Prospective Student-Athlete Review Process Directive

(a) Guiding Principles.

The purpose of the prospective student-athlete review (PSA Review) process is to determine whether a particular academic credential may be used in the NCAA initial-eligibility certification for a prospective student-athlete. This includes courses, grades and standardized test scores. An academic credential under review must at least satisfy the following to be used for NCAA initial-eligibility purposes:

a. Course and Grade.

(1) A course must be deemed core as completed by the prospective student-athlete (as opposed to core as designed for all students); and

(2) The prospective student-athlete must receive a valid grade and valid credit for the course as defined in this directive.

b. Standardized Examination Score.

(1) There is no evidence that the standardized examination score is fraudulent;

(2) The standardized examination score is not under review or has not been cancelled by the applicable testing agency;

(3) There is not an abnormal discrepancy between the prospective student-athlete's standardized examination score and core-course grade-point average (e.g., 1.500 grade-point average/87 ACT sum score; 1.958 grade-point average/92 ACT sum score; 2.062 grade-point average/94 ACT sum score; 2.109 grade-point average/97 ACT sum score; 2.125 grade-point average/1190 SAT combined score; 2.281 grade-point average/106 ACT sum score); and

(4) There is not an abnormal discrepancy between multiple standardized examination scores. (e.g., 59 and 95 ACT sum scores; 79 and 113 ACT sum scores; 720 SAT combined score and 95 ACT sum score; 44 ACT sum score and 960 SAT combined score).

(b) Determination of Validity.

The following will be considered when determining if a course and/or grade as completed by the prospective student-athlete may be used for NCAA initial-eligibility purposes:

a. Does the course as completed by the prospective student-athlete meet the legislated definition of a core course?

(1) Legislated definition of a core course (applicable to traditional courses).

(a) Must be a recognized academic course and qualify for graduation credit in English, mathematics, natural or physical science, social science, foreign language or nondoctrinal religion/philosophy;

(b) Must be considered college preparatory by the high school;

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

(d) 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) Must be taught at or above the high school's regular academic level (remedial, special education or compensatory courses are not considered core courses).

(2) Legislated definition of nontraditional course (courses taught via the Internet, distance learning, independent study, individualized instruction, correspondence or similar means).

(a) The course meets all requirements for a core course;

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

(c) There is regular interaction between instructor and prospective student-athlete for purposes of teaching, evaluating and providing assistance to the prospective student-athlete throughout the duration of the course;

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

(e) Evaluation of the prospective student-athlete'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.

b. Guiding principles for the review of courses.

(1) The course must include instruction by the course instructor.

(a) The instructor must be qualified to teach at the appropriate course level.

(b) Although not required, the instructor's physical presence (in-person or virtually) is a better indicator that the course is a core course than if the prospective student-athlete merely has access to the instructor.

(2) The course must be completed in its entirety unless objective documentation (e.g., instructor's grade book) is provided indicating the prospective student-athlete's grade adequately reflects any assessments not completed.

(3) The course must be completed in an appropriate timeframe as determined by the crediting high school.

(4) The prospective student-athlete's completion of each course under review must be supported by examples of completed assessments (e.g., graded assignments, projects or exams).

(5) Completion of sequential courses in the appropriate order (e.g., foreign language, mathematics) and during the appropriate grade level is a better indicator that the prospective student-athlete completed core courses that may be used for initial-eligibility purposes.

c. The NCAA Student Records Review Committee and/or NCAA staff have the discretion to adjust the level of documentation required to determine whether any given course and/or grade may be used in determining initial eligibility.

(1) Are any of the prospective student-athlete's academic credentials fraudulent?

(a) Did the prospective student-athlete legitimately earn the credit? For example:

i. Did the prospective student-athlete receive credit by examination?

ii. Is there evidence that the prospective student-athlete completed all course assessments and assignments?

(b) Did the prospective student-athlete legitimately earn the grade? For example:

i. Do the prospective student-athlete's assessments match the grade(s) received by the prospective student-athlete?

ii. Did the teacher compute the prospective student-athlete's grade consistent with normal grading policies for all students?

3. Information to be Considered.

a. The Student Records Review Committee or staff may request documentation to assess whether the academic credential(s) under review can be used for initial-eligibility purposes. That documentation includes, but is not limited to, the following:

(1) Statements from the following individuals: the prospective student-athlete, high school administrators, teachers, tutors, parents or guardians and other individuals who advised or assisted the prospective student-athlete.

(2) Records of the prospective student-athlete's class attendance.

(3) Course syllabus.

(4) Grade book.

(5) Coursework.

(6) Class notes.

(7) All standardized examination results, including testing dates and locations.

(8) Residual (SAT or ACT) or other examination results (e.g., college-level placement examinations).

(9) Interviews. The staff may conduct in-person interviews to assist in its determination as to whether any of the academic credentials presented by a prospective student-athlete may be used for initial-eligibility purposes.

b. Requested information or documentation that is not provided must be accompanied by a statement explaining why such information or documentation cannot be provided. The absence of requested information or documentation may result in an academic credential not being used for initial-eligibility purposes.

4. PSA Review Decisions.

a. The academic credential(s) under review may be used for initial-eligibility purposes.

b. The academic credential(s) under review will not used for initial-eligibility purposes.

5. Initial-Eligibility Waiver.

While a PSA Review case is pending, the NCAA staff has the discretion to partially approve an initial-eligibility waiver to permit the receipt of athletically related financial aid only.