

## MEMORANDUM

**TO:** Faculty Senate

**FROM:** Kristen Davis, Assistant Director of Athletics for Student Services

**DATE:** October 7, 2011

**RE:** Progress Toward Degree Requirements for Students Who Participate in Intercollegiate Athletics

Although students at Clayton State must make satisfactory progress toward a degree and meet certain grade-point average requirements in order to continue enrollment at the University, the National Collegiate Athletic Association (NCAA) regulations that are applicable to students who receive athletic scholarship and participate in intercollegiate athletics are more strict. In order to maintain eligibility for athletic scholarship and competition, a student who participates in intercollegiate athletics must be enrolled in a minimum full-time load at all times and earn a minimum number of credits each term and each academic year. Additionally, a minimum grade-point average must be maintained based upon classification.

While it is ultimately the responsibility of the students to meet the course requirements set forth by their respective professors, the reality is that students don't necessarily paint an accurate picture of their academic status in their courses and many of these students need to hear an alternate voice to impress upon them the reality of their academic performances. To that end, students who participate in intercollegiate athletics provide consent to certain institutional administrators, by signing NCAA Form 11-3b, Part II: Buckley Amendment Consent. By signing this form, students consent to allow authorized representatives of Clayton State to have access to "any information pertaining to NCAA eligibility."

To facilitate gaining an accurate understanding of the academic performance of these students, from-time-to-time, I will e-mail selected professors a request for an academic progress report. In this request, I seek information on class attendance (if applicable), participation and performance. My experience in working with students is that those who may be at the most risk are the least forthcoming about their true status in their courses. Therefore, response to these e-mails on the part of professors allows me to praise a student for a positive report or, in the alternative, firmly address a student who may not be doing all that is required of them to succeed in the class. Unfortunately, responses to these e-mails during the last academic year were sporadic. Thus, the students who may be at most risk, don't receive the necessary intervention.

Enclosed for your review is a synopsis of the NCAA regulations regarding academic eligibility and the relevant section of NCAA Form 11-3b. I have also enclosed a sample "Request for Academic Progress Report" e-mail. It would be most helpful if you would encourage your colleagues to assist me in this endeavor. Certainly, any suggestions as to how to improve this information-gathering process would be most appreciated.

Thank you for your time and attention to this matter.

**Progress Toward Degree Requirements for Students Who Participate  
in Intercollegiate Athletics at Clayton State University**

	Full-Time Enrollment		Good Academic Standing		24-Hour Rule		6-Hour Rule		Grade-Point Average Rule		Designation of Degree		Remedial Hours	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>First Year</b>	X	X		X				X					X	X
<b>Second Year</b>	X	X	X	X	X		X	X	X					
<b>Third Year</b>	X	X	X	X	X		X	X	X	X	X	X		
<b>Fourth Year</b>	X	X	X	X	X		X	X	X	X	X	X		
<b>Fifth Year</b>	X	X	X	X	X		X	X	X	X	X	X		
<i>Full Time Enrollment</i>	<i>All student-athletes, at all times, must be enrolled in a full-time program of study, unless they are enrolled in the term in which they will graduate.</i>													
<i>Good Academic Standing</i>	<i>All students must be in good academic standing in accordance with institutional policy.</i>													
<i>24-Hour Rule</i>	<i>All students who have 1) completed a year of residency, 2) used a season of eligibility or 3) are a mid-year enrollee must complete 24 hours per academic year or average 12 credit hours per term. Please note that students must earn at least 18 of the 24 hours during the regular academic year with no more than six hours earned during the summer term(s).</i>													
<i>6-Hour Rule</i>	<i>All students must have earned at least six hours during the immediate previous term (fall or spring) in order to be eligible for the current term. This is applicable to transfer students.</i>													
<i>Grade-Point Average Rule</i>	<i>All second year, third year, fourth year and fifth year students must meet a minimum grade-point average requirement. Second year students must have a 1.8 grade-point average, third year students must have a 1.9 grade-point average, fourth and fifth year students must have a 2.00 grade-point average.</i>													
<i>Designation of Degree Rule</i>	<i>All third year, fourth year and fifth year students must declare a baccalaureate degree and all credit hours must be taken toward that degree in order to meet the 24 hour rule. This is applicable to transfer students.</i>													
<i>Remedial Hours</i>	<i>Only first year students may take remedial hours that count toward the 24 hour requirement. No more than 12 remedial hours can be taken in order to count toward the 24 hour requirement.</i>													

*Source: 2011-2012 NCAA Manual Bylaws 14.01.2.1 (Good Academic Standing), 14.1.8.1 (Requirement for Practice or Competition), 14.4.3.1 (Fulfillment of Credit-Hour Requirements), 14.4.3.1.1 (Transfer Student-Six-Hour Requirement), 14.4.3.1.4 (Hours Earned during Regular Academic Year), 14.4.3.1.5 (Designation of Degree Program), 14.4.3.1.6 (Hours Earned or Accepted for Degree Credit), 14.4.3.2 (Fulfillment of Minimum Grade-Point Average Requirements) and 14.4.3.3.5 (Remedial, Tutorial or Noncredit Courses).*

This is a brief synopsis of the regulations and it is not all inclusive. If you or your colleagues have any questions about the above material, please contact Kristen Davis at 4686 or via e-mail at kristendavis@clayton.edu.

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## Part II: Buckley Amendment Consent.

By signing this part of the form you certify that you agree to disclose your education records.

You understand that this entire form and the results of any NCAA drug test you may take are part of your education records. These records are protected by the Family Educational Rights and Privacy Act of 1974 and they may not be disclosed without your consent.

You give your consent to disclose only to authorized representatives of this institution, its athletics conference (if any) and the NCAA, the following documents:

1. This form;
2. Results of NCAA drug tests and related information and correspondence;
3. Results of positive drug tests administered by a non-NCAA national or international sports governing body;
4. Any transcript from your high school, this institution or any junior college or other four-year institution you have attended;
5. Precollege test scores, appropriately related information and correspondence (e.g., testing sites, dates and letters of test-score certification or appeal) and, where applicable, information relating to eligibility for or conduct of nonstandard testing;
6. Graduation status;
7. Race and gender identification;
8. Diagnosis of any education-impacting disabilities;
9. Accommodations provided or approved and other information related to any education-impacting disabilities in all secondary and postsecondary schools;
10. Records concerning your financial aid; and
11. Any other papers or information pertaining to your NCAA eligibility.

You agree to disclose these records only to determine your eligibility for intercollegiate athletics, your eligibility for athletically related financial aid, for evaluation of school and team academic success, for awards and recognition programs highlighting student-athlete academic success, for purposes of inclusion in summary institutional information reported to the NCAA (and which may be publicly released by it), for NCAA longitudinal-research studies and for activities related to NCAA compliance reviews. You will not be identified by name by the NCAA in any such published or distributed information.



# Request for Academic Progress Report

One of my objectives as a University official is to make certain students that fall under my jurisdiction are doing all that is required of them in their respective courses. NCAA academic regulations are very strict-each student must successfully complete 24 credit hours which are applicable toward his/her degree. If a student is performing poorly in class such that a grade that will not be applicable toward his/her degree might be earned, I must address the performance with the student post haste.

Please be advised that the below-referenced student signed a Buckley Amendment Consent form which allows students to have educational records disclosed to me in accordance with National Collegiate Athletic Association Form 11-3b, Part II, Subsections 4 and 11. Inasmuch as the student agreed to disclose this academic information, it would be most appreciated if you could answer the questions below regarding the student's performance.

Thank you for taking the time to complete this form. In the interest of going "paperless", it would be appreciated if you would **click reply**, then scroll down to the form portion of the e-mail and check the appropriate boxes for the student. Feel free to make any comments in the space provided. When finished, please click **send**.

«NAME» <b>Student</b>	«COURSE» <b>Course</b>	«CRN» <b>CRN</b>	«INSTRUCTOR_NAME» <b>Instructor</b>
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## Attendance and Participation

<p><b>Does the student attend class regularly?</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> I don't take attendance</p> <p>Number of unexcused absences:</p> <p><input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 4+</p>	<p><b>Does the student actively participate in class?</b></p> <p><input type="checkbox"/> More than adequate</p> <p><input type="checkbox"/> Adequate</p> <p><input type="checkbox"/> Less than adequate</p> <p><input type="checkbox"/> Not applicable</p>
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## Performance

<p><b>Describe the student's performance to date:</b></p> <p><input type="checkbox"/> Exceptional</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Below Average</p> <p><input type="checkbox"/> Unsatisfactory</p>	<p><b>Average grade on:</b></p> <table border="0"> <tr> <td style="text-align: center;">Tests</td> <td style="text-align: center;">Quizzes</td> <td style="text-align: center;">Assignments</td> </tr> <tr> <td><input type="checkbox"/> A</td> <td><input type="checkbox"/> A</td> <td><input type="checkbox"/> A</td> </tr> <tr> <td><input type="checkbox"/> B</td> <td><input type="checkbox"/> B</td> <td><input type="checkbox"/> B</td> </tr> <tr> <td><input type="checkbox"/> C</td> <td><input type="checkbox"/> C</td> <td><input type="checkbox"/> C</td> </tr> <tr> <td><input type="checkbox"/> D</td> <td><input type="checkbox"/> D</td> <td><input type="checkbox"/> D</td> </tr> <tr> <td><input type="checkbox"/> F</td> <td><input type="checkbox"/> F</td> <td><input type="checkbox"/> F</td> </tr> <tr> <td><input type="checkbox"/> N/A</td> <td><input type="checkbox"/> N/A</td> <td><input type="checkbox"/> N/A</td> </tr> </table>	Tests	Quizzes	Assignments	<input type="checkbox"/> A	<input type="checkbox"/> A	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> B	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> C	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> D	<input type="checkbox"/> D	<input type="checkbox"/> F	<input type="checkbox"/> F	<input type="checkbox"/> F	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
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## Comments