

## NCAA DIVISION I

### **14.3 FRESHMAN ACADEMIC REQUIREMENTS**

14.3.1 Eligibility for Financial Aid, Practice and Competition. A student-athlete who enrolls in a member institution as an entering freshman with no previous full-time college attendance shall meet the following academic requirements, as certified by the NCAA Eligibility Center, as approved by the Executive Committee, and any applicable institutional and conference regulations, to be considered a qualifier and thus be eligible for financial aid, practice and competition during the first academic year in residence.

**14.3.1.1 Qualifier.** A qualifier is defined as one who is a high school graduate and who presented the following academic qualifications: *(Revised: 1/10/92 effective 8/1/95)*

(a) A minimum cumulative grade-point average as specified in Bylaw 14.3.1.1.2 (based on a maximum 4.000) in a successfully completed core curriculum of at least 16 academic courses per Bylaw 14.3.1.2, including the following:

**English 4 years**

**Mathematics 3 years**

(Three years of mathematics courses at the level of Algebra I or higher. Computer science courses containing significant programming elements that meet graduation requirements in the area of mathematics)

**Natural or physical science 2 years**

(including at least one laboratory course if offered by the high school). (Computer science courses containing significant programming elements that meet graduation requirements in the area of natural or physical science also may be accepted.)

**Additional courses in English, mathematics, or natural or physical science 1 year**

**Social science 2 years**

**Additional academic courses 4 years**

[in any of the above areas or foreign language, philosophy or non doctrinal religion (e.g., comparative religion) courses]

The record of the above courses and course grades must be certified by the NCAA Eligibility Center using either an official high school transcript forwarded directly from the high school or a high school transcript forwarded by an institution's admissions office; and

(b) A minimum combined score on the SAT critical reading and math sections or a minimum sum score on the ACT as specified in Bylaw 14.3.1.1.2. The required SAT

or ACT score must be achieved under national testing conditions on a national testing date [no residual (campus) testing or regional testing dates] except that a state administered ACT may be used to meet the test-score requirement.

**14.3.1.1.1 Exception—Early Academic Certification.** A student-athlete shall be certified as a qualifier, provided he or she has achieved the following academic criteria:

(a) A minimum combined score on the SAT critical reading and math sections of 1000 or a minimum sum score on the ACT of 85, per the requirements of Bylaw 14.3.1.3; and

(b) A core-course grade-point average of 3.000 or higher (based on a maximum of 4.000) in a minimum of 13 core courses on completion of six semesters (or the equivalent). The 13 core courses shall include three core courses in English, two in mathematics, two in natural or physical science (including at least one laboratory course if offered) and six additional core courses in any NCAA core area. The record of the courses and course grades must be certified by the NCAA Eligibility Center using either an official high school transcript forwarded directly from the high school or a high school transcript forwarded by an institution's admissions office.

**14.3.1.1.1.1 Submission of Final Transcript.** If a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution during the first term of the academic year, the institution shall ensure submission of his or her final high school transcript (official or unofficial) to the Eligibility Center by February 1 following the student-athlete's initial full-time enrollment. If a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution after the conclusion of the first term of the academic year, the institution shall ensure submission of his or her final high school transcript (official or unofficial) to the Eligibility Center by February 1 of the following academic year.

**14.3.1.1.1.1 Effect of Violation.** A violation of this bylaw shall be considered an institutional violation per Constitution 2.8.1; however, the student-athlete’s eligibility shall not be affected.

**14.3.1.1.1.1.2 Waiver.** The Academic Cabinet may waive the requirements of this legislation based on objective evidence that demonstrates circumstances for which a waiver is warranted. The cabinet shall establish the process for reviewing such waiver requests.

**14.3.1.1.2 Initial-Eligibility Index.** Freshmen may establish eligibility using the following eligibility index:

<b>Division I</b>		
<b>Core GPA</b>	<b>SAT</b>	<b>ACT</b>
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68

2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

**14.3.1.2 Core-Curriculum Requirements.** For purposes of meeting the core-curriculum requirement to establish eligibility at a member institution, a “core course” must meet all of the following criteria:

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

(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

**14.3.1.2.1 Core-Curriculum Time Limitation.** A prospective student-athlete must complete his or her core-curriculum requirements not later than the high school graduation date of the prospective student athlete's class [as determined by the first year of enrollment in high school (ninth grade) or the international equivalent as specified in the NCAA Guide to International Academic Standards for Athletics Eligibility]. Graduation from high school or secondary school shall be based on the prospective student-athlete's prescribed educational path in his or her country.

**14.3.1.2.1.1 Exception—One Core Course after High School Graduation.** If a prospective student-athlete graduates from high school within the core-curriculum time limitation, he or she may be one core course, completed in the year after graduation (summer or academic year), but not later than the end of the academic year immediately after the high school graduation date of the prospective student-athlete's class, to satisfy the core-curriculum or minimum grade-point average requirements or both. The prospective student-athlete may complete the core course at a location other than the high school from which he or she graduated and may initially enroll full time at a collegiate institution at anytime after completion of the core course. A prospective student-athlete may not use a core course completed after graduation if he or she receives institutional financial aid while enrolled in the course during the summer after the high school graduation date of his or her class (see Bylaw 15.2.8.1.4).

**14.3.1.2.1.2 Students with Education-Impacting Disabilities.** The Eligibility Center, pursuant to policies and procedures prescribed by the Academics Cabinet, may approve the use of all core courses completed by a student diagnosed with an education-impacting disability prior to initial fulltime enrollment at a collegiate institution.

The following Bylaw was revised April 30, 2009, and is effective August 1, 2010.

**14.3.1.2.1.2 Exception—Students with Education-Impacting Disabilities.** If a prospective student-athlete with a diagnosed education-impacting disability graduates from high school within the core-curriculum time limitation, he or she may use up to three core courses completed after high school graduation to satisfy the core-curriculum or minimum grade-point average requirements or both. The prospective student-athlete may complete the core courses at a location other than the high school from which he or she graduated and may

initially enroll full time at a collegiate institution at any time after completion of the core courses. A prospective student-athlete may not use a core course completed after graduation if he or she receives institutional financial aid while enrolled in a course during the summer after the high school graduation date of his or her class (see Bylaw 15.2.8.1.4).

**14.3.1.2.2 Nontraditional Courses.** 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 access to one another during the duration of the course for purposes of teaching, evaluating and providing assistance to the student;

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

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

**14.3.1.2.3 College Courses.** College courses may be used to satisfy core-curriculum requirements if accepted by the high school, provided the courses are accepted for any other student, meet all other requirements for core courses and are placed on the student's high school transcript.

**14.3.1.2.4 English as a Second Language Course.** It is permissible to use an advanced-level English as a Second Language (ESL) course to satisfy core-curriculum requirements, provided it is reviewed through the NCAA Initial-Eligibility Waiver process. Other ESL courses taught in disciplines other than English (e.g., social studies) may satisfy a core-course requirement, provided they are qualitatively and quantitatively the same as the comparison course in the regular-course offering.

**14.3.1.2.5 Courses for Students with Education-Impacting Disabilities.** High school courses for students with education-impacting disabilities may be used to fulfill the core-curriculum requirements, even if such courses appear to be taught at a level below the high school's regular academic instructional level (e.g., special education courses), if the high school principal submits a written statement to the NCAA Eligibility Center indicating that the courses are substantially comparable, quantitatively and qualitatively, to similar core course offerings in that academic discipline and the courses appear on the high school's list of approved core courses. Students with education-impacting disabilities still must complete the required core courses and achieve the minimum required grade-point average in the core curriculum. The fact that the title of a course includes a designation such as "remedial," "special education," "special needs," or other similar titles used for courses designed for students with education-impacting disabilities does not, in and of itself, disqualify a course from satisfying core-curriculum requirements.

**14.3.1.2.6 Grade Value of Core Courses.** The following grade values are to be used in determining a student's grade-point average in the core courses: A = 4 quality points, B = 3 quality points, C = 2 quality points, D = 1 quality point. In determining the core-curriculum grade-point average, each grade earned in a course (including all numerical grades) must be converted to this 4.000 scale on an individual-course basis. Pluses or minuses within a grade level shall not receive greater or lesser quality points. A school's normal practice of weighting honors or advanced courses may be used to compute the quality points awarded in those courses and the cumulative grade-point average, provided a written statement verifying the grading policy accompanies the prospective student-athlete's official grade transcript. An honors or advanced course shall receive no greater than 1.000 additional quality point (e.g., A=5.000). In calculating the grade in a weighted honors or advanced course, if a high school does not assign quality points to its courses, quality points shall be added to each course prior to calculating the student's grade-point average and not added to a student's cumulative core-course grade-point average. The core-curriculum grade-point average may be calculated using the student's 16 best grades from courses that meet the distribution requirements of the core curriculum. Additional core courses (beyond the 16 required) may be used to meet the core-curriculum grade-point average, provided the distribution requirements are met.

**14.3.1.2.7 Pass-Fail Grades.** Courses that are awarded pass-fail grades may be used to satisfy core-curriculum requirements. The NCAA Eligibility Center shall assign the course the lowest passing grade that the high school assigns for a pass-fail course.

**14.3.1.2.8 Repeat Courses.** A repeated course may be used only once to satisfy core-curriculum requirements. The best grade in that course may be used to calculate the grade-point average in the core curriculum.

**14.3.1.2.9 Multiple High School Attendance.** For a student-athlete who attends more than one high school, a Form 48-H (core-course form) and an official transcript from each high school the student-athlete attended must be used. However, the NCAA Eligibility Center may receive the official transcript from either the student-athlete's original high school or the high school from which the student-athlete graduated, or an institution's admissions office.

**14.3.1.3 Test-Score Requirements.** The minimum required SAT or ACT score (see Bylaw 14.3.1.1) must be achieved under national testing conditions on a national testing date [no residual (campus) testing, or regional testing dates] except that a state-administered ACT may be used to meet the test-score requirement.

**14.3.1.3.1 Test-Score Time Limitation.** The minimum required SAT or ACT score shall be achieved prior to registering for a minimum full-time program of studies (as determined by the institution) and attending classes in a regular term (e.g., semester or quarter) of an academic year at a collegiate institution.

**14.3.1.3.2 Combined Test Scores.** For students using the SAT examination, the highest scores achieved on the critical reading and mathematics sections of the SAT from two different national testing dates may be combined in determining whether the student has met the minimum test-score requirements. For students using the ACT examination, the highest scores achieved on the individual subtests of the ACT from more than one national testing date or state-administered examination may be combined in determining whether the student's sum score has met the minimum test-score requirement.

**14.3.1.3.3 Nonstandard Test Administration.** Students with education-impacting disabilities may use scores achieved during a nonstandard administration of the

SAT or ACT. A student who takes a nonstandard SAT or ACT still must achieve the minimum required test score; however, the test is not required to be administered on a national testing date.

**14.3.1.3.4 Test-Score Report.** The minimum SAT or ACT score(s) used for initial-eligibility purposes must be provided to the NCAA Eligibility Center by the appropriate testing agency through an official test score report.

**14.3.1.4 Early Admission Program Waiver.** A waiver may be granted by the Academics Cabinet for a student who left high school after completion of the junior year or during the senior year to enter a member institution under an early admissions program (open to students solely on the basis of outstanding academic performance and promise), provided the following conditions are met:

- (a) For the last four semesters completed in high school, the student maintained a cumulative, minimum grade-point average of 3.500 (based on a maximum of 4.000) and ranked in the top 20 percent of the student's class;
- (b) The student has not met the requirements for graduation from high school; and
- (c) Any remaining deficiency must be in the core-course area of English (the student is lacking only the fourth year of English). *(Revised: 4/15/97)*

**14.3.1.5 Initial-Eligibility Waivers.** The Academics Cabinet shall have the authority to authorize waivers of the initial-eligibility requirements based on objective evidence that demonstrates circumstances in which a student's overall academic record warrants a waiver of the normal application of this regulation. The Academics Cabinet shall establish the process for granting such waivers, shall monitor the actions taken under this authorization and shall report annually to the membership the actions taken in summary, aggregate form.

## **14.3.2 Eligibility for Financial Aid, Practice and Competition—Nonqualifier.**

**14.3.2.1 Nonqualifier.** A nonqualifier is a student who has not graduated from high school or who, at the time specified in the regulation (see Bylaw 14.3), did not present the core-curriculum grade-point average and/ or SAT/ACT score required for a qualifier.

**14.3.2.1.1 Eligibility for Aid, Practice and Competition.** An entering freshman with no previous college attendance who was a nonqualifier at the time of enrollment in a Division I institution shall not be eligible for regular-season competition or practice during the first academic year in residence. However, such a student shall be eligible for nonathletics institutional financial aid that is not from an athletics source and is based on financial need only, consistent with institutional and conference regulations.

**14.3.2.2 Practice-Session Attendance.** A student-athlete who is a nonqualifier and who, therefore, is not eligible for practice, may not attend any practice sessions in any capacity, nor may the student-athlete attend any meeting characterized as practice (see Bylaw 17.02.1).

**14.3.2.3 Outside Competition—Nonqualifier.** A nonqualifier may participate in the institution's intramural program (provided the intramural team is not coached by a member of the institution's athletics department staff), but during the first year of enrollment, such an individual is not permitted to practice or compete on an institutional club team or on an outside sports team.

**14.3.3 Seasons of Competition—Nonqualifier.** Nonqualifiers, recruited or nonrecruited, shall not engage in more than three seasons of competition in any one sport. A student who transfers to a Division I member institution from another collegiate institution shall not engage in more than four seasons of competition with not more than three of those seasons in Division I.

**14.3.3.1 Fourth Season of Competition—Not a Qualifier.** A fourth season of intercollegiate competition shall be granted to a student-athlete who is not a qualifier, provided that at the beginning of the fifth academic year following the student-athlete's initial, full-time collegiate enrollment, the student-athlete has completed at least 80 percent of his or her designated degree program.

**14.3.3.1.1 Waiver.** The Academics Cabinet shall have the authority to grant a fourth season of intercollegiate competition to a student-athlete who is not a qualifier based on objective evidence of extraordinary circumstances that warrant a waiver of the normal application of this regulation.

**14.3.4 Residence Requirement—Nonqualifier.** A nonqualifier must fulfill an academic year of residence in order to be eligible for practice, competition and

athletically related financial aid (see Bylaw 14.3.2.1.1). The requirements that must be met to fulfill an academic year of residence are set forth in Bylaw 14.5.1.1. A nonqualifier admitted after the 12th class day may not use that semester or quarter for the purpose of establishing residency. 14.3.5 Determination of Freshman Eligibility.

### **14.3.5.1 Participation Prior to Certification.**

**14.3.5.1.1 Temporary Certification, Recruited Student-Athlete.** If a recruited student-athlete reports for athletics participation before his or her qualification status has been certified, the student may practice, but not compete, during a 14-day period, provided the student meets all other requirements to be eligible to practice. An institution shall not provide athletically related financial aid to the student during this period. After the 14-day period, the student shall have established minimum requirements as a qualifier (as certified by the NCAA Eligibility Center) to continue practicing or to compete and receive athletically related financial aid.

**14.3.5.1.2 Temporary Certification, Nonrecruited Student-Athlete.** If a nonrecruited student athlete reports for athletics participation before his or her qualification status has been certified, the student may practice, but not compete, during a 45-day period, provided the student meets all other requirements to be eligible to practice. An institution shall not provide athletically related financial aid to the student during this period. After the 45-day period, the student shall have established minimum requirements as a qualifier (as certified by the NCAA Eligibility Center) to continue practicing or to compete and receive athletically related financial aid.

**14.3.5.2 High School Graduate.** In order to be considered a high school graduate, a prospective student athlete shall meet all graduation requirements, including academic and nonacademic (e.g., state exit exams, community service, senior project) requirements, as defined for all students by his or her high school or secondary school.

**14.3.5.3 GED Test/Equivalency Diploma.** A prospective student-athlete who does not graduate from high school but who subsequently completes the General Educational Development (GED) test and obtains a state high school equivalency

diploma may satisfy the graduation requirement of Bylaw 14.3, but not the core curriculum or test-score requirement, if the following conditions are met:

- (a) Only scores from a GED test taken by the prospective student-athlete on or after the date the prospective student-athlete's high school class would normally have graduated from high school (the last class of which the student was a member while enrolled in high school) shall be used;
- (b) The prospective student-athlete must present the state high school equivalency diploma prior to initial enrollment as a full-time, regularly matriculated student in a collegiate institution; and
- (c) To qualify for financial aid, practice and competition, the prospective student-athlete must meet the core curriculum grade-point average and test-score requirements (see Bylaw 14.3.1.1) in addition to presenting a minimum average score of 450 on the five-part GED test.

**14.3.5.4 Advanced Placement.** If the student-athlete is admitted with a minimum of 24-semester hours or a minimum of 36-quarter hours of advanced placement from a College Entrance Examination Board (CEEB) examination (or from a similar proficiency examination) and/or concurrent high school/college credit without previous enrollment at a collegiate institution, the student-athlete shall be immediately eligible. Credits earned from extension or summer-session courses may not be counted in satisfaction of this requirement.

**14.3.5.5 International Academic Standards.** A student from a foreign country shall satisfy both the requirements outlined in the NCAA Guide to International Academic Standards for Athletics Eligibility and the test-score requirements set forth in Bylaw 14.3.1.1-(b).

**14.3.6 Notification of Initial-Eligibility Standards.** Member institutions shall provide to high school prospective student-athletes and their parents or legal guardians information regarding the initial-eligibility standards contained in Bylaw 14.3. The information shall be provided at the earliest opportunity after the institution begins recruiting the prospective student-athlete, but not later than the day prior to the prospective student-athlete's signed acceptance of the National Letter of Intent or institution's written offer of admission and/or financial aid. An institution may provide the information in hard copy or electronic form (e.g., electronic mail, link to Web site). Violations of this bylaw shall be

considered institutional violations per Constitution 2.8.1; however, such violations shall not affect the prospective student-athlete's eligibility.