislation. This includes student-athletes who have already completed a statistics or quantitative reasoning course that fulfills a core-graduation requirement in their desired degree program and otherwise have no need for the additional math course. The proposal diversifies the legislation to add broader options of transferable courses beyond math, such as business statistics, social science statistics, quantitative reasoning or logic, while reinforcing the ultimate goal of graduation from a four-year institution within five years of initial full-time enrollment.
- (4) Estimated budget impact. None.
- (5) Student-athlete impact. Reduce financial burden on students-athletes that have been required to enroll in and complete an additional "math" course to satisfy the legislation that does not fulfill a graduation component at the four-year institution to which they transfer.

**b. Academic Eligibility – Transfer Regulations - Conditions Affecting Transfer Status – Full-Time Enrollment During a Regular Academic Term.**

- (1) Recommendation. That the Council adopt noncontroversial legislation to align the condition affecting transfer status based on full-time enrollment to with the five-year rule, as specified.
- (2) Effective date. August 1, 2019.

- (3) Rationale. Currently, different legislative “triggers” exist for the start of a student-athlete’s five-year “clock” and conditions affecting transfer status. For example, the student-athlete’s five-year clock is tied to when the student-athlete first attends class as a full-time student during a regular academic team. Whereas, student-athletes who are enrolled full time and are “present at the institution on the opening day of class” become subject to transfer provisions. This proposal creates a uniform standard for assessing each eligibility rule. Registering for classes as a full-time student and subsequently attending class demonstrates an intent to be a student at that institution. Student-athletes should become subject to the start of his or her five-year clock, progress-toward-degree requirements and transfer status at that time. A uniform standard will result in less confusion and promote consistency in membership application and assessment of these rules.
- (4) Estimated budget impact. None.
- (5) Student-athlete impact. Less confusion regarding how and when student-athletes are subject to various eligibility rules. For example, student-athletes who never had an actual academic presence at the institution would not necessarily be subject to transfer provisions if they ultimately enroll full time at a different institution.

## 2. Nonlegislative items.

- None.

### INFORMATIONAL ITEMS.

1. **Holistic review of the APP.** The committee continued its holistic review of the APP, informed by the guiding principles of the program. This review was endorsed by the NCAA Division I Board of Directors in August 2018, with the acknowledgement that the APP involves a multitude of elements that speak to student-athlete academic success, especially the NCAA Division I Academic Progress Rate. The board expressed interest in ensuring that any recommended modifications maintain the validity of the APR as a valid predictor of graduation.

In October 2018, the committee received an overview of data and policy that inform the current APP and identified the following areas of focus:

- a. APR and GSR cohort composition.
- b. Inclusion of postgraduate student-athletes in the APR cohort.
- c. Adjustment for APR retention points lost to professional sports departures.
- d. Delayed graduation points.

- e. Components and calculation of the APR.
- f. Accounting for transfers (and the 2.600 adjustment).
- g. APP penalty structure and filters.
- h. APP public recognition.
- i. Head coaches' APR.
- j. Other topics identified by the NCAA Division I Committee on Academics Subcommittee on Data.

The committee determined that the Subcommittee on Data would vet and prepare each policy area for full committee discussion. During its February meeting, the committee initially reviewed policies impacting APR and GSR cohort composition, postgraduate student-athlete cohort inclusion, professional sport adjustment, and delayed graduation points. The committee noted that it will not recommend any APR policy modifications until all substantive areas are reviewed.

Following the February meeting, the Subcommittee on Data reviewed six additional policy items, including head coaches' APR, the APR calculation, the APR transfer adjustment, the APR public recognition, inclusion of non-counters in the APR, and APR penalty structure and penalties. In each case, the NCAA research staff provided and reviewed relevant data to aid the subcommittee's assessment of each policy.

The committee discussed and provided feedback on the additional policy areas reviewed by the Subcommittee on Data. The committee will review additional topical areas on its June teleconference and will forward concepts to the membership for review and feedback during fall 2019. [See subcommittee discussion at Information Item No. 12]

- 2. Academic integrity.** The committee discussed the academic integrity concepts forwarded for feedback by the Presidential Forum. The committee supports the Presidential Forum's goal of fortifying the division's approach to academic integrity issues that undermine the overall integrity of intercollegiate athletics.

The committee remained largely supportive of a legislative concept that would ensure the NCAA had the legislative tools to address systemic, egregious instances of academic malfeasance. The committee noted the presidential "guardrail" concept would likely confine the use of such authority to the proper set of circumstances. The committee noted any nomenclature adjustment should not undermine how existing academic integrity violations are treated.

The committee continued to support the clarifying legislative revisions devised to ensure the current legislative framework is applied consistent with its original intent. The committee noted the recommended clarifications preserve the 2016 legislation's intent to

incentivize institutions to operate in good faith when academic integrity issues arise involving student-athletes.

The committee similarly supported the recommendation to equip institutions with the tools to devise an institutional approach to adequately minimize the risk of academic misconduct impacting their student-athletes. Following the February meeting, the committee refined an academic standards of review resource designed to complement this particular concept and direct institutions to common areas that benefit from monitoring and oversight.

The Committee on Academics will review its final feedback to the Presidential Forum on its June teleconference.

- 3. Academic enrollment postgraduate student-athletes.** The committee continued its review of the academic enrollment requirements for student-athletes who earn their undergraduate degree with athletics eligibility remaining. The existing legislation draws a distinction between student-athletes who enroll at a different institution after completing a baccalaureate degree (e.g., master's degree, law school) compared to those available to student-athletes who remain at their undergraduate institution (e.g., second baccalaureate/major, minor, graduate certificate program). As a result, a student-athlete's postgraduate academic pursuit is largely dictated by whether or not the student-athlete earned their baccalaureate degree from the institution versus what necessarily best aligns with the student-athlete's academic interests or qualifications.

Since October 2018, the committee confirmed that while there should continue to be academic expectations for all postgraduate student-athletes, access to additional educational opportunities should be explored. While graduate school may continue to be the best fit for some students, all student-athletes should have access to other educational options that best align with their interests, qualifications and future career aspirations. In January 2019, the Sun Belt Conference withdrew its recommended concept from the 2018-19 legislative cycle, out of deference to the committee's ongoing review and examination of the data associated with postgraduate student-athletes. The Sun Belt Conference requested the committee consider its proposed concept as the legislative solution to many of the identified postgraduate challenges as it progresses with its review.

In February 2019, the committee reviewed updated data on the academic trends and outcomes of the growing number of postgraduate student-athletes on Division I campuses and considered feedback from other governance entities. The committee noted that while other concepts have been proposed to address the postgraduate environment (e.g., NCAA Division I Proposal No. 2018-106), it continued to support an academic-based approach that offers all postgraduate student-athletes the flexibility to pursue academic opportunities that best align with their interests, qualifications and future career goals. Specifically, the committee suggested that exploring broader academic options for all postgraduate student-athletes, including those who enroll at a different Division I institution, may have a greater likelihood of improving the academic experiences and outcomes for student-athletes in certain sports. The committee acknowledged that while

competitive equity concerns exist in the postgraduate environment, limiting academic options for postgraduate student-athletes will not change postgraduate transfer decisions, as evidenced by the growing number of this population of Division I student-athletes.

The committee returned to its guiding principles, which were endorsed by the Board of Directors in February.

- a. There should continue to be academic expectations for all postgraduate student-athletes (e.g., pass six hours per term of degree-applicable credit and remain in good academic standing);
- b. All student-athletes should have access to academic educational options that best align with their interests, qualifications and future career, in addition to better preparing student-athletes for transitioning into life after college; and
- c. There should be flexibility in academic paths for all postgraduate student-athletes to pursue after successfully completing an undergraduate degree.

The committee discussed input received from athletics administrators with academic oversight who work with a sizeable portion of postgraduate student-athletes on their respective campuses. The feedback collected supports the committee's efforts to create access to a broader array of academic options for all postgraduate student-athletes and aligns with the guiding principles identified by the committee. The committee recommended two concepts, one that provides greater flexibility at the graduate level and one that aligns with the concept recommended by the Sun Belt Conference for additional membership feedback.

4. **Commission on College Basketball – implementation of the Division I men's and women's basketball student-athlete degree completion assistance.** The committee received an update on implementation of the men's and women's basketball student-athlete degree assistance legislation. The committee noted the online application for the Former Student-Athlete Degree Achievement Program became available on April 1. The application was developed for limited-resource institutions to request financial assistance in meeting the new obligation of Division I membership. Additionally, the committee received an update on the comprehensive toolkit developed to assist the entire division with program creation and implementation available on [ncaa.org](http://ncaa.org).

In April 2018, the Commission on College Basketball recommended the NCAA establish a fund to pay for the degree completion of student-athletes with athletics scholarships who leave member institutions after at least two years of enrollment. The Commission stated that colleges and universities must fulfill their commitment to student-athletes to provide not only the opportunity for athletics competition, but also an education. Institutions must promise student-athletes that the option to receive an education will exist, even after their athletics careers are finished. In August 2018, the Board of Directors approved a student

support and degree completion fund as a condition of Division I membership. Following its adoption, the committee was charged with operationalization of the new legislation, which becomes effective August 1, 2019.

- 5. Academic-Athletics Summit.** The committee received an update from the working group on its progress in planning an academic summit focused on issues facing higher education. The inaugural Academic-Athletics Summit will be held in conjunction with the 2020 NCAA Convention in Anaheim, California. The summit will provide an opportunity for the academics and athletics leadership triad of president or chancellor, provost and athletics director to engage in a discussion on topics that are impacting both branches of higher education, including the opportunity to:

  - a. Engage in a conversation about identifying predictive retention metrics and measures of academic success in higher education that impact both the general student body and student-athletes;
  - b. Explore modes of student body and student-athlete engagement and deep learning beyond the classroom walls through high-impact practices and discuss how to assess such value-added college experiences;
  - c. Further expose higher education leaders to the dynamics of athletics and the NCAA as an education partner; and
  - d. Foster collaboration across the higher education community to establish practical goals.
- 6. Request from the National Wrestling Coaches Association.** The committee considered a request from the National Wrestling Coaches Association for assistance in examining the academic performance issues associated with Division I wrestling programs. The coaches association requested the committee's academic leadership and expertise in examining the issues impacting the long-term viability of the sport of wrestling at the Division I intercollegiate level. The committee agreed to establish a working group to assist the coaches association with its request and develop recommendations to address the academic outcomes and culture in the sport of wrestling.
- 7. Update on the NCAA Division I Committee for Legislative Relief four-year undergraduate transfer waiver directive.** The committee received an update from the Committee for Legislative Relief on transfer waiver guidelines, directives and information standards used to analyze undergraduate four-year college transfer waiver requests for immediate eligibility. At its February meeting, the Committee for Legislative Relief developed recommended updates to the undergraduate transfer waiver process and the directive guidelines used to analyze several of the most common types of mitigating circumstances cited as a basis for necessitating transfer. The Committee on Academics reviewed the recommended updates to the waiver directive and provided feedback on the

concepts pertaining to “run off” scenarios, egregious behavior, and injury and illness impacting the student-athlete or their immediate family members.

8. **Update from the NCAA Eligibility Center.** The committee received an update from the NCAA Eligibility Center on recent prospective student-athlete trends, certification enhancements and service standards. The Eligibility Center continues to prioritize customer service enhancements, including more proactive messaging with those constituents navigating the initial eligibility and amateurism certification processes. This approach includes targeted educational efforts with high schools, younger prospective student-athletes in football and men’s basketball and international students. The committee also received an overview of the existing prospective student-athlete review process, which is activated when the validity of the academic credentials used for a prospective student-athlete’s academic certification is unclear.
9. **Update from the National Association of Academic and Student-Athlete Development Professionals.** The committee received an update from the current and future president of N4A regarding current initiatives and priorities. The N4A expressed support for continued engagement with the committee on initiatives and issues that impact its members, including student-athlete academic support, advising and development. Additionally, the N4A noted its willingness to provide formal positions and feedback to the committee when requested on particular items, including but not limited to concepts related to the holistic APP review, academic misconduct and postgraduate academic enrollment options.
10. **Update on the Council-governance legislative cycle.** The committee received an update on the legislative proposals adopted by the Council at its April meeting. Additionally, the committee received an overview of the process modifications to the 2019-20 Council-governance legislative cycle, including review of conference-sponsored recommendations in concept-form prior to the November 1 proposal-sponsorship deadline.
11. **Year-end review of APR.** The committee reviewed the most recent public releases on institutional APRs, teams that received public recognition for the 2018-19 academic year and teams that were penalized and/or lost access to postseason competition for the 2019-20 academic year. The committee also reviewed national and sport-group APR averages and trends through 2018-19 APR data.
12. **Report from the Subcommittee on Data.** The committee reviewed the reports of the February 11, February 25, March 11, March 25, April 8, April 22 and May 6 teleconferences of the Subcommittee on Data.
  - a. Holistic review of the APP. On its February 11, February 25, March 11, March 25, April 8, April 22 and May 6 teleconferences, the subcommittee reviewed five policy areas and the timeline for its holistic review of the APP.
    - (1) APR calculation.



The subcommittee reviewed the components of the APR calculation. The NCAA research staff provided a detailed history of the current APR calculation, including background on past discussions to change the calculation in 2010 that was ultimately rejected by the Board of Directors. The subcommittee examined data to evaluate the current components of the APR, using variability and correlation of the APR with graduation rates. Data was also presented to explore the addition of a graduation component to the APR calculation. The subcommittee identified concerns with both the outliers presented in extreme cases and the addition of a graduation component but noted that changes to the professional athletics and transfer adjustments could address some of these areas and strengthen the APR's correlation to graduation.

The subcommittee again reviewed the concept of adding the GSR to the APR calculation, although the fact that these student-athletes were no longer enrolled was a concern. Adding individual graduates each term is an option, but the difference in squad size for some sports would affect the impact. The subcommittee also considered awarding credit for a student-athlete graduating from another school after transferring. The subcommittee affirmed that any modifications to the calculation should be as simple as possible to apply.

The subcommittee forwarded the following options for the APR calculation with points to consider to the committee for further discussion:

- (a) Maintain current APR calculation.
  - (b) Incorporate the GSR into the APR calculation.
  - (c) Add a total count of team graduates each year to the calculation.
  - (d) Consider credit for graduation from another institution with scaling for time spent at each institution.
- (2) APR transfer adjustment.

The subcommittee reviewed the APR transfer adjustment criteria, as well as the most recent policy directive changes regarding transfer adjustment requests. The subcommittee reviewed the concept of making the transfer adjustment criteria more stringent if there was interest in giving credit for eventual graduation from a different school following transfer. The subcommittee noted that a credit-based model for eventual graduation would not address membership interest in an immediate adjustment. The subcommittee also discussed basing transfer eligibility on the satisfaction of

the 2.600 transfer adjustment criteria but acknowledged the need for legislative change to align the two standards.

The subcommittee forwarded the following options for the APR transfer adjustment with points to consider to the committee for further discussion:

- (a) Give partial credit for a transfer student-athlete's eventual graduation from a different school.
  - If there is support for awarding partial credit for graduation after transfer, consider making the transfer adjustment criteria more stringent.
- (b) Consider tying transfer eligibility at the second school to the 2.600 GPA standard used for the APR transfer adjustment.

(3) Head Coaches' APR.

The subcommittee reviewed the Head Coaches' APR, which was created to provide a publicly available website displaying single-year APRs for head coaches and intended to provide an additional level of transparency and accountability to the APR program. The subcommittee recommended the Head Coaches' APR continue to be collected and made publicly available, noting the time required to collect this information is minimal, especially when weighed against the importance of continued transparency and accountability. To this end, the subcommittee recommends the Head Coaches' APR data remain easily accessible along with all other released APP data.

(4) APR Public Recognition Award program.

The subcommittee reviewed the APR Public Recognition Award program, which was designed to highlight the academic performance of the top 10 percent of teams in each Division I sport based on APR. This recognition includes an individualized letter to the team's coach and institutional and conference leadership. The subcommittee reviewed data that highlighted potential issues with the current recognition program, such as: scale compression at the top end, small cohort composition and recognition differences by conference. The subcommittee generally agreed that there is value in continuing the program, but there may be additional or alternative ways for the program to recognize high performing teams.

The subcommittee forwarded the following options for the APR Public Recognition Award program with points to consider to the committee for further discussion:

- (a) Maintain the current standards for APR Public Recognition.
- (b) Evaluate the program after any changes to the APR cohort are determined.
- (c) Consider other ways to recognize teams for high academic performance.

(5) Inclusion of financial aid non-counters in the APR.

The subcommittee reviewed whether student-athletes receiving athletics aid that is exempt from counting against the team's limit should continue to be included in a team's APR cohort. The subcommittee reviewed the three types of "non-counters" that are included in the APR, specifically those who have exhausted eligibility but remain in school, those classified as permanently unable to compete medically and those who receive athletics aid in academic years following a head coach's departure when they are no longer competing. The subcommittee agreed that further review is warranted and agreed that a different outcome for each type of non-counter could be preferable.

The subcommittee forwarded the following options for the inclusion of the three types of financial aid non-counters in the APR with points to consider to the committee for further discussion:

- (a) Leave all three types of non-counters in the APR.
- (b) Allow one or more types of non-counters to be exempt from the APR cohort.

(6) APR penalty structure and filters.

The Subcommittee on Data and the NCAA Division I Committee on Academics Subcommittee on Penalties and Appeals reviewed the APR penalty structure and filters. The APR penalty structure was developed to penalize institutions and teams that do not demonstrate a commitment to the academic progress of its student-athletes. The penalty structure was enacted to hold teams accountable for contemporaneous and historical academic under-performance, by enforcing practice and competition restrictions. The subcommittees reviewed data and discussed the effectiveness and fairness of the current penalty structure. Specifically, the subcommittees reviewed whether the data indicates that the correct teams are being penalized under the existing structure. The subcommittees generally agreed that a penalty structure should be maintained to ensure academic accountability.

The Subcommittee on Data forwarded the following options for the APR penalty structure and its associated filters with points to consider to the committee for further discussion:

- (a) Maintain the existing standard for determining APR penalties and loss of access to postseason competition.
  - (b) Incorporate GSR or another metric along with the APR in determining which teams face APR penalties.
  - (c) Maintain APR penalty filters at status quo.
  - (d) Extend the limited-resource APR filters.
- b. APR adjustment directive review - student-athlete not retained at an institution due to disciplinary actions. On its March 25 teleconference, the subcommittee reviewed and made no changes to the adjustment directive regarding circumstances that do not warrant an adjustment of the retention point. Specifically, a student-athlete who departed an institution because of disciplinary actions taken at the institution (e.g., crime, academic fraud, dismissed from team, positive drug test) is considered to be within the control of the student-athlete and/or the institution and is not a circumstance that warrants adjusting the retention point.
- c. APR adjustment appeal. On its February 11 teleconference, the subcommittee reviewed an APR adjustment request appeal.

**13. Report from the NCAA Division I Committee on Academics Subcommittee on Student-Athlete Academics.** The committee reviewed the reports of the December 19, 2018, and February 20, March 6, and April 17, 2019, teleconferences of the Subcommittee on Student-Athlete Academics.

- a. Review of transferable math requirement for two-year college transfer student-athletes. On its March 6 teleconference, the subcommittee continued to discuss how to embed greater flexibility into the two-year college transferable math requirement for student-athletes pursuing academic degree programs with quantitative reasoning graduation requirements. The subcommittee noted the committee's support for reasonable flexibility that aligns with requirements of the student-athlete's declared degree program at the four-year institution to which the student-athlete transfers.

The subcommittee recommended the committee request the Council to introduce legislation to permit the use of quantitative reasoning, or similar courses, to certify 2-4 transfer math requirements in specific contexts. Additionally, the subcommittee determined similar flexibility should be incorporated into the Committee on Academics' directive regarding the standard of review of two-

year college transfer waivers to be made available to impacted two-year college transfers during the 2019-20 academic year. [See committee action at Action Item No. 1-a.]

- b. Update to the progress-toward-degree waiver directive for those with minimal attendance at a previous institution. On its February 20 teleconference, the subcommittee discussed the application of the Division I Progress-Toward-Degree Waiver Directive to student-athletes whose academic deficiencies are solely a result of withdrawing from the certifying institution at the outset of a regular academic term. Specifically, student-athletes who withdraw after beginning a regular academic term as a full-time student are accountable for the six-hour requirement for that term. Staff currently receives a limited number of progress-toward-degree waiver requests for student-athletes who withdrew from their former institution at the outset of their first regular academic term but present no additional mitigation for staff to consider.

The subcommittee reviewed the circumstance and determined flexibility should be incorporated into the Division I progress-toward-degree waiver directive to account for this limited scenario. Specifically, the student-athlete's withdrawal must occur within the first 14 days of initial enrollment at the original institution and no competition occurred. The subcommittee noted this aspect of the waiver directive will appropriately accommodate the limited number of student-athletes with no academic footprint at the previous institution to otherwise consider when analyzing an academic waiver request.

- c. Review of conditions affecting transfer status, progress-toward-degree application and start of a student-athlete's five-year clock. On its December 19, 2018, teleconference, the subcommittee reviewed the application of full-time enrollment in different parts of the legislation. There are different analyses for determining full-time enrollment for purposes of a student-athlete starting the five-year clock, being responsible for a full-time term for progress-toward-degree requirements and for triggering transfer status at an institution. The subcommittee decided there should be a reasonable, consistent analysis between these three areas.

The subcommittee recommended the committee request the Council to introduce legislation to resolve this inconsistency between the full-time enrollment condition affecting transfer status and the start of the student-athlete's five-year clock. Additionally, the subcommittee recommended the use of a term for progress-toward-degree purposes interpretation be incorporated into NCAA Division I Bylaw 14. [See committee action at Action Item No. 1-b.]

- d. Review of final academic year exception to the six-hour progress-toward-degree requirement. On its February 20 and April 17 teleconferences, the subcommittee reviewed application of the final academic year exception to six-hour requirement. Specifically, the subcommittee discussed whether the exception

allowed an otherwise degree-applicable course to be applied toward the six-hour requirement for postseason during the final academic year, regardless of whether the student-athlete earned the minimum grade required for their degree program. The subcommittee acknowledged the lack of clarity but recommended the exception be interpreted in a manner that maintains the integrity of progress toward degree. The subcommittee noted the identified progress-toward-degree exception available during a student-athlete's final academic year was intended to accommodate a shortage of otherwise degree-applicable coursework, not unsatisfactory grades.

In March, the NCAA Division I Interpretations Committee reviewed the identified application of the final academic year exception to the six-hour requirement. While the Interpretations Committee considered the feedback from the subcommittee, the Interpretations Committee ultimately interpreted the exception to broadly allow an otherwise degree-applicable course to be used to meet the six-hour requirement during a student-athlete's final academic year, regardless of whether the requisite grade was earned. Specifically, as long as the student-athlete earns a grade that would allow the otherwise degree-applicable course to hypothetically apply toward any degree program, the legislation permits the course to be used to certify the student-athlete's six-hour requirement during their final academic year.

Based on the Interpretations Committee application of the existing final academic year exception to the six-hour requirement, the subcommittee recommended the Committee on Academics review the legislative exception within the broader context of progress-toward-degree requirements for student-athletes nearing the completion of their degree.

14. **Report from the Subcommittee on Penalties and Appeals.** The committee received a report from the Subcommittee on Penalties and Appeals.
15. **Update on NCAA Transfer Portal.** The committee received an update on the NCAA Transfer Portal, including key takeaways from the first eight months of the portal's use on campus to facilitate the new notification of transfer process. The committee also discussed and provided feedback on the enhancements slated for incorporation into the Transfer Portal by August 1, 2019.
16. **Update on the NCAA Division I Interpretive Process Review Working Group.** The committee received an update on the newly appointed working group assigned with review of the processes used to resolve interpretive issues that arise during the infractions process.
17. **NCAA Two-Year College Relations Panel report.** The committee received a report from the NCAA Two-Year College Relations Panel March 2019 teleconference.

18. **Board of Directors report.** The committee received a report from the Board of Directors' April 2019 meeting.
19. **Presidential Forum report.** The committee received a report from the Presidential Forum's April 2019 meeting.
20. **Council report.** The committee received a report from the Council's April 2019 meeting.
21. **NCAA Division I Student-Athlete Advisory Committee report.** The committee received a report from the Student-Athlete Advisory Committee's April 2019 meeting.
22. **Reports of the Committee on Academics' February 2019 meeting report.** The committee reviewed the reports from its February 2019 meeting.
23. **Future meeting dates.**
  - a. June 20 – teleconference;
  - b. October 8-9 – Indianapolis;
  - c. February 11-12, 2020 – Indianapolis; and
  - d. May 11-12 – Indianapolis.

*Committee Chair: John DeGioia, Georgetown University*

*Staff Liaisons: Shauna Cobb, Academic and Membership Affairs*

*Jennifer Henderson, Academic and Membership Affairs*

*Binh T. Nguyen, Academic and Membership Affairs*

<b>NCAA Division I Committee on Academics May 13-14, 2019, Meeting</b>	
<b>Attendees:</b>	
Jeri Beggs, Illinois State University.	
Jacqueline Blackett, Columbia University – Barnard College.	
Frank Bonner, Gardner-Webb University.	
Jerry Bovee, Weber State University.	
Greg Burke, Northwestern State University.	
Morgan Chall, Cornell University.	
Manoj Chopra, University of Central Florida.	
Beth DeBauche, Ohio Valley Conference.	
John DeGioia, Georgetown University.	
K. Renia Edwards, Mississippi Valley State University.	
Ursula Gurney, University of Missouri-Kansas City.	
Eric Hall, Elon University.	
Dianne Harrison, California State University, Northridge.	
Rhonda Hatcher, Texas Christian University.	
Jennifer Heppel, Patriot League.	
Karen Paisley, University of Utah.	
Joe Scogin, University of Tennessee, Knoxville.	
Lynn W. Thompson, Bethune-Cookman University.	
<b>Absentees:</b>	
Randy Woodson, North Carolina State University.	
Kurt Zorn, Indiana University, Bloomington.	
<b>Guests in Attendance:</b>	
Jim Fallis, National Wrestling Coaches Association.	
Michael Meade, National Association of Academic and Student-Athlete Development Professionals.	
Michael Moyer, National Wrestling Coaches Association.	
Denise Poole, National Association of Academic and Student-Athlete Development Professionals.	
<b>NCAA Staff Liaisons in Attendance:</b>	
Shauna Cobb, Jennifer Henderson and Binh T. Nguyen.	
<b>Other NCAA Staff Members in Attendance:</b>	
Eric Brey, Marcus Brown, Emily Capehart, Andy Cardamone, Greg Dana, Judy Delp, Doug Healey, Michelle Hosick, Andy Louthain, Felicia Martin, Mike Massa, Tom Paskus, Todd Petr, Dave Schnase, Kathy Sulentic, Jerry Vaughn, Danielle Walter, Carrie Leger White, Stan Wilcox, DeAnna Wiley and Katy Yurk.	