



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

REPORT: UNC SYSTEM INTERCOLLEGIATE ATHLETICS & FINANCIAL TRANSPARENCY REPORT
2017-18

May 23, 2019

University of North Carolina System
Chapel Hill, North Carolina

Introduction

The Board of Governors of the University of North Carolina (UNC System) has delegated the responsibility for intercollegiate athletics to chancellors, which includes the required reporting of academic characteristics and performance of the UNC System's student-athletes. This report follows all reporting standards required by the Board and incorporates the following required elements:

- Academic profiles of freshmen student-athletes;
- Majors of student-athletes who have attained at least junior status;
- NCAA academic success indicators;
- Comparisons of student-athlete and non-student-athlete GPAs;
- Athletics department financial information as reported to the NCAA; and
- Athletics fundraising and private foundation activities that support student-athletes and athletic departments.

In addition to the required reporting elements, additional information is provided. This information includes summaries of non-academic violations of NCAA bylaws relevant to student-athletes and prospective student-athletes and NCAA graduation data for UNC peer institutions. Additional information is provided regarding legislative activities involving UNC System intercollegiate athletics departments.

UNC Policy 1100.1 states that a report related to intercollegiate athletics be submitted annually to each university's Board of Trustees and the president of the University of North Carolina System, who subsequently shares that report with the UNC Board of Governors. The information for this report has traditionally been collected in the second half of each calendar year and subsequently presented to the Board of Governors. The process for collecting, analyzing, and reporting intercollegiate athletics data has followed a slightly different course this academic year.

In 2018, the General Assembly created the Legislative Commission on the Fair Treatment of Student-Athletes, which was chaired by Lt. Governor Dan Forest and was comprised of six House members and six Senators. The Commission was tasked with examining the "needs and concerns of college students participating in athletics on behalf of the constituent institutions of the University of North Carolina", and worked from September 2018 through March 2019, when it delivered its final [report](#) (see Appendix A for the report). Due to the reporting required by the North Carolina General Assembly for the Commission, the reporting of intercollegiate athletics data is presented in a slightly different format than in the past. A few key metrics are presented and then the institutional responses to the multiple legislative requests are provided in Appendix B.

Legislative Activities Involving UNC Intercollegiate Athletics

As part of the [Budget Technical Corrections Act](#) (S. 335) passed at the end of the 2018 legislative session, the General Assembly created the Legislative Commission on the Fair Treatment of Student-Athletes. Chaired by Lt. Governor Dan Forest, the Commission was comprised of six House members and six Senators and was tasked with examining the "needs and concerns of college students participating in athletics on behalf of the constituent institutions of the University of North Carolina." The Commission first met in September and concluded its work in March 2019 with a final [report](#). Each constituent institution with an intercollegiate athletics program dedicated hundreds of hours collecting information

regarding student-athlete academic performance, student-athlete health insurance options, discussions of eligibility, opportunities for student-athletes to provide feedback to athletics departments, and the financial performance of intercollegiate athletics departments. Representatives from each UNC institution were directly involved in the collection, processing, and presentation of intercollegiate athletics information, with Chancellor Philip L. Dubois spearheaded the System’s efforts and coordinated responses to multiple athletics-related questions.

A tremendous amount of time and energy was spent by staff at each UNC institution preparing information for the Commission and responding to a variety of questions from elected officials and staffers. The majority of the programmatic and academic information requested by the Commission are part of the standard annual reporting process coordinated by the UNC System Office. As such, the responses formally submitted by the UNC System to the Commission are presented in Appendix B to provide the UNC Board of Governors a report of what was delivered to elected officials. These reports serve as part of the annual reporting requirements and the few data points not requested by the Commission but still required by UNC policy are provided below to complete the reporting process.

Academic Profile of Recruited Freshmen Student-Athletes

Exceptions to UNC System Minimum Course Requirements and Minimum Admission Requirements

All admissions to the University, whether for student-athletes or non-student-athletes, are subject to [UNC Policy 700.1.1](#) (“Minimum Course Requirements for Undergraduate Admission”) and [UNC Regulation 700.1.1.1\[R\]](#) (“Regulations on Minimum Undergraduate Admission Requirements and the Admission of Students Requiring Special Consideration”). Policies on minimum course requirements (MCRs) and minimum admissions requirements (MARs) set standards for completed high school courses as well as minimum GPA, SAT, and ACT scores for admissions consideration at a UNC System institution. If students do not meet these minimum requirements, they may be admitted only by receiving a chancellor’s exception.

A total of 1,289 recruited freshmen student-athletes enrolled at UNC System institutions in 2017-18, and of those students:

- 18 (1.4%) received an MCR exception; and
- 45 (3.5%) received an MAR exception.

Table 1 provides the number of exceptions to the MCRs and MARs for all recruited freshmen student-athletes in 2017-18 by institution, with some information redacted in order to maintain student-athlete privacy.

Table 1: Exceptions to UNC System Minimum Course Requirements and Minimum Admission Requirements, 2017-18

	NCAA Division	Recruited Freshmen Student-Athletes				
		Total	MCR Exceptions		MAR Exceptions	
			n	%	n	%
Appalachian	I	122	***	***	-	-
ECU	I	53	-	-	***	***
ECSU	II	124	***	***	***	***
FSU	II	50	-	-	9	18.0
N.C. A&T	I	50	7	14.0	***	***
NCCU	I	47	-	-	6	12.8
NC State	i	148	***	***	5	3.4
UNCA	I	44	***	***	***	***
UNC Chapel Hill	I	163	-	-	***	***
UNCC	I	90	***	***	***	***
UNCG	I	63	-	-	***	***
UNCP	II	133	-	-	***	***
UNCW	I	93	-	-	-	-
WCU	I	96	-	-	-	-
WSSU	II	13	-	-	***	***
UNC Total		1,289	18	1.4	45	3.5

"-" indicates zero student-athletes or scores were reported in this category

***Institution-level data is left blank to comply with FERPA data protection standards. The UNC System Office follows the NCAA standard for FERPA data protections: when institutional data include four or fewer student-athletes and/or when the data combined with publicly-available information could result in the information being identifiable because of a small sample size (four or fewer), this information is not disclosed.

High School NCAA Core Course GPA and SAT/ACT of Recruited Freshmen Student-Athletes

A student-athlete who enrolls as a first-time freshman without any previous full-time college attendance must meet the NCAA’s academic requirements (as certified by the NCAA Eligibility Center and approved by the NCAA Executive Committee) and any applicable institutional and conference regulations. Among these academic measures are SAT and ACT scores and the high school grade point average in NCAA-defined high school core courses.¹ Table 2 presents this data for 2017-18.

Table 2: Average High School NCAA Core Course GPA & SAT/ACT Scores of Recruited Freshmen Student-Athletes, 2017-18

	NCAA Division	Men's Football (averages)			Men's Basketball (averages)			Women's Basketball (averages)		
		Core Course GPA	SAT	ACT	Core Course GPA	SAT	ACT	Core Course GPA	SAT	ACT
Appalachian	I	3.36	1069	21	***	***	***	3.35	1040	17
ECSU	II	3.01	958	18	3.19	937	18	2.79	900	19
ECU	I	3.20	1004	21	***	***	***	***	***	***
FSU	II	2.84	858	-	***	***	***	***	***	
N.C. A&T	I	2.98	1021	19	***	***	***	***	***	***
NCCU	I	2.98	983.5	17	***	***	***	***	***	
NC State	I	3.58	1103	23	***	***	***	***	***	***
UNCA	I	-	-	-	***	***	***	***	***	***
UNCC	I	3.04	1070	20	***	***	***	***	***	***
UNC Chapel Hill	I	3.43	1067	24	***	***	***	***	***	***
UNCG	I	-	-	-	***	***	***	***	***	
UNCP	II	3.17	1008	19	***	***	***	***	***	***
UNCW	I	-	-	-	***	***	***	***	***	***
WCU	I	3.23	1017	18	***	***	***	-	-	-
WSSU	II	***	***	***	3.13	990	23	***	***	***
UNC Total		3.14	1014	20	3.14	997	21	3.34	996	20
<p>"-" indicates zero student-athletes or scores were reported in this category</p> <p>***Institution-level data is left blank to comply with FERPA data protection standards. The UNC System Office follows the NCAA standard for FERPA data protections: when institutional data include four or fewer student-athletes, and/or when the data combined with publicly-available information could result in the information being identifiable because of a small sample size (four or fewer), this information is not disclosed.</p>										

¹ Average high school NCAA core course GPA is based on 16 core courses for Division I schools and 14 core courses Division II schools. For additional information, see: <http://www.ncaa.org/student-athletes/future/core-courses>

Student-Athlete Academic Success Indicators

Graduation Rates for Student-Athletes

There are several indicators commonly used to measure student-athlete success. The three reported here are the NCAA's Graduation Success Rate (GSR) for Division I schools, the NCAA's Academic Success Rate (ASR) for Division II schools, and the U.S. Department of Education's Federal Graduation Rate (FGR) for student-athletes.

The FGR measures the percentage of first-time, full-time freshmen student-athletes who graduate within six years of enrolling in their original four-year institution. This graduation rate is the same as the traditional six-year graduation rate for all students used by the U.S. Department of Education.

The GSR, ASR, and FGRs measure the six-year graduation rates of student-athletes and are calculated using a four-year rolling average by combining student cohorts. The GSR was developed as an alternative measure to the FGR, as the GSR measures scholarship student-athletes but also includes student transfers and allows institutions to exclude student-athletes who leave their institutions prior to graduation as long as they would have been academically eligible to compete had they remained (FGRs do not include them).² The ASR is very similar to the GSR, but the ASR includes student-athlete graduation data regardless of whether or not they received an athletic scholarship.³

Although direct comparisons of institutional GSRs, ASRs, and FGRs are complicated due to the differing methodologies, it can be useful to review how the 15 UNC System institutions with athletics programs compare to their Board-approved peers and those in their respective athletic conferences.

- When comparing UNC System institutions with their Board-approved peers, seven UNC System institutions performed as well as or better than their peer institutions when measuring the average GSRs/ASRs.
- A comparison of the average GSRs/ASRs of UNC System institutions with their athletic conference peers show that seven UNC System institutions performed as well as or better than the peer institutions.

Institutional GSRs, ASRs, and FGRs are provided alongside their Board-approved and athletic conference peers in Appendix C. These success rates are also available and organized by sport for all NCAA institutions from the NCAA directly:

- NCAA GSR database: <https://web3.ncaa.org/aprsearch/gsrsearch>
- NCAA ASR database: <https://web3.ncaa.org/aprsearch/asrsearch>

² Average high school NCAA core course GPA is based on 16 core courses for Division I schools and 14 core courses Division II schools. For additional information, see: <http://www.ncaa.org/student-athletes/future/core-courses>

³ For additional discussion on the ASR, visit: <http://www.ncaa.org/about/resources/research/academic-success-rate-asr>

NCAA Academic Progress Rates for Student-Athletes

The Academic Progress Rate (APR) is an NCAA Division I metric developed to track academic achievement by academic teams and is used to determine in-season or post-season penalties. The APR was developed by the NCAA to report on graduation rates, with a score of 930 declared as the minimum threshold for academic achievement.⁴ Thus, if a team has less than a 930 APR, the NCAA considers the student-athletes to be making insufficient academic progress and the sport can be penalized. The NCAA's APR reports for all UNC System Division I institutions can be accessed from the APR database: <https://web3.ncaa.org/aprsearch/aprsearch>.

The APRs are released each year and indicate any penalties or awards for an institution's sports teams. Due to the nature of the APR reporting cycle, APR reports reflect the scores of the graduating class a year in the past. This information is then used to determine penalties, which include in-season limits on practice time or post-season championship eligibility.⁵

- APR scores for the 2017-18 championship year were released by the NCAA in May 2017 and are based on four years of data covering student-athlete cohorts entering in 2013-14, 2014-15, 2015-16, and 2016-17. For the 2017-18 NCAA championship year, all UNC System institutions had team APRs above the 930 threshold; thus, no institutions received penalties.

Non-Academic NCAA Violations

Along with monitoring the academic work of student-athletes according to the APR, the NCAA strictly monitors breaches of conduct that “seriously undermine or threaten the integrity of the NCAA Collegiate Model...” (NCAA, 2013). There are four levels of violations, ranging from severe (Level I, e.g. substantial impermissible benefits) to incidental (Level IV, e.g. inadvertent, isolated infractions). Incidents of Levels I and II violations are shared with the public by the NCAA, while Level III violations are heavily redacted and only shared upon request. Level IV violations are reported by institutions to their respective athletics conferences. For the 2017-18 academic year, the NCAA did not process any Level I or Level II violations at UNC Systems institutions.⁶

Fourteen of the 15 UNC System institutions with student-athletes had a total of 85 Level III violations processed by the NCAA during the 2016-17 academic year (two Division II schools did not report any violations). Examples of Level III violations include coaches calling prospective student-athletes during periods of time where communications are impermissible and athletics teams practicing more than the allotted time during a particular week. The NCAA provided summaries of the violations and rulings without identification, per NCAA disclosure rules, to the UNC System Office to assist with the System's monitoring and compliance role in this area.

A summary of Level III violations processed over the last four academic years appears below in Table 4.

⁴ According to the NCAA, an APR of 930 is equivalent to a 50% graduation rate for the cohort.

⁵ Please visit the NCAA APR explanation page for additional information and detail: <http://www.ncaa.org/about/resources/research/division-i-academic-progress-rate-apr>

⁶ Additional details regarding the NCAA violation structure can be found here: <http://www.ncaa.org/about/resources/media-center/news/new-violation-structure>

Table 4: Annual Summaries of NCAA Level III Violations at UNC Institutions

Year	Total Number of UNC System Institutions with Level III Violations Processed	Total Number of Level III Violations Processed
2017-18	14	85
2016-17	13	86
2015-16	14	94
2014-15	12	119
2013-14	13	132

Academic Integrity at UNC System Institutions

Academic Integrity Regulations

As part of the UNC System’s ongoing efforts to monitor and protect the integrity of its curriculum and academic records, each institution was required to develop practices and procedures to implement the academic integrity regulations adopted by the Board in April 2013. Many institutions were proactive in their monitoring of academics, developing policies well in advance of the adoption of [UNC Regulation 700.6.1\[R\]](#) in 2013. The regulations follow the recommendations from multiple task forces, studies, and extensive discussions with various stakeholders.

Student-Athletes, Academics, and Institutional Procedures

[UNC Guideline 700.6.1.1\[G\]](#) requires that institutions conduct course clustering and transcript review analyses to identify any anomalies that may be present among student-athletes. Specifically, institutions reviewed all courses and flagged any course where student-athletes make up 25% or more of course section enrollment (this is identified as “course clustering” of student-athletes). If course enrollment did consist of 25% or more student-athletes, the course was flagged for additional review and the grade distribution of student-athletes and non-student-athletes in the course section was reviewed for significant differences between these two groups. Additionally, any student-athletes who were found to be in three or more flagged courses had their transcripts reviewed to ensure that no academic irregularities occurred.

- In the reviews of course clustering and transcripts, no abnormalities were identified and all institutions report being in full compliance with this policy. Additionally, each institution is required to compare the overall student-athlete GPA with the overall non-student-athlete GPA (undergraduates only). This information is available in Appendix B as part of the data submission for the Legislative Commission.

Athletics Financial Transparency Regulations

[UNC Regulation 1100.1.1\[R\]](#) requires specific financial reporting to monitor athletics budgets and institutional expenditures and ensures that all UNC System chancellors, boards of trustees, the president, and Board of Governors will receive the necessary data when considering the balance between athletics

and academics at each constituent university. The financial data provided in Appendix B were prepared for the Legislative Commission on their request for their March 2019 meeting.

Athletics Fundraising and Private Foundations

Thirteen of the UNC System institutions have established private foundations (or “booster clubs”) for the purpose of providing resources to enrich various programs of the constituent institutions. Only ECSU and WSSU do not have formal booster clubs.

These private organizations are subject to [UNC Regulation 600.2.5\[R\]](#), which requires an annual independent audit be performed and reported to the institution’s board of trustees and that a copy be provided to the president to be reviewed by UNC System leadership. In addition to UNC Regulation 600.2.5[R], booster club organizations have increased reporting requirements under [UNC Regulation 1100.1.1\[R\]](#), including providing copies of their most recent financial information and external audit (as submitted to their boards of trustees). Additionally, institutions provide their booster clubs’ official operating procedures to the UNC System Office as part of their reporting requirements. All UNC System institutions with booster clubs are in full compliance with UNC System policies.

Appendix A

Legislative Commission on the Fair Treatment of College Student-Athletes

Report to the 2019 Session of the General Assembly of North Carolina

NORTH CAROLINA GENERAL ASSEMBLY



LEGISLATIVE COMMISSION ON THE FAIR TREATMENT OF COLLEGE STUDENT- ATHLETES

REPORT TO THE
2019 SESSION
of the
GENERAL ASSEMBLY
OF NORTH CAROLINA

FEBRUARY 20, 2019

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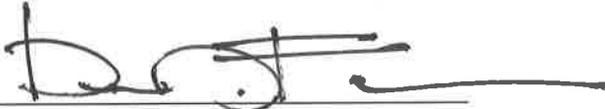
TRANSMITTAL LETTER

February 20, 2019

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TO THE MEMBERS OF THE 2019 SESSION
OF THE GENERAL ASSEMBLY OF NORTH CAROLINA

The LEGISLATIVE COMMISSION ON THE FAIR TREATMENT OF
COLLEGE STUDENT-ATHLETES, respectfully submits the following report to
the 2019 Session of the General Assembly of North Carolina.

A handwritten signature in black ink, appearing to read 'Dan Forest', written over a horizontal line.

Lt. Gov. Dan Forest (Chair)

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COMMITTEE PROCEEDINGS

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The Commission on Legislative Commission on the Fair Treatment of College Student-Athletes met 3 times after the 2018 Short Session of the 2017 Regular Session. The following is a brief summary of the Commission's proceedings. Detailed minutes and information from each Commission meeting are available in the Legislative Library.

October 3, 2018

The Legislative Commission on the Fair Treatment of College Student Athletes held its first meeting on October 3, 2018 at the Legislative Office Building in Raleigh.

Scott Bearby, Vice President and General Counsel with the Office of Legal Affairs for the National Collegiate Athletic Association (NCAA), provided an overview of the structure and governance of the NCAA. Mr. Bearby discussed the three divisions that form the NCAA, which are overseen by the NCAA Board of Governors that is responsible for policy-making over the core principles of the Association. He then moved to talk about Division I schools. There are two forms of governance allowed for Division I schools: 1) Council Governance, which allows the opportunity for institutions to bring forward proposals for consideration, and 2) Autonomy, which gives institutions the authority to enact additional mandates and requirements at their schools. Division II schools have a more democratic style of governance, where each institution has a vote on policies that govern Division II schools. Mr. Bearby also spoke about the functions and priorities of the National Office Administration and the Sports Science Institute. Information from this presentation can be found on the Commission's [website](#).

Dr. Phil Dubois, Chancellor of UNC-Charlotte, next spoke to the Commission on insurance, injury, and welfare of student-athletes in the UNC System. Dr. Dubois discussed the structure and divisional requirements of the NCAA; its administration and rules of financial aid and scholarship offers, renewals, and cancellations; and the difference between Division I and II as it pertains to these. Dr. Dubois shared with the Commission the limitations on when financial aid could be reduced or cancelled for student-athletes, and that aid was protected for the years covered by the award. Dr. Dubois moved on to talk about medical care of student-athletes, healthcare providers, medical management, and the NCAA's requirements regarding the health and wellness of student-athletes. He noted that the UNC System requires that all students have insurance coverage whether it is from parental insurance coverage, a private individual policy purchased by the student, or a UNC System policy purchased by the student. The student's policy is the primary insurance and the university's athletic insurance policy is secondary. Dr. Dubois concluded by providing a case study with examples of how student-athletic injuries are handled by constituent institutions. Information from these presentations can be found on the Commission's [website](#).

Dr. Johna K. Register-Mihalik, PhD, LAT, ATC, Assistant Professor of the Department of Exercise and Sport Science at Matthew Gfeller Sport-Related TBI Research Center at the University of North Carolina at Chapel Hill, spoke next on the welfare of athletes and injury prevention. The mission of the Research Center is to improve the prevention, evaluation, management, and rehabilitation of sports-related traumatic brain injuries through research, education, and clinical practice. She defined what a Sports Concussion is and explained the history of the injury, symptoms, and the potential issues (short-term and long-term) with mismanagement of the injury. Dr. Register-Mihalik discussed research based on data collection on concussions that has led to new protocols for return to play progression. Dr. Register-Mihalik concluded her presentation by highlighting areas of continued research on concussion management and the need for increased education and training on the issue, as well as providing healthcare providers with unchallenged authority in medical decisions in this area. Information from this presentation can be found on the Commission's [website](#).

The Commission then heard from Nina Walker, MA, LAT, ATC, Vice President, North Carolina Trainers' Association. Ms. Walker explained the role of athletic trainers as health care professionals who render services and treatment in collaboration and under the direction of physicians. She noted that athletic trainers are a regulated healthcare profession in North Carolina and require a certification examination and compliance with State law for licensure. As part of the healthcare team, the services provided by athletic trainers include injury and illness prevention; wellness promotion and education; examination, assessment, and diagnosis; immediate emergency care; and therapeutic intervention and rehabilitation. Student-athletes generally have open access to athletic trainers because they are present during practice every day and have daily interaction with athletes. In terms of policy making, Ms. Walker stated athletic trainers can be a balance between student-athletes and the institutions, making sure rules are implemented. Information from this presentation can be found on the Commission's [website](#).

Ramogi Huma, Executive Director of National College Players Association, spoke next about policy recommendations for student-athlete's welfare. The National College Players Association advocates for student-athletes throughout the nation. Mr. Huma discussed the history of concussions and CTE in contact sports, and how it affects current and former student-athletes. Mr. Huma noted that the NCAA has good guidelines and bylaws regarding safety standards and concussion protocols, but unfortunately they are not always enforced because institutions are allowed to "self-police". He stated that the problem with self-policing is that there is a conflict of interest between the student-athlete's health and well-being, and the pressure that is placed on student-athletes to win games. Mr. Huma noted statistics from several surveys related to this issue. Mr. Huma also discussed injuries and the issues student-athletes have in regard to health insurance while participating in collegiate sports. Mr. Huma ended his presentation by highlighting the importance of transparency, suggested the Commission consider a panel of independent experts to identify what health and safety standards should be mandatory instead of discretionary, and a fund or insurance policy to help pay for former student-athlete's sport-related medical bills. Information from this presentation can be found on the Commission's [website](#).

David Collins, former UNC-CH football player, addressed the Commission next. Mr. Collins reviewed his experience as a former student-athlete at UNC-CH, and discussed his career ending ankle injury during a training camp his senior year. He stated he believes the NCAA and universities can do more for student-athletes when it comes to paying for injury-related medical treatment and surgeries. Mr. Collins recommended the Commission develop a standardized protocol for concussions; consider enrollment of all students in the State Health Plan; and continue to investigate and look at the relationship between student-athletes, universities, and the NCAA from a healthcare perspective to ensure better outcome for student-athletes. Information from this presentation can be found on the Commission's [website](#).

Jay Allred, publisher of Triad & Triangle Golf Today and golf coach at Reagan High School, and Victoria Allred, former ECU golf player, provide the final presentation to the Commission. Mr. Allred gave the Commission a chronological history of Victoria's injury while playing golf at ECU and the events that followed after the injury. Mr. Allred discussed his concerns that the NCAA has declined to protect student-athletes, does not enforce rules to ensure the student-athlete is receiving an education, and has determined there is no rule violation for sexual assault of former athletes or for student-athletes suffering a heat stroke. Mr. Allred then reviewed specified recommendations for student-athlete safety legislation, including creation of an independent body to review issues with college athletics, establishment of codes of conduct, and adoption of health and safety standards. Victoria Allred then addressed the Commission by remote video. She recounted her experience as a student-athlete at ECU and talked about the physical, mental, and emotional toll she experienced with her back injury and the rehabilitation process. Although Ms. Allred completed her degree, she was eventually released from the team and filed a complaint over the treatment she received from her coach. She stated that her complaint was dismissed and the institution's findings were that there is no jurisdiction over the athletic department. Information from this presentation can be found on the Commission's [website](#).

November 8, 2018

The Legislative Commission on the Fair Treatment of College Student Athletes held its second meeting on November 8, 2018 at the Legislative Office Building in Raleigh.

J. Davis Winkie, former football player for Vanderbilt University (2014-2016), gave an overview of his experience and perspectives on academics as a former student-athlete. He stated that there is a "Graduation Crisis" among black male student-athletes in the State, with the State's two largest constituent institutions failing to graduate student-athletes at the same rate as the general student population. Mr. Winkie spoke about his personal experience as a student-athlete at Vanderbilt, and noted challenges such as having to give up extracurricular/social activities, scheduling classes around practice schedules, and dedicating an average of 40 hours per week to athletic activities. He noted this lack of flexibility often leads players to "cluster" in classes and easier majors, regardless of career inspirations. Mr. Winkie suggested that these academic challenges could be addressed by

protecting student-athletes' academic time and their right to determine their own academic schedule; mandating "academic redshirts", with reduced practice hours for freshman student-athletes who do not meet the minimum admission requirements; integrating the student-athletes' career interests and internship opportunities into the student-athletes' academic plans; and providing for "open-ended scholarships" through graduation. Information from this presentation can be found on the Commission's [website](#).

The Commission then heard from Amy Perko, CEO of the Knight Commission on Intercollegiate Athletics, and former All-ACC and Academic All-American basketball player at Wake Forest University. Ms. Perko talked about the purpose and work of the Knight Commission. An example of the Commission's work is their recommendation for Greater Academic Accountability, where teams must be on track to graduate 50% of their players in order to be eligible for postseason championships. The NCAA adopted this recommendation in 2011. Ms. Perko said that the values that should guide the NCAA, conferences or institutions seeking reform for student-athletes should be to prioritize their education, health, safety and well-being; financial responsibility; and integrity in the governance and operation of programs. Ms. Perko closed with a discussion of the Knight Commission's current initiatives. Information from this presentation can be found on the Commission's [website](#).

The Commission then heard from Dr. Philip L. Dubois, UNC-Charlotte Chancellor, on behalf of the entire UNC System. Dr. Dubois started his first presentation talking about the UNC System's admissions policies for all students, going over the Minimum Course Requirements (MCR) and Minimum Admissions Requirements (MAR). If either of these standards is lacking, a student may be accepted into the institution through the "Chancellor's special admission" process, where a chancellor is allowed to approve exceptions for up to 1% of accepted undergraduates. Dr. Dubois then talked about the NCAA Eligibility Requirements, which are broader than the MAR and MCR requirements, and determined by NCAA Eligibility Center.

Dr. Dubois' second presentation was on the subject of time limits of student-athletes. He discussed the NCAA by-laws that establish general and sport-specific limitations upon student-athlete participation during practice and playing seasons. He noted that institutions in the UNC System must have a "Time Management Plan" for each sport. The plan must specify the required countable activities per week for each student-athlete, require that the student-athlete be notified if a change is made, and the plan must be reviewed annually by the Athletic Director, Faculty Athletic Representative, Head Coach, and one student-athlete from that sport.

Dr. Dubois' final presentation was on the oversight of athletics by the UNC Board of Governors. Responsibility for intercollegiate athletics is delegated by the Board of Governors to the chancellors, and chancellors are required to give an annual report to the Board of Trustees and Board of Governors. Dr. Dubois talked about the Academic Integrity Review as specified by the Board, and its detailed oversight requirements on grading standards, student-athlete areas of study and course performance, non-standard courses, and faculty and administrator oversight.

Dr. Dubois then talked about Course Clustering and Transcript Analysis. "Course clustering" occurs when student-athletes make up 25% or more of the students enrolled in

a course section; when this happens, the course is “flagged” for further analysis. A review of courses is conducted every fall, spring, and summer terms under the supervision of the Chief Academic Officer. If irregularities of courses are identified, they will be reviewed by the Dean, Department Chair, and Faculty Athletic Representative to determine reasons for irregularities and to create a corrective plan of action. Dr. Dubois then provided some examples of academic oversight conducted by UNC Charlotte. Information from these presentations can be found on the Commission’s [website](#).

The Commission next watched a video provided by N.C. A&T highlighting Marcus Pettiford of N.C. A&T Men’s Football. Mr. Pettiford was signed to play football at N.C. A&T in 2015. By the spring of 2016 he was experiencing academic troubles, was placed on academic probation, and was deemed ineligible to play in the 2016 season. After attending summer school and participating in the Accelerating Academic Success Program funded by the NCAA, Mr. Pettiford was able to improve academically and join the team again in the fall of 2017. Mr. Pettiford credited the program and the Learning Specialists with providing more one-on-one help with school work than what he was able to get from his professors. He earned a 3.32 GPA for 2017-2018, was removed from academic probation, and made the Dean’s List. The video can be found on the Commission’s [website](#).

The Commission next heard from a panel of student-athletes who attend constituent institutions.

Austin Allen of ECU Men’s Tennis Team spoke first to the Commission. Mr. Allen is a senior and is enrolled in the Honor’s College at ECU with a major in Chemistry. Mr. Allen stated he has had a tremendous athletic and academic experience and stressed the value that athletics have had on his academics. Mr. Allen discussed his extracurricular activities, internships, and community service while competing as a student-athlete, and his involvement in the Student Athlete Advisory Committee (SAAC), which he credited with helping him develop leadership and planning skills. Based on his experience, Mr. Allen indicated he believes that it is possible to excel academically and athletically.

Haley Pace of UNC Charlotte Women’s Softball Team spoke next to the Commission. Ms. Pace played softball from 2015-2018 while obtaining her undergraduate degree in Accounting, and is a current graduate student assistant coach. Ms. Pace shared with the Commission her multiple academic and athletic honors, and credits her athletic experience for teaching her time management, which she says is the key for success. Ms. Pace talked about the resources provided by UNC Charlotte to facilitate academic success for athletes, and noted that she was the Vice President of the UNC-C SAAC and the secretary of the Conference USA SAAC. Ms. Pace believes that many of her fellow student-athletes can give similar testimony as to their academic and athletic experiences.

Eynde Frazier of Western Carolina Women’s Soccer Team, concluded the student panel by speaking to the Commission through remote video. Ms. Frazier is a senior Honor Scholar with a major in Parks and Recreation Management and a minor in Sports Management. During her 4 years at Western Carolina, Ms. Frazier completed a full summer

internship with the City of Wilson and 3 mini internships. She is the President of the Western Carolina's SAAC chapter.

January 10, 2018

The Legislative Commission on the Fair Treatment of College Student Athletes held its third meeting on January 10, 2019 at the Legislative Office Building in Raleigh.

Paul H. Haagen, Professor of Law and Co-Director of the Center for Sports Law and Policy at Duke University School of Law, spoke first to the Commission. Professor Haagen gave a background on the regulation of intercollegiate sports, and spoke about the current legal landscape for compensation and process of student-athletes. He noted that the current legal environment is very unsettled, with significant legal challenges to the current regulatory structure, and ongoing legislative investigations and initiatives. Professor Haagen also reviewed challenges to limits on student-athlete compensation, who gets to decide who would get paid, how much, and on what principle. He provided an overview of the application of antitrust laws to the NCAA, antitrust challenges and defenses, student-athlete's limitations on the marketing of their name and likeness, and limitations on scholarship amounts. Professor Haagen concluded by noting issues and difficulties that arise when institutions provide benefits beyond those provided by NCAA rules. Information from this presentation can be found on the Commission's [website](#).

Dr. Phil Dubois, Chancellor, UNC-Charlotte, next spoke to the Commission. Dr. Dubois talked about NCAA transfer rules and exceptions. A NCAA legislative change that went into effect October 2018 made transferring to another institution easier than before for student-athletes, with the "permission to contact" rule being replaced by the "notification of transfer". Dr. Dubois explained that the decision on transfers was shifted from the Athletic Director to the student-athlete. In general, a transfer requires a one-year residence at the new institution before a student-athlete can compete in games, unless an exception is granted. Dr. Dubois then talked about disciplinary proceedings. Each campus must have a Code of Conduct that is applicable to all students, defines categories of prohibited conduct, specifies sanctions that can be imposed, and describes the violation procedure process. He then moved on to talk about amateurism, agents, and advisors. The use of agents is inconsistent with the amateur model of intercollegiate athletics and employing an agent renders a student-athlete ineligible. Other things that would render a student-athlete ineligible include accepting pay for using their athletic skills in any form, receiving benefits from an agent, signing a contract to play professional athletics, and entering a professional draft except as permitted by NCAA rules. Dr. Dubois concluded by reviewing what are permissible and non-permissible promotional activities, and the rules for when a student-athlete may work for compensation. Information from this presentation can be found on the Commission's [website](#).

Maddie Salamone, attorney, former Duke Women's Lacrosse player and Chair of Division I SAAC, next spoke to the Commission. She stated that student-athletes have no meaningful representation on campus and that student-athlete's perspectives are not represented by colleges. Ms. Salamone noted that the length and complexity of the NCAA

rules manual created confusion on topics regarding insurance, transfers, and compensation of student-athletes, and that student-athletes, who are often minors, are expected to know and understand the rules, the exceptions, and the exceptions to the exceptions. Ms. Salamone noted that while transfer rules have been changed, the changes have created an issue for student-athletes by putting the current school on notice that the student-athlete is seeking to transfer, which may jeopardize the student-athlete's future in the institution if they do not end up transferring. Ms. Salamone pointed out that there is a double standard in requiring the restrictions of transfer rules for student-athletes but not requiring similar restrictions for coaches who move to another constituent institution. Ms. Salamone recommended that an independent body be appointed to give confidential advice to student-athletes on issues such as academics, health and mental wellbeing, and professional related issues. Information from this presentation can be found on the Commission's [website](#).

John Shoop, history teacher and assistant coach at A.C. Reynolds High School in Asheville, next addressed the Commission. Mr. Shoop gave a timeline of his experience in athletics as a student-athlete, and his employment as an assistant coach with the NFL and as an assistant coach at UNC Chapel Hill. He talked about the time he spent with student-athletes, and some of the abuse, injustice, and lack of due process he saw student-athletes endure during the academic scandal at UNC-CH. Mr. Shoop expressed the need for student-athlete advocacy, fairness, and respect from universities' athletic departments, the school's legal counsel, and the NCAA. He proposed that there should be a pool of lawyers who are independent from the university who are willing to be advocates for student-athletes.

Bob Orr, former N.C. Supreme Court Justice and attorney for various college athletes, spoke to the Commission next. Justice Orr spoke of the flawed system of governance of intercollegiate athletics and the problem he sees with due process and NCAA's policy to allow institutions to self-police. He noted that the NCAA is a membership organization and the universities and colleges are really who are in charge. He expressed that the process to enforce NCAA rules against student-athletes is fundamentally unfair and that their approach is "guilty until proven innocent". Justice Orr described the problems with allowing institutions to self-police, where the first thing a school does at the risk of facing punishment by the NCAA is to protect the institution, making the student-athlete disposable. He described a case where he became involved in representing student-athletes, and spoke about how there are no rights within the NCAA to protect student-athletes. He concluded his presentation by restating that there is a need for student-athlete's rights that would apply to all NCAA membership sports.

The Commission then heard from Representative Ted Davis, sponsor of HB 230 (Revised Uniform Athlete Agents Act). The bill was introduced in the 2017 session but was not enacted. Representative Davis stated he plans to introduce it again for the upcoming 2019 long session. Representative Davis gave an overview of the bill, stating that it was to protect student-athletes and institutions from unscrupulous athlete agents who are trying to handle professional contracts and endorsement contracts. Current law requires agents to register with the Secretary of State's Office, and this legislation would further

enforce regulations, require agents to contact an institution before they can contact a student-athlete, extend protections for current and former athletes who exhausted their eligibility to compete within the last six months, add criminal penalties, and increase the amount of existing civil penalties, among other things. Representative Davis concluded by saying there are 12 other states that have passed similar legislation. A copy of the bill draft can be found on the Commission's [website](#).

Paul Pogge, Associate Athletic Director at the University of North Carolina at Chapel Hill, spoke to the Commission in support of the proposed legislation regarding agents. Mr. Pogge said there are too many athletes getting bad representation from agents and ending up in hard financial situations. Agents recognize the large amounts of money involved in athletics, some are drawn to the lifestyle and being around professional athletes and many times don't have the student-athlete's best interest in mind. He provided some examples of some agents' unethical practice and conduct. Mr. Pogge said this proposed legislation would allow for greater transparency because agents would be required to provide more information when registering with the Secretary of State's Office and institutions would be notified when an agent wants to contact a student-athlete, allowing them the opportunity to help athletes vet the agent's background and the information that was presented to them. Mr. Pogge concluded that the proposed legislation would lead to greater accountability by those who identify themselves as agents and would also stiffen penalties. Information from this presentation can be found on the Commission's [website](#).

Andy Schwarz, Partner at OSKR and Co-Founder of the Historical Basketball League, next spoke to the Commission about the economics of college sports. Mr. Schwartz began by saying that universities use accounting and budget management practices to create misleading information on the profit of sports, and talked about the many ways institutions hide athletic revenue to make it look like they are breaking even. Mr. Schwartz stated that large increases in team performance can have economically significant effects, especially increasing athletic donations. He recognized that athletic success is a way for institutions to increase their reputation, attract prospective students and coaches, and boost their diversity in their student population. Mr. Schwarz talked about the economic impact, differences, and requirements of Title IX and the Olympic Model. He closed his presentation by saying that student-athletes are adults, not children, they are residents of the State, and should not be confused as being property of the State. Mr. Schwarz advocated for financial literacy education for student-athletes, pointing out that many student-athletes are Pell Grant students below the poverty line and have not handled money before. He also said that agents are a benefit if they are regulated properly. Information from this presentation can be found on the Commission's [website](#).

Justice Orr spoke again to the Commission on the models of student-athlete compensation. He noted that due to the NCAA's Impermissible Benefits Rule, all people associated with the institution, even those not involved in sports, can benefit from the athlete's talents without being penalized, except for the athlete. Justice Orr said there was a simple and straightforward reform: stop punishing athletes from benefiting financially from their skills and success in a sport. He suggested that student-athletes have a constitutional right in North Carolina to compensation for their efforts. He then spoke about

the NCAA and how they criminalize conduct they cannot enforce, and have convinced states to help them do it. Justice Orr stated that student-athletes should have access to trained professionals who can guide them without fear of being punished and being deemed ineligible. He concluded that those professionals should be heavily screened and regulated without a great deal of difficulty and student-athletes should not be punished for seeking their advice for long-term success.

February 20, 2019

The Legislative Commission on the Fair Treatment of College Student Athletes held its fourth meeting on February 20, 2019 at the Legislative Office Building in Raleigh to consider the Commission's final report. The Commission debated the final report and adopted four amendments to the draft legislation, as well as a motion to modify the second recommendation. The Commission then approved a motion to consider the final report and legislation separately. The Commission approved the motion to adopt the final report and approved the separate motion to adopt and include the recommended legislation in the final report.

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FINDINGS AND RECOMMENDATIONS

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FINDING AND RECOMMENDATION 1: UNIFORM AND CONSISTENT STANDARDS FOR ATHLETIC PROGRAMS AND AN INDEPENDENT ENTITY FOR IMPLEMENTATION ARE NEEDED FOR STUDENT-ATHLETES AT ALL CONSTITUENT INSTITUTIONS.

- a) **Inconsistent Regulation.** - The Commission finds that the National Collegiate Athletics Association (NCAA) regulates the conduct of intercollegiate athletics for fifteen of The University of North Carolina constituent institutions. However, the regulations that apply differ based on the division and conference for that constituent institution. The Commission finds that, as a result, there is inconsistency in requirements for intercollegiate athletics among the constituent institutions of The University of North Carolina.
- b) **Consistent Health and Safety Standards.** - The Commission finds that independent medical care and the unchallengeable autonomous authority of primary athletics healthcare providers to determine medical management and return-to-play decisions related to student-athletes are integral to the health and safety of student-athletes. The Commission finds that student-athletes report concerns about transparency, access to information, independence of medical professionals and pressure to return-to-play, even though NCAA rules require independent medical care and address issues such as access to services for mental health. The Commission supports the current and ongoing efforts of the NCAA and constituent institutions to provide more holistic services to support physical and mental health needs for student-athletes, but recommends that consistent health and safety standards be developed for student-athletes at all constituent institutions.
- c) **Consistent Standards for Athletic Trainers.** - The Commission finds that athletic trainers are healthcare providers who are a first point of contact for many student-athletes on issues related to health and safety due to trainers' daily interaction with athletes and their level of knowledge. The Commission recommends that athletic trainers employed at constituent institutions of The University of North Carolina be required to meet high quality standards and have autonomy to provide care and treatment to students as an important component in ensuring student-athlete health and safety.
- d) **Consistent Standards for Concussion Management Plans.** - The Commission finds that ongoing research on concussions and traumatic brain injuries at institutions such as the Matthew Gfeller Sports-Related TBI Research Center has

provided more information and updated protocols for treatment and recovery from sports-related impact injuries. Although the NCAA requires concussion management plans to be developed for all intercollegiate athletics programs, the Commission finds that student-athletes would benefit from implementation of a consistent and comprehensive plan for all constituent institutions in The University of North Carolina that reflects current research and best practice protocols for concussion management, and recommends development of that plan.

- e) **Consistent Access to Medical Information.** - The Commission finds that student-athletes have concerns with the accessibility of health records and medical correspondence related to a student-athlete's injuries and return-to-play decision. The Commission recommends providing student-athletes access to medical records and medical correspondence between team medical professionals and athletic personnel to promote further transparency and accountability in the administration of health care to student-athletes.
- f) **Scholarships for Injured Student-Athletes.** - The Commission finds that NCAA rules prohibit the removal or reduction of financial aid for a student-athlete during the period of the award on the basis of the student-athlete's athletic ability or performance, injury, illness, other physical and mental condition, or any other athletic reason. However, the Commission also finds that not all constituent institutions may award multi-year athletic scholarships, leaving some student-athletes injured while playing without the necessary financial aid to complete their education in subsequent academic years. As a result, the Commission recommends that scholarships should be available for student-athletes to complete their education who are injured while playing and rendered medically ineligible to compete in athletics.
- g) **Additional Study of Health Care Needs.** - The Commission finds regulation and standards of the NCAA and constituent institutions related to student-athlete insurance, healthcare, and safety continue to develop in order to provide the highest care for student-athletes. The Commission recommends that, due to the complexity of these issues, additional study is needed to recommend further changes.
- h) **Student-Athlete Compensation.** - The Commission finds that 'successful intercollegiate athletic programs provide economic value to constituent institutions by increasing alumni athletic donations, enhancing a constituent institution's academic reputation, increasing number of applicants, providing a more balanced and diverse student population, and raising average incoming SAT scores of accepted students. The Commission also finds that there is not a common consensus on models and types of compensation for student-athletes, and that compensating student-athletes for athletic participation at constituent institutions is a complex issue that will require significant investigation of legal and economic

considerations. The Commission recommends that the issue of student-athlete compensation is one that warrants further study and analysis.

- i) Academic Challenges for Student-Athletes** - The Commission finds that most student-athletes perform well academically, but several student-athletes who spoke to the Commission highlighted the struggle to maintain their academic obligations due to their demanding athletic schedules. Additionally, student-athletes are not always aware that scheduling conflicts may make certain majors incompatible with being a student-athlete. In spring 2017, the average student-athlete GPA at constituent institutions ranged from 2.68 to 3.22. However, the federal 6-year graduation rate for black male student-athletes is lower than the graduation rate for other student-athletes at several constituent institutions. Current Board of Governors policy permits some student-athletes and others with special skills to be admitted to constituent institutions without meeting standard requirements. For the 2016-2017 academic year, fifty-four student-athletes were exempt from the minimum admissions requirements and twenty-two student-athletes were exempt from the minimum course requirements for acceptance to constituent institutions. The Commission finds that it is essential for student-athletes who did not meet the minimum admission requirements or the minimum course requirements to be continuously monitored academically and provided additional support. The Commission recommends the disclosure of the percentage of student-athletes enrolled in various academic majors to recruits, current student-athletes and the public to ensure greater academic transparency. The Commission also recommends that additional supports be required for special admission student-athletes, and that further study and recommendations be made on ways to ensuring meaningful education for student-athletes.
- j) Availability of Athletic Scholarships.** - The Commission finds that not all student-athletes receive full scholarships at constituent institutions. The financial aid package may include partial scholarships, or there may be no scholarship at all. Some student-athletes may receive one-year scholarships that are not renewed in future years. A constituent institution may not have funds available to provide multi-year scholarships, even when authorized by the NCAA. The Commission finds that the constituent institutions would benefit from counting out-of-state student-athletes who receive full athletic scholarships as residents of North Carolina in order to increase the availability of funding to provide additional scholarships for student-athletes. The Commission further finds that non-athletic full scholarships are counted in this matter, and recommends that authorizing constituent institutions be permitted to classify out-of-state student-athletes as in-state for purposes of awarding scholarships from recognized entities.
- k) Due Process and Adequate Representation.** - The Commission finds that athletic departments have a conflict of interest when addressing complaints raised by

student-athletes and athletic personnel, since their interests do not always align. Athletic departments are incentivized to self-report rules infractions quickly in order to avoid penalties from the NCAA. When a question over a student-athlete's athletic eligibility is raised, the resulting process followed by constituent institutions may be complicated, rushed, and confusing for student-athletes. The Commission finds that student-athletes may lack representation and due process in these eligibility investigations. Further, the Commission finds that each constituent institution establishes its own expectations for athletic personnel, which may result in inconsistent standards of conduct toward student-athletes between and within constituent institutions. Finally, the Commission finds that student-athletes and athletic personnel report concerns of retaliation for reports of unfair treatment. The Commission recommends the creation of a standardized process to determine student-athlete eligibility and the creation of an independent entity for investigation of complaints, conduct of hearings, and issuance of sanctions for violations.

- l) Limited Data on Student-Athletes.** - The Commission finds that constituent institutions annually survey student-athletes for information on their review of the athletic program, though this information is not publicly available due to confidentiality concerns. The results of these surveys are maintained for internal use by the constituent institutions. The Commission recommends an independent entity compile publicly accessible information about student-athletes and athletic programs to promote transparency and awareness. This should include standardized, uniform surveys of student-athletes about their experience in their athletic program, information on student-athlete injuries arising out of participation in athletic programs, and violations by athletic programs.

- m) Creation of the University Student-Athlete Protection Commission.** – The Commission recommends that an independent entity within The University of North Carolina is needed to provide uniform standards and a code for the conduct of student-athletes and athletic personnel across the System. The Commission therefore recommends that the University Student-Athlete Protection Commission be created to adopt uniform health and safety standards, to adopt a code of conduct for athletic personnel, and to develop a system for adjudicating complaints about the athletic programs at constituent institutions, while ensuring protections and rights of student-athletes. The Commission further recommends that the University Student-Athlete Protection Commission study additional issues in-depth related to student-athletes, including improving healthcare, academic opportunities, access to public records, and means of providing compensation, and report its findings to standing study committees of the General Assembly for further consideration. The recommendations of the Committee are presented specifically in the attached draft legislation 2019-TC-8.

FINDING AND RECOMMENDATION 2: CONSIDERATION OF THE REVISED UNIFORM ATHLETE AGENTS ACT.

The Commission finds that the proposed Revised Uniform Athlete Agents Act (RUAAA), as presented to the Commission, is a revised proposal from the Uniform Law Commission. The proposed draft provides for registration of athlete-agents, creates a form agency contract that includes information for student-athletes on actions that might endanger athletic eligibility, and requires notification to educational institutions when an enrolled student-athlete enters into an agency contract. The proposed draft also prohibits certain conduct by athlete-agents and provides for both criminal and civil penalties for those violations. The Commission supports the principles of the proposed RUAAA to provide protection for student-athletes from dishonest practices, and recommends that the proposed draft be considered through the committee process during the 2019 Session of the General Assembly, including providing sufficient resources to the Secretary of State to support enforcement of the RUAAA.

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COMMITTEE MEMBERSHIP

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2019-2020

President Pro Tempore of the Senate
Appointments:

Sen. Dan Bishop
Sen. Warren Daniel
Sen. Don Davis
Sen. Joyce Krawiec
Sen. Floyd B. McKissick, Jr.
Hon. Jeffery P. Tarte

Speaker of the House of Representatives
Appointments:

Rep. John R. Bell, IV
Rep. John A. Fraley
Rep. Ken Goodman
Rep. Jon Hardister
Rep. Gregory F. Murphy, MD
Rep. Robert T. Reives, II

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COMMITTEE CHARGE/STATUTORY AUTHORITY

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

SESSION LAW 2018-97
SENATE BILL 335

AN ACT TO MAKE TECHNICAL, CLARIFYING, AND OTHER MODIFICATIONS TO THE CURRENT OPERATIONS APPROPRIATIONS ACT OF 2018 AND TO CREATE THE LEGISLATIVE COMMISSION ON THE FAIR TREATMENT OF COLLEGE STUDENT-ATHLETES.

The General Assembly of North Carolina enacts:

...

PART XII. STUDY/FAIR TREATMENT OF COLLEGE ATHLETES

SECTION 12.1.(a) The Legislative Commission on the Fair Treatment of College Student-Athletes is created. The purpose of the Commission is to examine the needs and concerns of college students participating in athletics on behalf of the constituent institutions of The University of North Carolina and to propose appropriate legislation where needed to implement the objectives of this Commission.

SECTION 12.1.(b) The Commission shall consist of six members of the Senate, appointed by the President Pro Tempore of the Senate with political parties represented in proportion to the legislative makeup, and six members of the House of Representatives, appointed by the Speaker of the House of Representatives with political parties represented in proportion to the legislative makeup.

Vacancies on the Commission shall be filled by the same appointing authority that made the initial appointment.

SECTION 12.1.(c) The Lieutenant Governor shall be an ex officio voting member and shall also serve as the chair of the Commission. The Commission shall meet upon the call of the chair.

SECTION 12.1.(d) A quorum shall be a majority of the Commission members.

SECTION 12.1.(e) The Commission shall study issues related to the provision of health insurance, sports injuries and non-sports injuries, and profit-sharing for student athletes. In its study, the Commission shall consider all of the following:

- (1) Physical and mental health and safety concerns arising out of participation in athletic competition or resulting from injuries sustained during athletic competition, including, but not limited to, concussions and other life-impacting injuries.

- (2) Long-term physical and mental health and wellness issues grounded in participation in athletic competition but not manifesting until later in an athlete's life and the ability of former athletes to receive adequate long-term treatment for these issues.
- (3) The need for full-time enrolled college students to have adequate time to devote to educational responsibilities separate and apart from time demands for athletic competition.
- (4) Educational opportunities for choosing majors and classes consistent with the nonathletic participating students' opportunities at a constituent institution, including, but not limited to, academic choices and extracurricular abilities to participate in internships and study abroad.
- (5) The right to receive academic instruction from qualified faculty members at the constituent institutions and to be taught at an academic level consistent with the standards of accredited higher education institutions.
- (6) The right to a fair and impartial hearing and the right to be independently represented before being disciplined for alleged eligibility rules violations by any school, conference, or membership association governing participation in college athletics.
- (7) In exchange for his or her participation on behalf of any constituent institution, a fair and adequate financial aid or scholarship assistance package to the extent financial aid or scholarship sources are provided to selected students in exchange for their participation on institutional athletic teams.
- (8) Consideration of remuneration or profit-sharing for student athletes for the use by institutional or commercial entities of the students' image, or other identifiable source, such as television rights or collegiate apparel that produce commercial profit for the institutions, membership associations, or commercial entities.
- (9) The right of students participating in college athletics to be adequately represented by attorneys, agents, or financial advisors throughout their college careers (as do all other students) without being subject to losing their eligibility to participate in college athletics.
- (10) A review of regulatory rules and punishments imposed on student athletes by any governing membership organization, including, but not limited to, the National Collegiate Athletic Association, that limits a student's ability to transfer between schools, or participate on college athletic teams by restricting the student's ability to engage in outside work or compensatory services.
- (11) The obligation of the university to provide the means for a student-athlete to finish their academic requirements to obtain an undergraduate degree after their athletic eligibility or athletic scholarship has expired.
- (12) Any other issue the Commission deems relevant based on testimony or evidence presented to the Commission.

SECTION 12.1.(f) The Commission, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4. The Commission may meet in the Legislative Building or the Legislative Office Building. Members of the Commission shall receive subsistence and travel expenses at the rates set forth in G.S. 120-3.1 or G.S. 138-6, as appropriate.

The Legislative Services Commission, through the Legislative Services Officer, shall assign professional staff to assist the Commission in its work. The Director of Legislative Assistants of the House of Representatives and the Director of Legislative Assistants of the Senate shall assign clerical support to the Task Force. The Commission may contract for professional, clerical, or consultant services, as provided by G.S. 120-32.02.

SECTION 12.1.(g) The Commission shall submit a report on the results of its study, including any proposed legislation, by March 1, 2019, to the members of the Senate and the House of Representatives by filing a copy of the report with the Office of the President Pro Tempore of the Senate, the Office of the Speaker of the House of Representatives, and the Legislative Library. The Commission shall terminate on March 1, 2019, or upon the filing of its report, whichever occurs first.

PART XII. EFFECTIVE DATE

SECTION 12. Except as otherwise provided, this act becomes effective July 1, 2018.

In the General Assembly read three times and ratified this the 15th day of June, 2018.

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LEGISLATIVE PROPOSALS

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

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BILL DRAFT 2019-TC-8 [v.33]

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
02/20/2019 04:42:54 PM

Short Title: University Student-Athlete Protection Comm.

(Public)

Sponsors:

Referred to:

A BILL TO BE ENTITLED
AN ACT TO CREATE PROTECTIONS FOR THE RIGHTS OF INTERCOLLEGIATE
STUDENT-ATHLETES AND TO ALLOW IN-STATE TUITION FOR CERTAIN
SCHOLARSHIPS FOR OUT-OF-STATE STUDENT-ATHLETES, AS
RECOMMENDED BY THE LEGISLATIVE COMMISSION ON THE FAIR
TREATMENT OF COLLEGE STUDENT ATHLETES.

The General Assembly of North Carolina enacts:

SECTION 1.(a) Chapter 116 of the General Statutes is amended by adding a
new Article to read:

"Article 37.

"Student-Athlete Protections.

"§ 116-400. Purpose and applicability.

(a) Purpose. – The General Assembly finds that independent oversight is needed to ensure consistent and fair treatment of student-athletes. The purpose of this Article is to provide protection and assistance for student-athletes who participate in interscholastic athletics at constituent institutions, and to ensure consistency in standards related to the health, welfare, academic opportunities, and treatment of student-athletes.

(b) Application. – This Article applies to all constituent institutions that have an athletic program. Constituent institutions with athletics programs shall comply with all rules and sanctions of the University Student-Athlete Protection Commission authorized by this Article.

"§ 116-405. Definitions.

As used in this Article, the following terms shall have the following meanings:

- (1) Athletic personnel. – Individuals employed or independently contracted by a constituent institution who work with an athletic program.
- (2) Athletic program. – A sport program played at the collegiate level for which eligibility requirements for participation by a student-athlete are established by a national association for the promotion or regulation of collegiate athletics. The term "athletic program" shall not include any club sports or any student-led recreational organizations.

- (3) Athletic program event. – An event in which one or more student-athletes compete in connection with their participation in an athletic program.
- (4) Commission. – The University Student-Athlete Protection Commission.
- (5) Medical personnel. – Individuals providing primary athletic health care, such as a team physician or athletic trainer.
- (6) Student-athlete. – A student enrolled at a constituent institution who participates in an athletic program at that institution.

"§ 116-410. Rights of student-athletes.

In order to protect the rights of student-athletes, constituent institutions with an athletic program shall have the following duties:

- (1) Health and Safety. – Constituent institutions shall have the following duties related to health and safety:
 - a. Ensuring that athletic personnel follow the health and safety standards established pursuant to G.S. 116-435.
 - b. Ensuring that athletic personnel follow the code of conduct established pursuant to G.S. 116-435.
 - c. Requiring athletic trainers to meet the standards set by the North Carolina Association of Athletics Trainers.
 - d. Requiring applicants for athletic personnel positions to present documentation regarding any disciplinary action taken against them by previous employers.
 - e. Requiring contracts for athletic personnel to provide for immediate termination if the athletic personnel is found to have withheld documentation required by sub-subdivision d. of this subdivision.
- (2) Academic Opportunities. – Constituent institutions shall have the following duties related to academic opportunities:
 - a. Disclosing to recruits, current student-athletes, and the public the percentage of student-athletes enrolled in each academic major on each team.
 - b. Awarding an injured student-athlete scholarship to any qualifying student, as provided in G.S. 116-465.
 - c. Providing continuous academic monitoring and support for first-year student-athletes who were admitted without meeting minimum admission requirements or minimum course requirements for The University of North Carolina.
- (3) Due Process. – Constituent institutions shall have the following duties related to due process in an athletic investigation related to eligibility conducted by that institution:
 - a. Establishing and following a process for determining whether a student-athlete is ineligible for participation in an athletic program.
 - b. Providing student-athletes with notice and an opportunity to respond 24 hours prior to requesting any admission of responsibility that could impact athletic eligibility.

- c. Ensuring that a certified attorney is available to a student-athlete in accordance with G.S. 116-460. This requirement may be waived by a student-athlete if one of the following applies:
 - 1. The student-athlete elects to retain counsel independently, and a waiver of a certified attorney is signed by the student-athlete and the student-athlete's counsel.
 - 2. The student-athlete, after speaking with the certified attorney, elects to waive the right to a certified attorney, and a waiver of certified attorney is signed by the student-athlete and the certified attorney.
 - d. Requiring athletic investigations related to eligibility to take place in a timely manner.
- (4) Other Duties. – Constituent institutions shall have the following other duties:
- a. Preventing retaliation against individuals, including student-athletes, who report suspected violations of this Article.
 - b. Providing all data and reports requested by the Commission in a timely manner.
 - c. Ensuring that revenue is not derived by the constituent institution from the use of a student-athlete's name, image, or likeness, except as provided in G.S. 116-415.

"§ 116-415. Limiting revenue derived from a student-athlete's name, image, or likeness.

(a) Revenue Limitations. – Constituent institutions shall only derive revenue from the use of a student-athlete's name, image, or likeness if both of the following criteria are met:

- (1) The student-athlete consents in writing to the constituent institution's use of the student-athlete's name, image, or likeness.
- (2) The revenue is derived from an athletic program event, including through ticket sales, media rights, advertising or sponsorship rights, event programs, or parking permits.

(b) Conditioning Participation. – Constituent institutions may condition a student-athlete's participation in an athletic program on the student-athlete granting permission to use his or her name, image, or likeness, as described in subsection (a) of this section.

"§ 116-420. University Student-Athlete Protection Commission.

(a) Creation. – There is created the University Student-Athlete Protection Commission, which shall be administratively located as a part of The University of North Carolina System.

(b) Membership. – The Commission shall have nine members, appointed as follows:

- (1) Three members shall be appointed by the Board of Governors. One member appointed by the Board of Governors shall have experience and expertise with an athletic program.

- (2) Three members shall be appointed by the General Assembly upon the recommendation of the President Pro Tempore of the Senate. One member appointed upon the recommendation of the President Pro Tempore of the Senate shall have experience and expertise with employment law and human resources.
- (3) Three members shall be appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives. One member appointed upon the recommendation of the Speaker of the House of Representatives shall have experience and expertise with sports medicine.

(c) Membership Disqualifications. – No member of the General Assembly or officer or employee of The University of North Carolina, or any constituent institution, or the board of trustees of any constituent institution may be appointed as a member of the Commission. No current officer or employee of a private college or university in the State may be appointed as a member of the Commission.

(d) Terms. – Members shall serve for a term of four years and until their successors are appointed and duly qualified. Terms of office shall begin July 1 of odd-numbered years. No member shall serve more than two full terms of office.

(e) Vacancies. – Vacancies on the Commission shall be filled by the appointing authority for the remainder of the unexpired term.

(f) Removal. – The appointing authority may remove any member for misfeasance, malfeasance, or nonfeasance. The Board of Governors may remove a member by resolution. The General Assembly may remove a member by joint resolution.

(g) Officers. – The Commission shall elect a chair, vice-chair, and secretary at the first meeting held after July 1 in each year for a one-year term of office. The chair, or in the chair's absence, the vice-chair, shall preside at all meetings of the Commission. In the absence of the chair or vice-chair, the chair shall appoint a chair pro tempore to preside.

(h) Meetings. – The Commission shall meet at least quarterly and at other times as called by its chair or by five of its members.

(i) Quorum. – Five members shall constitute a quorum for the transaction of business of the Commission. The favorable vote of at least a majority of the members of the Commission present at any meeting is required for the adoption of any official action.

(j) Expenses. – The members of the Commission shall receive per diem and allowances as provided in G.S. 138-5 and G.S. 138-6. These expenses and compensation shall be paid from fund collected as provided in G.S. 116-430.

"§ 116-425. Commission Director.

(a) Director. – There is hereby created the position of Director of the Commission, who shall perform all duties imposed by statute and such duties as may be assigned by the Commission.

(b) Term and Vacancies. – The Commission shall appoint a Director for a term of two years. The Director shall serve beginning August 1 after the first meeting held after new appointments to the Commission are made in odd-numbered years, unless removed for cause, until a successor is appointed. In the event of a vacancy, the vacancy shall be filled for the remainder of the term.

(c) Duties. – The Director shall be responsible for staffing, administration, and execution of the Commission's decisions and orders and shall perform such other

responsibilities as may be assigned by the Commission. In the discretion of the Commission, the Director may be authorized to hire additional staff to the extent funds are available. The Commission shall have the authority to fix the compensation of the Director and other authorized staff to be payable from funds made available to the Commission as provided in G.S. 116-430.

"§ 116-430. University Student-Athlete Protection Commission Trust Fund.

(a) Trust Fund. – There is established the University Student-Athlete Protection Commission Trust Fund to be administered by the Commission.

(b) Required Contributions. – Each constituent institution that has an athletic program shall provide one percent of all revenue derived from the sale of tickets to athletic program events in the prior academic year by the constituent institution to the Commission Trust Fund for its support no later than July 1 annually.

(c) Commission Expenses. – All funds (i) received from constituent institutions as provided in subdivision (b) of this section and (ii) earned as interest on these funds shall be placed in the Commission Trust Fund. The purpose of the Commission Trust Fund is to provide for the Commission's administrative costs, the salary of the Director of the Commission and other Commission staff, and to provide the Commission with funds to use for conduct of investigations required by this Article.

"§ 116-435. Powers and duties.

The powers and duties of the Commission shall include the following:

- (1) Health and Safety Standards. – Establishing and updating health and safety standards for student-athletes, in consultation with the North Carolina Athletic Trainers Association, the Matthew Gfeller Sport-Related Traumatic Brain Injury Research Center, and medical personnel from constituent institutions. Health and safety standards shall include at least the following:
 - a. Medical personnel shall be independent of the athletics program and shall not report to the athletics department of a constituent institution.
 - b. Student-athletes shall have access to medical records for all treatments in the course of the student-athlete's participation in the athletic program.
 - c. Standard concussion protocol shall be required across athletic programs at all constituent institutions.
 - d. A student-athlete shall be copied on all correspondence regarding the student-athlete between athletic personnel and medical personnel.
- (2) Code of Conduct. – Establishing and updating a code of conduct for athletic personnel. The code of conduct shall include at least the following:
 - a. Athletic personnel shall not engage in bullying or harassing behavior, including sexual misconduct.
 - b. Athletic personnel shall report any instance of reasonably suspected violations of the health and safety standards or the code of conduct developed pursuant to this section to the Commission.

- c. Athletic personnel shall not retaliate against individuals, including student-athletes, who report suspected violations of the health and safety standards or the code of conduct developed pursuant to this section.
- (3) Publicly-Accessible Databases. – Creating and maintaining publicly-accessible databases related to the protection of student-athletes. The databases shall not include information otherwise protected by State or federal law. Databases shall be created and maintained for each of the following:
 - a. Injuries to student-athletes arising out of participation in an athletic program at a constituent institution.
 - b. Aggregate results of the surveys required by sub-subdivision a. of subdivision (4) of this section.
 - c. Violations of this Article.
- (4) Other Duties. –
 - a. Conducting surveys of student-athletes regarding their experiences in their athletic program.
 - b. Requiring reports from constituent institutions related to the well-being of student-athletes.
 - c. Coordinating with the Secretary of State to monitor athlete agents operating within the State.
 - d. Adopting rules to implement this Article.
 - e. Performing other duties as may be necessary to accomplish the purposes of this Article.

"§ 116-440. Complaints, investigations, and hearings.

(a) Jurisdiction. – A student-athlete or athletic personnel at a constituent institution may submit a complaint with the Commission alleging a violation of any of the following:

- (1) The health and safety standards for student-athletes established by the Commission, as provided in G.S. 116-435.
- (2) The code of conduct for athletic personnel established by the Commission, as provided in G.S. 116-435.
- (3) The duties of constituent institutions to student-athletes, as required by G.S. 116-410.

(b) Complaint Process. – The Commission shall establish a process for student-athletes and athletic personnel to file complaints and may require complaints to include specific information and to be submitted within a specified time after the occurrence or discovery of the violation for investigation by the Commission. The Commission shall require that a student-athlete or athletic personnel must verify that either (i) the contents of the complaint are within the knowledge of the student-athlete or athletic personnel verifying the complaint, or (ii) the basis upon which the student-athlete verifying the complaint believes the allegations to be true.

(c) Complaints on Its Own Motion. – Upon receipt of a report by athletic personnel of reasonably suspected violations of the health and safety standards or the code of conduct adopted by the Commission as provided in G.S. 116-435, the Commission may conduct an investigation under this section on its own motion. An investigation initiated by the

Commission on its own motion shall be treated as a complaint for purposes of this section and need not be sworn or verified.

(d) Complaints Declined. – The Commission may decline to investigate any complaint that does not meet all of the requirements of the process established by the Commission, or in its sole discretion, may request additional information to be provided by the student-athlete or athletic personnel within a specified period of time of no less than five business days. The Commission may also decline to investigate an alleged violation if it determines that any of the following apply:

- (1) The complaint is frivolous or brought in bad faith.
- (2) The specific alleged violation had already been the subject of a prior complaint.
- (3) The violation is primarily a matter more appropriately and adequately addressed and handled by other federal, State, or local agencies or authorities, including law enforcement authorities. If other agencies or authorities are conducting an investigation of the same actions or conduct involved in a complaint filed under this section, the Commission may stay its investigation pending final resolution of the other investigation.

If the Commission declines to investigate a complaint, the Commission shall notify the student-athlete or athletic personnel in writing of the dismissal of the complaint within 10 business days of the decision.

(e) Conduct of Investigation of Complaints by the Commission. – The Commission shall conduct an investigation of any alleged violation not dismissed as provided in subsection (d) of this section. The Commission shall notify the constituent institution of the alleged violation in writing within 10 business days of the determination to investigate the complaint. The Commission shall conduct the investigation in a timely manner.

(f) Constituent Institution Cooperation. – The Commission may request that any student-athlete filing a complaint complete a waiver with the constituent institution of the Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. § 1232g, for release of that student's education records relevant to the investigation to the Commission. Constituent institutions shall promptly and fully cooperate with the Commission in any investigation by providing the following upon request by the Commission:

- (1) Notwithstanding G.S. 126-24, all information, documents, and data within the constituent institution's possession, or ascertainable from the constituent institution's records, including any internal investigation or personnel documentation.
- (2) Any athletic or other personnel of the constituent institution for interview.
- (3) Access to athletic facilities for inspection. Notwithstanding G.S. 126-24, constituent institutions shall provide personnel records relevant to the investigation to the Commission upon request.

Failure to cooperate fully with the Commission in any investigation shall be grounds for sanctions as set forth in G.S. 116-445.

(g) Dismissal of Complaint after Preliminary Investigation. – The Commission shall conclude the preliminary investigation within 20 business days. The Commission

shall dismiss the complaint, if at the end of its preliminary investigation the Commission determines that any of the following apply:

(1) The complaint does not allege facts sufficient to constitute a violation under subsection (a) of this section.

(2) The complaint is determined to be frivolous or brought in bad faith.

(h) Commission Investigation. – If at the end of its preliminary investigation, the Commission determines to proceed with further inquiry into the alleged violation, the Commission shall provide written notice to the student-athlete or athletic personnel who filed the complaint and the constituent institution as to the fact of the investigation and the alleged violation. The constituent institution shall be given an opportunity to file a written response with the Commission.

(i) Action on Inquiries. – The Commission shall conduct investigations into complaints to the extent necessary to either dismiss the complaint for lack of probable cause of a violation under this Article, or to decide to proceed with a hearing under subsection (j) of this section.

(j) Hearing. –

(1) The Commission shall give full and fair consideration to all complaints received. If the Commission determines that the complaint cannot be resolved without a hearing, or if the constituent institution requests a hearing, a hearing shall be held.

(2) The Commission shall send a notice of the hearing to the student-athlete or athletic personnel and the constituent institution. The notice shall contain the time and place for a hearing on the matter, which shall begin no less than 30 days and no more than 90 days after the date of the notice.

(3) The Commission shall make available to the constituent institution all documents or other evidence which are intended to be presented at the hearing to the Commission at least 30 days prior to the date of the hearing held in connection with the investigation of a complaint. Any documents or other evidence discovered within less than 30 days of the hearing shall be furnished as soon as possible after discovery but prior to the hearing.

(4) At any hearing held by the Commission:

a. Oral evidence shall be taken only on oath or affirmation.

b. Notwithstanding Article 33 of Chapter 143 of the General Statutes, the hearing shall not be open to the public, but shall be held in closed session, unless the student-athlete requests the hearing be open to the public.

c. The student-athlete or athletic personnel who filed the complaint shall have the right to present evidence, call and examine witnesses, cross-examine witnesses, introduce exhibits, and be represented by counsel.

d. The constituent institution being investigated shall have the right to present evidence, call and examine witnesses, cross-examine witnesses, introduce exhibits, and be represented by counsel.

(k) Settlement of Investigations. – The constituent institution who is the subject of the complaint, the student-athlete or athletic personnel who filed the complaint, and the Director of the Commission may meet by mutual consent before the hearing to discuss the possibility of settlement of the investigation or the stipulation of any issues, facts, or matters of law. Any proposed settlement of the investigation is subject to the approval of the Commission.

(l) Disposition of Investigations. – After the hearing, the Commission shall dispose of the matter in one or more of the following ways:

- (1) If the Commission finds substantial evidence of an alleged violation of a criminal statute, the Commission shall refer the matter to the Attorney General for investigation and referral to the district attorney for possible prosecution.
- (2) If the Commission finds that the alleged violation is not established by clear and convincing evidence, the Commission shall dismiss the complaint.
- (3) If the Commission finds that the alleged violation of this Article is established by clear and convincing evidence, the Commission shall determine the appropriate sanction for the violation, as provided in G.S. 116-445.

(m) Notice of Dismissal. – Upon the dismissal of a complaint under this section, the Commission shall provide written notice of the dismissal to the student-athlete or athletic personnel who filed the complaint and the constituent institution against whom the complaint was filed. Except as provided in subsection (o) of this section, the complaint and notice of dismissal are confidential and not public records.

(n) Final Decision. – Except for an appeal of sanctions as provided in G.S. 116-450, the decision of the Commission as to any complaint is final, and is not subject to appeal.

(o) Confidentiality. – Complaints and responses filed with the Commission and findings, reports and other investigative documents and records of the Commission connected to an inquiry under this section, shall be confidential and not matters of public record, except as otherwise provided in this section or when the student-athlete requests in writing that the complaint, response, and findings be made public. The Commission shall render the findings of its inquiry in writing. If the Commission finds that a violation of this Article has occurred, the complaint, response, and findings shall be made public.

"§ 116-445. Sanctions.

(a) Sanctions. – In addition to any other remedy or penalty authorized by law, a constituent institution that commits a violation of this Article shall be subject to sanctions established pursuant to rules adopted by the Commission. The Commission is authorized to issue one or more of the following sanctions:

- (1) Requiring the constituent institution to participate in mediation with the Commission.
- (2) Requiring additional reporting to the Commission.
- (3) Appointing a monitor to participate in athletic program decision-making and reporting back to the Commission.
- (4) Requiring an athletic program to obtain a professional services contract with another entity.
- (5) Restricting the sales price of tickets to athletic program events.

- (6) Restricting participation in post-season events.
- (7) Terminating one or more teams within the athletic program.
- (b) Factors for Consideration. – The Commission shall consider all of the following factors when establishing sanctions for a violation of this Article:
 - (1) The number and duration of violations.
 - (2) Whether the violation was the result of an intentional or negligent action.
 - (3) The nature and extent of harm caused by the violation.
- (c) Payment of Costs. – Any costs associated with the sanctions under subsection (a) of this section shall be paid by the constituent institution.
- (d) Notwithstanding subsection (a) of this section, the Commission shall have the authority to enter into an alternative agreement with a constituent institution in lieu of sanctions.

"§ 116-450. Appeal of sanctions to Board of Governors.

- (a) Appeal. – If the Commission finds that a constituent institution has violated this Article, and has issued a sanction for the violation, the constituent institution may appeal the sanction to the Board of Governors.
- (b) Notice. – A notice of appeal shall be submitted to the Board of Governors within 10 days of the Commission's issuance of the sanction. The Board of Governors shall establish a process for constituent institutions to submit appeals and may require appeals to include specific information.
- (c) Commission Documentation. – The Commission shall provide to the Board of Governors within 10 days of the request any investigative documents and records related to the violation.
- (d) Reconsideration of Sanctions. – If two-thirds of the membership of the Board of Governors determines that the sanctions assessed by the Commission are arbitrary or capricious, the Board of Governors shall vacate the sanctions assessed by the Commission, and shall direct the Commission to reconsider the appropriate sanctions for the violation.

"§ 116-455. No retaliation against student-athletes or athletic personnel.

- (a) Organization Retaliation. – No interscholastic or amateur athletic organization that sponsors, oversees, or conducts athletic competitions in North Carolina may penalize or retaliate against any student-athlete or that student-athlete's constituent institution in the event a court issues a valid injunctive order permitting said student-athlete to compete in that organization's event regardless of whether the injunction is later vacated, stayed, or reversed. Any entity violating this section shall be liable to the State for a civil penalty of not less than one thousand dollars (\$1,000) and not more than five thousand dollars (\$5,000) for each violation.
- (b) Constituent Institution Retaliation. – No constituent institution shall penalize or retaliate against any student-athlete or athletic personnel for filing a complaint with the Commission as provided in G.S. 116-440. The Commission may issue sanctions, as provided in G.S. 116-445, upon a finding that a constituent institution has penalized or retaliated against a student-athlete or athletic personnel for filing a complaint.

"§ 116-460. Pro bono legal assistance for student-athletes.

- (a) Certified Attorneys. – The Commission, in consultation with the North Carolina State Bar, shall establish a process to certify attorneys to provide pro bono legal assistance

for student-athletes. At a minimum, the Commission shall require the following for certification:

- (1) The individual must be an active member of the Bar of the State of North Carolina admitted and licensed to practice as an attorney at law.
- (2) The individual must have completed training recognized by the Commission on legal issues related to rights of student-athletes.
- (3) The individual shall verify that they will receive no compensation, whether monetary or otherwise, for their services.

(b) Assignment of Certified Attorneys. – The Commission shall maintain a list of certified attorneys. Constituent institutions shall contact the Commission to request assignment of a certified attorney to a student-athlete for any athletic investigation by a constituent institution related to a student-athlete's athletic eligibility. The constituent institution is only required to ensure the availability of a certified attorney to protect rights established under G.S. 116-410(3), and is not required to ensure access to an attorney for any other criminal or civil matter. The constituent institution shall provide the student-athlete the opportunity to speak with the certified attorney prior to proceeding with the investigation. The opportunity to speak with the certified attorney may be satisfied by confidential in-person, telephonic, or video communications between the certified attorney and the student-athlete.

(c) Waiver. – A constituent institution may request a waiver of the requirement to ensure availability of a certified attorney to a student-athlete prior to beginning an investigation, as provided in G.S. 116-410, if the Commission determines that no certified attorney is available to initially speak with a student-athlete within 48 hours of the request by the constituent institution. The Commission shall assign a certified attorney to the student-athlete as soon as one is available, and shall notify the constituent institution that a certified attorney has been assigned and that the student-athlete should be permitted to speak with the certified attorney prior to proceeding with the investigation.

(d) Civil Liability. – Any attorney serving as a certified attorney under this section shall not be civilly liable for acts or omissions committed in connection with any assistance provided to a student-athlete in an investigation if the attorney acted in good faith and was not guilty of gross negligence.

"§ 116-465. Injured Student-Athlete Scholarship Trust Fund.

(a) Scholarship Trust Fund. – There is established the Injured Student-Athlete Scholarship Trust Fund to be maintained by the Commission.

(b) Contributions. – Each constituent institution that has an athletic program shall provide one percent of all revenue derived from the sale of tickets to athletic program events in the prior academic year by the constituent institution to the Scholarship Trust Fund no later than July 1 annually.

(c) Investment of Funds. – All funds (i) received from constituent institutions as provided in subsection (b) of this section and (ii) earned as interest on these funds shall be placed in the Scholarship Trust Fund. The purpose of the Scholarship Trust Fund is to provide scholarships to constituent institutions to award to qualifying students.

(d) Qualifying Students. – A student is a qualifying student for purposes of this section if the student meets the following qualifications:

- (1) At the time of injury, was a member of an athletic program at the constituent institution.

(2) Sustained an injury in connection with participation in the athletic program that resulted in a determination by medical personnel that the student was not medically eligible to participate in the athletic program during the remainder of the student's period of athletic eligibility.

(e) Award of Scholarship. – A qualifying student shall be awarded by the constituent institution an injured student-athlete scholarship that covers at least the same percentage of the cost of attendance as the qualifying student's prior athletic scholarship. The scholarship shall be awarded for the following duration, whichever is earlier:

(1) Through the completion of the student-athlete's undergraduate degree.

(2) Five years from the student-athlete's first semester of athletic eligibility.

(f) Scholarship Funding. – A constituent institution shall provide documentation on the qualifying student and amount of the injured student-athlete scholarship to be awarded to that student, and an amount equivalent to that scholarship shall be awarded to the constituent institution from the Scholarship Trust Fund. In the event that there are insufficient funds in the Scholarship Trust Fund for all requests received from constituent institutions, funds shall be distributed by pro rata share.

(g) Rules. – The Commission shall adopt rules to implement this section.

"§ 116-470. Annual report.

The Commission shall report to the Board of Governors of The University of North Carolina and the Joint Legislative Education Oversight Committee annually, no later than August 15 each year, on the status of student-athlete protection under this Article. The report shall include at least the following:

(1) Number of complaints made to the Commission under G.S. 116-440, including a breakdown of complaints based on the following:

a. Type of complainant (student-athlete or athletic personnel).

b. Constituent institution identified in the complaint.

c. Sport or sports affected by the alleged violation.

d. Type of alleged violation.

(2) Number of violations found by the Commission under G.S. 116-440, including a breakdown of violations based on the following:

a. Type of complainant (student-athlete or athletic personnel).

b. Constituent institution identified in the complaint.

c. Sport or sports affected by the violation.

d. Type of violation.

(3) Number and dollar amount of injured student scholarships awarded under G.S. 116-465.

(4) Data from databases maintained under G.S. 116-435 not otherwise required by subdivision (2) of this section.

(5) Any recommended changes in law to better protect the rights of student-athletes.

SECTION 1.(b) G.S. 163A-152(70) reads as rewritten:

"(70) Public servants. – All of the following:

...

w. The director of the University Student-Athlete Protection Commission."

SECTION 1.(c) Notwithstanding G.S. 116-420, as enacted by this act, initial appointments to the University Student-Athlete Protection Commission shall be made by the appointing authority no later than July 1, 2019, and shall be as follows:

- (1) The Board of Governors shall appoint:
 - a. Two members to a term to expire July 1, 2021.
 - b. One member to a term to expire July 1, 2023.
- (2) The General Assembly, upon the recommendation of the President Pro Tempore of the Senate, shall appoint:
 - a. One member to a term to expire July 1, 2021.
 - b. Two members to a term to expire July 1, 2023.
- (3) The General Assembly, upon the recommendation of the Speaker of the House of Representatives, shall appoint:
 - a. One member to a term to expire July 1, 2021.
 - b. Two members to a term to expire July 1, 2023.

SECTION 1.(d) Notwithstanding G.S. 116-420, as enacted by this act, the University Student-Athlete Protection Commission shall hold an initial meeting no later than August 1, 2019. The University of North Carolina General Administration shall provide temporary staff and meeting space for the Commission until October 1, 2019.

SECTION 2.(a) The University Student-Athlete Protection Commission shall study the relationship between student-athletes, constituent institutions and the National Collegiate Athletic Association from a healthcare perspective. In conducting the study, the Commission shall evaluate and make recommendations to improve the health, safety and welfare of student-athletes by examining such topics as:

- (1) Health insurance coverage.
- (2) Athletic injuries, including return to play decisions and medical management.
- (3) Consistency in health and safety standards.
- (4) Any other relevant topics the Commission deems appropriate.

SECTION 2.(b) The study may include input from other states, stakeholders and experts on health care, as deemed necessary. The Commission's recommendations shall include a proposed timeline for implementation of any suggested changes.

SECTION 2.(c) The Commission shall submit a final report of its findings and recommendations to the Joint Legislative Oversight Committee on Health and Human Services and the Joint Legislative Education Oversight Committee by December 1, 2020.

SECTION 3.(a) The University Student-Athlete Protection Commission shall collaborate with the chief academic officers at each constituent institution to study ways to improve academic support provided to student-athletes by constituent institutions. In conducting the study, the Commission shall consider the following:

- (1) Evaluating ways athletic time constraints interact with academic time requirements and recommending any criteria or restrictions in order to ensure student-athletes have the necessary time available to devote to academic pursuits.
- (2) Studying student-athlete's selection of courses and majors for the past three academic years, and identifying any necessary reform to ensure independence when courses and majors are selected by student athletes.

(3) Examining the creation of a summer internship program specifically designed to accommodate student-athletes and to provide opportunities to explore career interests.

(4) Any other relevant topics the Commission deems appropriate.

SECTION 3.(b) The Commission shall submit a final report of its findings and recommendations to the Joint Legislative Education Oversight Committee by December 1, 2020.

SECTION 4.(a) The University Student-Athlete Protection Commission shall study ways to compensate student-athletes for participation in athletic programs at constituent institutions. The Commission shall consider the following in conducting the study:

(1) Feasibility and obstacles of constituent institutions awarding grant-in-aid up to the full cost of attendance to student-athletes.

(2) Exploring substantially less restrictive alternatives to the National Collegiate Athletic Association's current rules on compensating student-athletes.

(3) Ongoing and recent litigation involving the compensation of student-athletes.

(4) Any other relevant topics the Commission deems appropriate.

SECTION 4.(b) The Commission shall submit a final report of its findings and recommendations to the Joint Legislative Education Oversight Committee by December 1, 2021.

SECTION 5.(a) The University Student-Athlete Protection Commission shall study how to create a system for a student-athlete to request and receive records pertaining to an investigation by the constituent institution of the student-athlete in a timely manner. In conducting the study, the Commission shall consider all of the following:

(1) Establishing a streamlined method for student-athletes to submit record requests to a constituent institution.

(2) Setting reasonable deadlines for a constituent institution to provide records to student-athletes.

(3) Reviewing issues related to confidentiality.

(4) Any other relevant topics the Commission deems appropriate.

SECTION 5.(b) The Commission shall submit a final report of its findings and recommendations to the Joint Legislative Education Oversight Committee by December 1, 2021.

SECTION 6. G.S. 116-143.6 reads as rewritten:

"§ 116-143.6. Full scholarship students attending constituent institutions.

(a) Notwithstanding any other provision of law, if the Board of Trustees of a constituent institution of The University of North Carolina elects to do so, it may by resolution adopted consider as residents of North Carolina all persons who receive full ~~scholarships, unless the scholarship is for athletics,~~ scholarships to the institution from entities recognized by the institution and attend the institution as undergraduate students. The aforesaid persons shall be considered residents of North Carolina for all purposes by The University of North Carolina.

(b) The following definitions apply in this section:

- (1) "Full cost" means an amount calculated by the constituent institution that is no less than the sum of tuition, required fees, and on-campus room and board.
- (2) "Full scholarship" means a grant that meets the full cost for a student to attend the constituent institution for an academic year.
- (c) This section shall not be applied in any manner that violates federal law.
- (d) This section shall be administered by the electing constituent institution so as to have no fiscal impact.
- (e) In administering this section, the electing constituent institution shall maintain at least the current number of North Carolina residents admitted to that constituent institution."

SECTION 7. The University Student-Athlete Protection Commission shall adopt rules for health and safety standards and athletic personnel codes of conduct as required by G.S. 116-435, as enacted by this act, by January 1, 2020. Constituent institutions shall comply with G.S. 116-410, as enacted by this act, and with the rules for health and safety standards and athletic personnel codes of conduct established by the Commission as provided in G.S. 116-435, as enacted by this act, beginning July 1, 2020. Complaints for violations as provided in G.S. 116-440, as enacted by this act, occurring on or after July 1, 2020, shall be submitted to the University Student-Athlete Protection Commission on or after August 1, 2020. G.S. 116-465, as enacted by this act, applies to qualifying students who sustained injuries during or after the 2016-2017 academic year.

SECTION 8. If any provision of this act or its application is held invalid, the invalidity does not affect other provisions or applications of this act that can be given effect without the invalid provisions or application, and to this end the provisions of this act are severable.

SECTION 9. This act is effective when it becomes law.

Appendix B

UNC System Institution Responses for the Second Meeting of the
Legislative Commission on the Fair Treatment of College Student-Athletes

Delivered on October 11, 2018



UNC Constituent Institution Responses
for the
Second Meeting of the Legislative Commission
on
Fair Treatment of College Student-Athletes

October 11, 2018

UNC Constituent Institution Responses for Second Meeting of Legislative Commission on Fair Treatment of College Student-Athletes

Executive Summary

University of North Carolina (UNC) constituent institutions provide high-quality, focused academic and student support services to all students, including student-athletes. In response to the Legislative Commission on Fair Treatment of College Student-Athletes (Commission) questions, the following pages include basic information collected through an internal survey and the survey output are provided for review.¹ Summary of the information submitted in this packet is included below.

1. Intercollegiate Athletics monitoring, authority, and responsibility
 - a. Per UNC Policy, chancellors are delegated the authority and responsibility to oversee and monitor intercollegiate athletics at their institutions.
 - b. To support these efforts, boards of trustees, chief academic officers, athletics departments, and numerous other institutional faculty, staff, and administrators are routinely involved in the management and oversight of intercollegiate athletics.
 - c. Each UNC institution produces an annual report that is shared with the UNC President and UNC Board of Governors detailing their athletics activities and compliance with applicable policies.

2. Minimum Requirements
 - a. Academic requirements for student-athletes mirror the requirements for all students at UNC institutions in order to maintain good academic standing (with a minimum cumulative GPA of 2.0).
 - i. In some instances, if student-athletes temporarily dip below the 2.0 standard, the NCAA guidelines are followed that allow for a probation period to steadily improve an individual's academic performance.
 - b. Many UNC institutions require first-year student-athletes to participate in structured study hours to assist with transitions to university life while participating in athletics programs.
 - c. If student-athletes begin to struggle academically at any point during their academic careers, all UNC institutions have study hours, tutors, and academic advisors to assist and support them.
 - d. Attendance policies for UNC institutions vary, with some setting minimum attendance standards across the institution, while others allow faculty to establish their own policy as articulated in the course syllabus.
 - i. UNC institutions follow the NCAA requirement that student-athletes may not miss classes due to practice schedules and some athletics departments monitor class attendance closely.
 - ii. A limited number of unexcused absences are allowed for all students and, generally, attendance policies require student-athletes to abide the same attendance policies as non-student-athletes.

¹ Missing data for the specific questions asked in the summaries provided do not necessarily mean that no data exist or are unknown. These are artifacts of the collection process where the data did not need to be submitted via the survey as they are explained elsewhere or by other institutions (such as the NCAA minimum requirements which are the same across all member institutions).

3. Student Majors and Performance

- a. Across all institutions, the most popular majors for student-athletes are: business, management, marketing, and related support services; parks, recreation, leisure, and fitness studies; and communication, journalism, and related programs.
- b. Additional programs of interest reflect the diverse missions and academic strengths of UNC institutions.
 - i. Criminal justice, education, health, and psychology are some of the other popular areas of studies for student-athletes.
- c. Many of these programs of study share their popularity among UNC undergraduate students, with the five most popular degrees awarded across the UNC system being: business, management, marketing, and related support services; health professions; biological and biomedical sciences; social sciences; and communication, journalism, and related programs.

4. Graduation Rates

- a. Graduation rates for student-athletes vary widely across UNC institutions and when compared with non-student-athletes, their performance is similarly varied.
 - i. When using the federal graduation rate as a comparison:
 1. Nine institutions have student athlete graduation rates that are higher than their general student population;
 2. Three institutions have student athlete graduation rates that are roughly equivalent to their general student population; and
 3. Three institutions have student athlete graduation rates that are slightly lower than their general student population.

5. Course Quality

- a. UNC institutions have implemented rigorous processes to monitor course quality and annual perform audits to review any clustering of student-athletes in courses, transcript reviews of student-athletes to ensure course enrollments are not providing any improper academic benefits, and monitoring student-athlete GPAs in courses compared to non-student-athlete GPAs. The chief academic officers at each institution oversee these processes and analyses, as well as all other course quality-related matters.
 - i. This process ensures compliance with UNC Policy and is reported annually to chancellors, boards of trustees, and the UNC Board of Governors.
 - ii. All institutions are actively engaged in monitoring, evaluating, and overseeing the academic activities of student-athletes to ensure that courses, including non-standard courses and independent studies, provide the academic rigor and quality expected of UNC institutions.

6. Extended Financial Assistance for Degree Completion

- a. Thirteen UNC institutions provide various forms of extended financial assistance for student-athletes to support their degree completion goals.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: Appalachian State University
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

Appalachian State University ▼

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	Beginning of 2nd year- 1.8; Beginning of 3rd year- 1.90; Beginning of 4th year- 2.0	2.0	Beginning of 2nd year- 1.8; Beginning of 3rd year- 1.90; Beginning of 4th year- 2.0	none
Minimum required study hours	3 to 4 hours during their 1st semester	none	none	none
Minimum class attendance	per professor	per professor	none	none
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

Student Athletes have the same academic requirements as traditional students; Here is what is listed in the Student Bulletin: Academic Standing (Probation and Suspension Policy) To continue at Appalachian in good academic standing, or to return to good-standing after being on probation, undergraduate students must maintain, as a minimum, all of the following: a 2.0 cumulative grade point average a satisfactory ratio of 67% earned hours to attempted semester hours. Failure to earn a minimum grade point average of 2.0 in the cumulative grade point average, or a satisfactory ratio of 67% earned hours to attempted semester hours, will automatically place the student on academic probation. The satisfactory ratio of earned hours to attempted semester hours is equivalent to the percentage set by Federal Title IV regulations for Satisfactory Academic Progress. Academic Standing is calculated at the end of each semester, including Summer Session. (Note: The cumulative grade point average earned through Appalachian is computed ONLY on the basis of coursework taken at Appalachian; i.e., grades earned on coursework taken through other collegiate institutions are not computed in or allowed to affect the grade point average at Appalachian, and therefore not used to determine academic standing.) This academic standing policy is effective for all new, continuing and returning undergraduate students enrolled Fall 2014 and after. While on academic probation, however, a student will, within the limits prescribed below, be allowed to continue: An undergraduate, whether admitted as a freshman, a transfer, or a special (non-degree seeking) student, will be allowed to enroll for a maximum of two (2) fall or spring semesters while carrying a cumulative grade point average below 2.0. The two allowed semesters of probation are cumulative and do not necessarily have to be consecutive terms. The Dean of the student's college or school, or the Director of University College Advising, may choose to attach specific requirements while the student is enrolled on academic probation. These requirements may include, but are not limited to, special advising sessions, a limitation on the number of credit hours taken, a requirement that certain courses be repeated, enrollment in developmental courses, etc. The exception to the minimum GPA policy applies to some students earning a 0.0 GPA. Any undergraduate degree-seeking full-time student enrolled in her/his first semester (fall or spring) at Appalachian State University will be academically suspended if she/he receives a GPA of 0.0 (including "I" incomplete grades) for that semester and must return under the forgiveness policy outlined below. Full-time students are defined for these purposes as students who are registered for 12 or more hours at the end of drop/add. A student may appeal this type of academic suspension in writing to the University Registrar prior to the subsequent term. A date for the appeal deadline will be set prior to each term. The University Registrar will convene an Appeals Board. The Board's decision will be based on (1) the student's letter of appeal which must include the reason for poor academic performance, (2) documentation of extenuating circumstances, and (3) a plan for improving academic performance. Student conduct records will be reviewed by the Board in making their decision. The Board's decision is final. If the student uses the two semesters of academic probation mentioned above, but fails to earn a cumulative grade-point average sufficient to place her or him in good academic standing, the student will then be academically suspended. At that point, the student's only recourse is to enroll during the University's summer terms until such time that the cumulative grade-point average places her or him in good academic standing. (Since grades earned and hours attempted during the summer are calculated in the student's academic status, it should be remembered that the grades earned and hours attempted during the summer may not only return the student to good academic standing, they may also place or continue the student in academic difficulty. A summer term does not, however, count as one of the two semesters allowed while on academic probation. Undergraduate students in academic difficulty - whether on probation or suspension - may always attend Appalachian during the summer.) The University has academic "Forgiveness Policies" (described under the Office of Admissions section of this catalog) which allow an undergraduate student to re-apply for admission even though she or he has been academically suspended. Understand, however, that these policies have both minimum waiting periods and academic stipulations which must be met before the student is allowed to re-enroll in an academic term other than the summer. Study Hall requirements for student athletes are: 3 -4 hours per week for their first semester, after the first semester the Academic Advisor, Head Coach and Learning Specialist evaluate the student athletes academic progress to determine if they need to continue in study hall. Class attendance is the same as traditional students, each professor determine this for their class.

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	28.0	Parks, Recreation studies	17.0	Communication	8.0
All full-time students enrolled at the institution	Business	14.0	Education	10.2	Health	10.2

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	20.1	Health	18.3	Parks and rec	16.0
All full-time students enrolled at the institution	Business	18.9	Education	10.5	Health	8.4

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	21.5	Parks and rec	15.1	Health	14.5
All full-time students enrolled at the institution	Business	19.1	Education	11.0	Health	8.4

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16	2014-15
	Average GPA	Average GPA	Average GPA	Average GPA
Student-athletes		3.01	3.05	3.08
All full-time students enrolled at the institution		3.19	3.11	3.10

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Advising for Student Athletes: Academic Services for Student Athletes is a support component housed within the Student Learning Center. We provide a comprehensive range of academic advising, personal support and eligibility oversight for student athletes at Appalachian. Our professional staff works closely with the individual students, teams and coaches of all established varsity sports programs at our University. Appalachian values academic excellence as well as athletic achievements and insists that individuals are students first and athletes second. Academic Services for Student Athletes helps students prioritize academics by providing this comprehensive support system throughout the student athlete's college career. These services, offered to all our intercollegiate student athletes include: Orientation, Academic Advising, Career and personal counseling, Free tutoring, NCAA eligibility information, Priority registration, Athletic study hall, Progress reports. University College Academic Advising Center: Mission Statement: Academic Advising and Orientation introduces students to the University's academic and co-curricular opportunities. We advise and collaborate with students as they navigate the curriculum and develop their educational plans.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
	% participating in activities listed above	% participating in activities listed above	% participating in activities listed above
Student-athletes	21.3	20.5	25.9

If there are other comments or additional information you would like to include for this section on Student Majors and Performance, please do so in the space below.

For questions: 2a- Note: Major is spring major if enrolled in spring. If only enrolled fall, then major is fall major. 2b- Note: Mean end of year spring cumulative GPA 2d- Note: Internship and study abroad are from student courses during the academic year. Summer internships and summer study abroad not included, per "2d- for the past three academic years " Clubs/organizations are those only loaded into Banner (NCAA/Varsity sports removed). Extracurricular activities may include club sports for non-athletes. Not all clubs/organizations have memberships loaded into Banner

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	
Student-Athlete FGR	55	64	66	
All student FGR	72	70	69	

If there are other comments or additional information you would like to include for this section on Graduation Rates, please do so in the space below.

What is the Federal Graduation Rate (FGR) Federally mandated calculation for all schools that offer athletic scholarships. Counts all transfers as academic failures, so essentially measures the percentage of students who complete a BA/BS from their initial school within six years. What is the Graduation Success Rate (GSR) In the GSR calculation, student-athletes who depart a school while in good academic standing (would have met NCAA's and school's progress-toward-degree standards) are essentially passed from that school's cohort to another school's cohort. In the Federal rate, they are all considered non-graduates. Student-athletes who depart in poor academic standing (e.g., SA's GPA or credit accumulation does not have them on-track to graduate in 5 years or less) are deemed non-graduates by both the Federal rate and the GSR. NCAA research has shown that the GSR is much closer to a true student-centered graduation rate relative to the Federal calculation. In addition to accounting for likely transfers in/out, the GSR also includes mid-year enrollees (not included in the Federal calculation) and non-scholarship athletes at Division I schools that do not offer athletics scholarships. The NCAA Division I GSR also tracks graduation over six years.

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	
# of courses where course clustering of student-athletes have been identified.	43	74	68	

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

<p>2017-18</p>	<p>The office of Academic Services for Student Athletes works with our Institutional Research Office to identify class sections in which student athlete enrollment meets the definition of class clustering. Once such class sections, if any, are identified, the Academic Advisor for each enrolled student athlete evaluates the student athlete's class schedule and program of study to see if the class can be switched to another section or if the student can take the class during a different semester. The staff of Academic Services for Student Athletes meets regularly to discuss classes that student athletes frequently need to take and work prior to the beginning of each term to prevent class clustering.</p>
<p>2016-17</p>	<p></p>
<p>2015-16</p>	<p>The office of Academic Services for Student Athletes works with our Institutional Research Office to identify class sections in which student athlete enrollment meets the definition of class clustering. Once such class sections, if any, are identified, the Academic Advisor for each enrolled student athlete evaluates the student athlete's class schedule and program of study to see if the class can be switched to another section or if the student can take the class during a different semester. The staff of Academic Services for Student Athletes meets regularly to discuss classes that student athletes frequently need to take and work prior to the beginning of each term to prevent class clustering.</p>

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

Appalachian State University expects all faculty to provide a rigorous program of study for the classes they teach. For non-standard courses, permission is required from the departmental chair. The university follows the Standards of Scholarship as published in the Undergraduate Bulletin: Standards of Scholarship: In its mission statement, Appalachian State University aims at "providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers" as well as "maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students." Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work. In all work for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively. State statutes concerning standards of scholarship are as follows: 14-118.2. Assisting, etc., in obtaining academic credit by fraudulent means. 1. It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, certificate or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination. 2. Any person, firm, corporation or association violating any of the provisions of this section shall be guilty of a misdemeanor punishable by a fine of not to exceed five hundred dollars (\$500.00), imprisonment for not more than six months, or both. Provided, however, the provisions of this section shall not apply to the acts of one student in assisting another student as herein defined if the former is duly registered in an educational institution and is subject to the disciplinary authority thereof. (1963, c.781; 1969, c. 1224, s.7.) Further, the Undergraduate Bulletin provides the following descriptions for Independent Study, Individual Study and Internships: Independent Study: Independent study is the term applied to the study of a subject not listed in the regular curricular offerings. Under the independent study program, a student designs a project and then individually pursues the study under the auspices of an instructional staff member who serves as a consultant for the student during the course of the study. The student must be either degree seeking, working toward teacher licensure or have special permission from the dean. In all cases, permission from the departmental chair (in which the course is offered) will need to be secured. The vehicles for this are course numbers 2500, 3500, 4500, 5500, 6500 and 7500 depending on the level of the student. For information on independent study, students should consult the chair of the department in which the independent study is to be done. Individual Study: Individual study is the pursuit of a regularly listed course by a student without attending classes on a regular basis. The student must be either degree seeking, working toward teacher licensure or have special permission from the dean. In all cases, permission from the departmental chair (in which the course is offered) will need to be secured. If the departmental chair approves, then she or he will suggest one or more faculty members in the department who might supervise the student in the course. If the faculty member agrees to supervise the student, the student and faculty member will work out the method of study. The grade for the course will be submitted to the Registrar in the regular way at the end of the semester in which the project is completed. Instructional Assistance Program: The instructional assistance program is designed for students interested in participating, for academic credit, in supervised experiences in the instructional process on the University level through direct participation in classroom situations. Students with junior or senior standing are eligible to participate in this program. An undergraduate student may include a maximum of 3 semester hours credit under the Instructional Assistance Program toward meeting graduation requirements. For further information, the student should contact the chair of the department in which she/he wishes to engage in instructional assistance. Internship: The following University policy applies to internships, practica, field experiences, clinicals, and student teaching and the term internships will be used to encompass all such experiences. By offering realistic on-the-job experiences and personal contacts with employers, internships provide students with opportunities to learn outside of the regular classroom and to formulate career plans based on their experiences. The following administrative standards govern internships, practical, field experiences, clinicals, and student teaching for credit at Appalachian State: Students pursuing an official Appalachian State University program of study that leads to a degree, certificate, or licensure are considered eligible to enroll for internship credit. Academic credit will be based upon a minimum of 40 field placement hours per semester hour credit. Departments and programs may have additional academic requirements, including additional hours. Internship courses are graded on an S/U basis. In the event an internship is embedded within a course, the experience will be graded as indicated in the course syllabus. Internship experience and enrollment must be concurrent. Internship credit will not be granted retroactively. Students must contact the appropriate program, department, college advisor, or designated representative for instructions on approval and registration procedures. All standards listed below are minimum standards; academic departments and programs may have higher and/or additional requirements. The program, academic department, or college dean's office will make the final determination whether 1. the student's proposed internship experience is appropriate for the program requirements; 2. the person serving as the student's supervisor at the internship site is fully qualified to supervise the intern; 3. the student's internship is approved and registration is finalized in advance; 4. the student's proposed internship adheres to all University, state, and federal regulations and guidelines, 5. the student has a cumulative GPA of no less than 2.0; 6. the student meets the class standing requirement, Junior or Senior status or other as determined by department, and meets all requirements of their academic department and/or program Appalachian State University requires professional liability insurance coverage for all students enrolled in internship or practicum courses, including student teaching. When a student registers for an internship, a fee is applied to the student's account to purchase professional liability insurance coverage. The Office of International Education & Development (OIED) is responsible for reviewing and certifying/not certifying all international internships. Students seeking internships outside the United States must submit an application to OIED no fewer than two (2) weeks prior to intended departure in order to allow time for review and processing of pre-departure paperwork. An internship contract* will be signed outlining the responsibilities of the University, of the student, and of the participating agency or internship host. *The ASU Internship Contract form is available within the Internship Inventory. Students should see the Internship Coordinator within their academic department/program to start the process of internship approval.

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students)?
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

Appalachian State University's athletic teams continue to offer financial assistance to student athletes whose athletic eligibility has expired so that those students may complete their degree, provided the student has not voluntarily quit the team or rendered themselves academically ineligible. Academic advising for student athletes is provided by the Academic Services for Student Athletes (ASA) staff to ensure that student athletes maintain satisfactory progress towards their degree per both university and NCAA requirements. In addition, for student athletes who have left the institution prior to completing their degree and subsequently wish to return and complete that degree, ASA advisors work with the student to navigate re-entry to the university and apply to the NCAA for financial assistance through the NCAA Degree Completion Award.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: East Carolina University
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

East Carolina University

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	Student-athletes are eligible if they are meeting NCAA GPA standards and are not on academic suspension.	2.0	NCAA (1.8., 1.9, 2.0)	none
Minimum required study hours	based on GPA, class	none	none	none
Minimum class attendance	see notes next page	instructor determines		
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

minimum class attendance policy: 3 unexcused absences in same class = suspension from next scheduled competition. 4 unexcused absences in same class = suspension from one or more competitions based on number of competitions for sport. 5 unexcused absences in the same class = suspension for remainder of the season.

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Communication	11.3	Management	7.7	Undecided	7.5
All full-time students enrolled at the institution	Nursing	9	Management	7	Biology	5

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Communication	14.5	Management	7.2	Undecided	6.8
All full-time students enrolled at the institution	Nursing	9	Management	7	Biology	5

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Communication	16.3	Criminal Justice	7.0	Management	6.3
All full-time students enrolled at the institution	Management	6	Biology	5	Elementary Education	4

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16	2014-15
	Average GPA	Average GPA	Average GPA	Average GPA
Student-athletes	3.09	3.00	2.96	
All full-time students enrolled at the institution	2.98	2.97	2.98	

Q21. 2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

ECU's Academic Advising and Assistance for Student-Athletes includes the following. ECU Collaborative Advising System: All academic advisors across the university are a part of the collaborative advising system. Student-athletes are assigned both an advisor in their major and an athletics academic advisor. Students meet with both to discuss course selection and degree progression. The two advising entities collaborate regularly, and campus advisors are encouraged to question any oddities they may notice in a student-athlete's schedule. Student-athletes trying to decide on a major are encouraged by the athletic advisors to schedule appointments with campus advisors in majors of interest. Student-athletes are also encouraged to meet with a career counselor in the career center to conduct career exploration. Athletic advisors as well as the faculty athletics representative serve as liaisons between coaches and academic departments when concerns arise regarding major requirements and athletics participation. All parties work together to assist the student-athlete in successfully participating in the desired major and in athletics. The faculty athletics representative and the University Athletics Committee also conduct periodic reviews of major information and selection both from numbers data and student survey information. ECU Academic Support Services: All student-athletes are provided academic support services through the Student Development Office in Athletics. Support services include: structured and organized study halls, weekly academic update meetings with academic coordinators, study skills seminars, access to a learning specialist, access to learning technologies, access to tutors and mentors, career development services, study center access, freshman transition course.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
% participating in activities listed above			
Student-athletes	1.2%	1.0%	1.0%

If there are other comments or additional information you would like to include for this section on Student Majors and Performance, please do so in the space below.

While ECU does not track extracurricular activity data for the student-athlete population, the institution can provide the following information for the current student-athlete population. Campus Student Leadership Board = 1 student-athlete Fellowship of Christian Athletes = 30 student-athletes Honors College = 18 student-athletes ECU Ambassadors = 1 student-athlete SportWorks Ministry = 180 student-athletes Also, the above study abroad percentages are based on the number of student-athletes being tracked at the end of the spring term for each requested academic year. All study abroad programs, however, were completed during that academic year's summer terms.

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR		66	71	67
All student FGR		63	60.4	59

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16
# of courses where course clustering of student-athletes have been identified.	NA	87	145

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

2016-17	NA
2015-16	NA

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

Annually the Provost and Sr. Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences reminds the Academic Deans of the ECU Workload Regulation and UNC Academic Integrity Regulation. An ECU faculty member is limited to teaching no more than three (3) undergraduate independent study sections in a semester or summer session without written approval from the dean. Department chairs are required to submit requests to exceed the three section limit to the deans for consideration and, if approved, the dean will maintain appropriate documentation of such approval in compliance with the records retention schedule. In addition, during the annual course clustering audit each independent study/directed readings course with student-athlete enrollment is identified. Review of those student-athlete's academic transcript and program requirements are then reviewed for concerns or irregularities.

If there are other comments or additional information you would like to include for this section on Course Quality, please do so in the space below.

*Prior to the adoption of 700.6.1.1, ECU was conducting the course audit using a 20% clustering threshold. The decision was made to continue to use that percentage as opposed to the UNC Policy of 25% or more student-athlete enrollment per section. Thus, the numbers reported are those courses with a 20% or higher student-athlete enrollment per section.

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

Post-participation athletics aid is only available for student-athletes who need it to complete their undergraduate degree, depending on availability of funds. No post-participation athletics aid will be granted for completion of graduate level or certificate level classes. Aid will be considered for undergraduate student-athletes who have exhausted eligibility but have not completed their undergraduate degree requirements. Approval will be considered for up to one additional year aid from the end of his/her current athletics grant-in-aid. Any aid that is approved will not be for an amount or percentage higher than was received during the regular academic year and does not include cost of attendance. Past academic performance, behavior, and adherence to University and Athletics Department Codes of Conduct will be taken into consideration when deciding on aid. Applications not meeting the criteria listed above will be considered on a case-by-case basis by the Athletics Leadership Team with the final decision residing with the Director of Athletics.

ATHLETICS DEPARTMENT CLASS ATTENDANCE POLICY

The Athletics Department has an obligation to every students-athlete, the student-athlete's family, and our university's integrity to insure that ECU student-athletes have the very best opportunity to achieve academic success. In order to meet this obligation, GRADUATION MUST BE EVERY STUDENT-ATHLETE'S, EVERY COACH'S, EVERY ADMINISTRATOR'S TOP PRIORITY.

To pursue success in athletics, student-athletes must attend and be on time for every practice and meeting while respecting the team's policies and procedures as well as individual teammates and coaches. That is also the expectation for student-athletes academically – to attend and be on time for every class and academic appointment while respecting the university's policies and procedures as well as their individual classmates, professors and academic coaches.

To maintain focus on this top priority, the Athletics Department has implemented several policies to assist in the monitoring of each student-athlete's progress.

CLASS ATTENDANCE

Regular attendance in class sessions is a critical component of a student-athlete's academic progress and success. This class attendance policy requires student-athletes to attend classes daily and complete all assigned academic work to avoid academic failure. Student-athletes must be on time for their classes and prepared with all necessary textbooks and course assignments.

To assist the student-athlete in complying with this policy, the following procedures will be implemented:

- Within the first week of each semester, student-athletes will communicate with their individual course instructors regarding class sessions that will be missed as a result of team travel. During this time, each student-athlete should present his/her instructor with a copy of the "team travel letter" provided by the Office of Student Development. Student-athletes must make arrangements with instructors for completing any missed work and must communicate any changes in their travel schedule to instructors as soon as possible.
- A student-athlete will be considered absent if he/she is not present when the class is checked. The student-athlete is responsible for reporting each missed class and late arrival in class to their assigned coach and the Office of Student Development.
- Class attendance will also be monitored through direct communication with professors and through progress reports. **Students are to arrive on time for each class and to remain for the duration of class.**
- **Other than team-related travel, excused absences are based on the University's attendance policy.** If a student-athlete is ill and unable to attend class or a scheduled academic appointment, he/she is expected to contact his/her athletic trainer and academic coordinator immediately. If a student-athlete has a family emergency, he/she should contact his/her assigned coach and his/her athletics academic coordinator.

- A head coach may impose additional penalties for unexcused absences as long as the penalties are provided in writing and are distributed to all student-athletes at the beginning of each academic year. The head coach must also provide a copy of the additional penalties to his/her sport administrator.
- **Student-athletes should also be mindful that some academic departments have a much stricter unexcused absence policy. It is the responsibility of the student to know and adhere to each academic department's policy in addition to the Athletics Department's policy on class attendance.**

Failure to meet academic expectations as it pertains to class attendance will result in specific actions.

DISCIPLINARY ACTIONS

This policy applies to all terms including summer.

- **1 Unexcused Absence:**
 - E-mail warning from the sport administrator to coach and student-athlete.
 - Parents may be notified.*
- **2 Unexcused Absences in the same class:**
 - E-mail warning from the sport administrator to coach and student-athlete.
 - Miss the next practice session.
 - Parents may be notified.*
- **3 Unexcused Absences in the same class:**
 - E-mail from sport administrator to student-athlete, coach.
 - Suspension from next scheduled competition.
 - Parents will be notified informing them about the sanctions for the next two violations, e.g. suspension from additional competitions and possible scholarship cancellation.*
- **4 Unexcused Absences in the same class:**
 - Suspension from next competition(s) as follows:
 - 1 competition – cross country, football, golf, soccer, swimming, track
 - 2 competitions – basketball, tennis, volleyball
 - 3 competitions – baseball, softball
 - E-mail from sport administrator to student-athlete and coach.
- **5 Unexcused Absences in the same class:**
 - Suspension for the remainder of season (practice and competition).
 - May result in cancellation of scholarship for next semester (Letter sent from the Director of Athletics).
 - Meeting occurs with student-athlete, sport administrator, coach, Assistant Athletics Director for Student Development.

NOTES:

- Three tardies in the same class equals one absence.
- Student-athletes are allowed to appeal a reported absence according to the procedures outlined in the *System for Monitoring Student-Athlete Attendance*. Students who falsify an appeal will have their appeal denied and will receive two levels of disciplinary action – one for the missed class and one for fabrication and falsification of the appeal.

- Missed classes accumulate within each semester (fall semester; spring semester). For summer session I and summer session II, the count will start over for each session.
- If the maximum violation occurs in the fall semester, then the scholarship may be revoked for the following spring semester.
- If the maximum violation occurs in the spring semester, then the scholarship may be revoked for the following summer session.
- If the maximum violation occurs in the summer session, then the scholarship may be revoked for the following fall semester.

PROCESS

The athletics department uses three primary methods for monitoring the class attendance of its student-athletes as follows:

1. University Starfish Alerts
2. Student-Athlete Progress Reports
3. Athletics Department Class Checkers

In addition, the department may use any other credible reporting sources in determining student-athlete class attendance.

The communication process for reporting student-athlete absences is outlined in the *System for Monitoring Student-Athlete Attendance* document and is provided to all head coaches and sport administrators.

- * Student-athletes should complete the Buckley/FERPA form on OneStop to authorize parent(s) and/or third parties to have access to and inquire about their attendance record at ECU. Four options are available and the student-athlete may choose any combination (Academic, Financial, Judicial and Other). If "Other" is selected, the student-athlete must enter specific records they are authorizing.

Student-athletes	Physical education	14.6	Business	13.9	Sport management	12.7
All full-time students enrolled at the institution	Business	12.6	Biology	9.8	Criminal justice	9.1

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Physical education	11.7	Business	15.8	Criminal justice	12.9
All full-time students enrolled at the institution	Business	11.7	Criminal justice	10.1	Physical education	8.7

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16	2014-15
	Average GPA	Average GPA	Average GPA	Average GPA
Student-athletes	2.75	2.73	2.76	
All full-time students enrolled at the institution	2.82	2.79	2.81	

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Academic Tutoring and Advisors. Non-student athletes have access to the same amount of tutoring and advisement.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
	% participating in activities listed above	% participating in activities listed above	% participating in activities listed above
Student-athletes	NA	NA	NA

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR		56	57	61
All student FGR		39	41	39

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	2014-15
# of courses where course clustering of student-athletes have been identified.	18	20	21	

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18	Effective Summer 2018, Chancellor Karrie Dixon with the assistance of Academic Affairs, has worked to remove all coaches from teaching in the department of Sports Management/Physical Education. Enrollment in the Sports Management major has declined. An introduction of new degree fields has shifted majors and provided small population of student athletes other areas of study. With the change in the Chief Academic Affairs Officer, the institution has made a conscious effort in changing the landscape of degree selection amongst student athletes.
2016-17	Irregularities occurred within the Sports Management curriculum. This was due to the popularity of the Sports Management major amongst student athletes.
2015-16	Irregularities occurred within the Sports Management curriculum. This was due to the popularity of the Sports Management major amongst student athletes.

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

Under the new administration of Chancellor Dixon, the quality of all academic programs are assessed to ensure we meet the UNC standards of quality education. The implementation of a culture of continuous improvement of academic quality and compliance. The creation and implementation of a new standard (Accountability, Commitment and Excellence) known as A.C.E. stimulates a general raising amongst academic programs. Faculty and administration cooperation to comprehensively evaluate our degree programs has provided the institution the opportunity to ensure that our academic programs meet professional higher education standards and support our accreditation as a UNC affiliate institution.

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

NA

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: Fayetteville State University
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

Fayetteville State University ▼

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	2.0	2.0	2.0	2.0
Minimum required study hours	10 hour per week for students under 2.5 gpa			
Minimum class attendance	12 hours per semester (FT)		12 hours per semester (FT)	12 hours per semester (FT)
Other requirement #1 (please list, if applicable)	pass 9 hours previous semester		pass 9 hours previous semester	pass 9 hours previous semester
Other requirement #2 (please list, if applicable)	pass 24 hours previous 2 fulltime semesters		pass 24 hours previous 2 fulltime semesters	pass 24 hours previous 2 fulltime semesters
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	17.0	Education	14.0	Psychology	11.0
All full-time students enrolled at the institution	Health	14.0	Business	12.0	Homeland security, law enforcement, firefighting and related protective services	11.0

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business, Management, Marketing, and related support services	22.6	Education	17.0	Health	15.1
All full-time students enrolled at the institution	Public administration and social service professions	9.3	Health	9.1	Psychology	8.0

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Homeland security, law enforcement, firefighting and related protective services	25.9	Business	22.4	Social sciences	9.4
All full-time students enrolled at the institution	Business	10.0	Health	9.0	Homeland security, law enforcement, firefighting and related protective services	8.0

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	3.05	2.80	2.70
All full-time students enrolled at the institution	2.98	3.03	2.96

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

FSU have academic advisors for all majors across campus including: Military Affiliated students, Special Visiting or Professional Development, First-Time Freshman, Undecided, Business, Education, Biological Sciences, Communication, Languages and Cultures, English, Performing and Fine Arts, Criminal Justice, Fire and Emergency Services Administration, Government and History, Mathematics and Computer Science, Chemistry and Physics, Nursing, Professional Studies, Psychology, Social Work, Sociology and CAS Online Degree Completion Programs . We have tutorial services in our Mathematics Support Center as well as in the Writing Center. FSU also offer Supplemental Instruction in some classes where SI leaders provide three one-hour sessions of academic support each week. Also, if you qualify, Student Support Services will also help to enhance students' academic skills. These services are offered to all students, including student-athletes.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
Student-athletes	% participating in activities listed above NA	% participating in activities listed above NA	% participating in activities listed above NA

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16
Student-Athlete FGR	58	58	59
All student FGR	32	33	32

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16
# of courses where course clustering of student-athletes have been identified.	0	0	0

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

NA

2016-17

NA

2015-16

NA

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

NA

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: North Carolina A&T State University
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

North Carolina A&T State University ▼

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	consistent with NCAA	2.0	1.8, 1.9, 2.0	same as NCAA
Minimum required study hours	4	0	0	0
Minimum class attendance	87%	0	0	0
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

The NCAA requires a 1.8 after the first two full-time semesters and a 1.9 after the fourth full-time semester. The major must be declared by the fifth semester, and at NCAT the student-athlete must have a 2.0 to declare a major. However, our student-athletes are pushed to meet the university's 2.0. Student-athletes who are recruited with at-risk profiles get special interventions.

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Parks, recreation, leisure and fitness studies	18.7	Liberal Studies	11.5	Criminal Justice	10.8
All full-time students enrolled at the institution	Communication, journalism and related programs	2.1	Parks, recreation, leisure and fitness studies & communication, journalism and related programs	2.1	Liberal arts and sciences, general studies and humanities	1.7

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Parks, recreation, leisure and fitness studies	22.3	Liberal arts and sciences, general studies and humanities	14.9 14.9	Business, Management, Marketing, and related support services	9.9
All full-time students enrolled at the institution	Parks, recreation, leisure and fitness studies	2.5	Communication, journalism and related programs	2.5	Liberal arts and sciences, general studies and humanities	2.2

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Parks, recreation, leisure and fitness studies	24.0	Homeland security, law enforcement, firefighting and related protective services	11.5	Business, Management, Marketing, and related support services	11.5
All full-time students enrolled at the institution	Liberal arts and sciences, general studies and humanities	2.4	Public administration and social service professions	2.4	Psychology	2.3

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	2.94	2.89	2.79
All full-time students enrolled at the institution	2.84	2.81	2.76

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Students may choose any major for which they are qualified. Intercollegiate Athletics advises students on which majors they'll likely qualify for, but they have never been funneled or steered. The Student Athlete Academic Enhancement program in the Center for Academic Excellence is a part of Academic Affairs and supplements advisement and support. Student-athletes are primarily advised by their faculty advisors.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
	% participating in activities listed above	% participating in activities listed above	% participating in activities listed above
Student-athletes	NA	NA	NA

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	
Student-Athlete FGR	54	54	55	
All student FGR	44	44	44	

Q26. If there are other comments or additional information you would like to include for this section on Graduation Rates, please do so in the space below.

The student-athlete graduation rates are higher than the general student body, and both are generally increasing. One should examine PWI's graduation rates by race and gender because you want to detect and avoid exploitation.

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	
# of courses where course clustering of student-athletes have been identified.	NA	37	45	

- 4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?
- Space is available to comment separately for each academic year, if applicable.
 - If there were no irregularities identified in any particular year, please enter NA.

2017-18	NA
2016-17	For 16-17, 37 sections were flagged, 3 were irregular, 22 transcripts were examined, no course grades were inconsistent with student-athlete past performance (ie, no systematic cheating suspected)
2015-16	For 15-16, 45 sections were flagged, 11 were irregular, 19 transcripts were examined, no course grades were inconsistent with student-athlete past performance (ie, no systematic cheating suspected)

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

For the University, we meet the standards of the SACS-COC. Within degree programs, specific disciplinary accreditation is maintained. For programs with no national accrediting bodies, external review is required. Each instructor in the University must be credentialed/evaluated as qualified to teach each course assigned to him or her, per SACS-COC. Each course includes evaluations of the course and of the instructor. Student-athletes are surveyed about cheating. Career Services conducts employer surveys.

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

The Department of Athletics offers limited fifth year aid to student-athletes who have exhausted athletic eligibility, and the money comes from the athletics budget. Intercollegiate Athletics is only one-third self-sustaining and cannot use any state funding.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: North Carolina Central University
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

North Carolina Central University

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	2.0 (Can have one semester to be under 2.0)	2.0 (Can have one semester to be under 2.0)	depends on academic year	depends on academic year
Minimum required study hours	team by team	none	none	none
Minimum class attendance	cannot miss class for practice	none	cannot miss class for practice	cannot miss class for practice
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	16	Criminal justice	13	mass communication	12
All full-time students enrolled at the institution	Criminal justice	12	Business	10	Psychology	7

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	business	14	criminal justice	12	physical education	12
All full-time students enrolled at the institution	criminal justice	12	business	9	nursing	9

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	criminal justice	14	psychology	13	business	13
All full-time students enrolled at the institution	criminal justice	12	business	10	psychology	9

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	3.02	2.95	2.93
All full-time students enrolled at the institution	2.72	2.77	2.81

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Student-athletes receive academic support through Student-Athlete Academic Support Services (SAASS). SAASS does not work with general student population and serve as secondary advisors for student-athletes focusing both NCAA Progress Towards Degree requirements and graduation.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
	% participating in activities listed above	% participating in activities listed above	% participating in activities listed above
Student-athletes	NA	NA	NA

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR	<input type="text"/>	58	48	49
All student FGR	<input type="text"/>	44	43	42

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	
# of courses where course clustering of student-athletes have been identified.	53	44	54	<input type="text"/>

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

No irregularities after review of each class

2016-17

No irregularities after review of each class

2015-16

No irregularities after review of each class

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

Yes, through our academic support staff and our coaches we offer financial aid to those student-athletes who had not completed their degree.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: North Carolina State University
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

North Carolina State University

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	2.0	2.0	NCAA req's	none
Minimum required study hours	varies by sport, but required	none	none	none
Minimum class attendance	campus policy	campus policy	none	none
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Sports management	16.7	Exploratory studies	11.0	Business	10.1
All full-time students enrolled at the institution	Business	7.3	Engineering	7.1	Exploratory studies	4.7

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Exploratory studies	17.4	Sports Management	14.5	Communication	10.1
All full-time students enrolled at the institution	Engineering	7.4	Business	6.3	Exploratory studies	4.8

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	First-year College	25.0	Sports Management	12.1	Communication	8.7
All full-time students enrolled at the institution	Engineering	7.9	Business	6.1	First-year College	5.2

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	3.03	2.95	2.97
All full-time students enrolled at the institution	3.21	3.18	3.15

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

In many ways, advising offered to student-athletes is similar to the advising offered to non-student-athletes on NC State's campus. In addition to being assigned a campus advisor in his or her major, student-athletes are assigned an academic coordinator through the Academic Support Program for Student-Athletes. The academic coordinators are trained as cross-disciplinary advisors and assist students from all majors with advising issues; pre-registration advising; work with student-athletes to evaluate interests, strengths, areas for improvement; and help set up an academic support plan that includes tutoring and/or study hall to help student-athletes succeed in the classroom. At NC State, the academic coordinators also teach USC 103 and USC 104 to all incoming student-athletes. The USC 104 course focuses a significant portion of the semester on major selection. Throughout the course, students evaluate their own goals, strengths, and interests to help best select their major of interest. The course also helps student-athletes understand the prerequisites for each major and chart a path to declaring their major.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
Student-athletes	% participating in activities listed above unknown	% participating in activities listed above unknown	% participating in activities listed above unknown

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR		64	64	64
All student FGR		79	78	76

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16
# of courses where course clustering of student-athletes have been identified.	64	62	102

Q34. 4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18	NA
2016-17	NA
2015-16	NA

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

NA

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

Yes, we have the Reconnect Program in place to provide advising and financial assistance to former student-athletes who wish to return to NC State to finish their undergraduate degree. The Reconnect Program provides guidance with the re-admissions process, academic advising, assistance with course selection, tutoring, and financial assistance. More information about the program can be found here: <https://aspsa.dasa.ncsu.edu/reconnect-program/>.

NC STATE UNIVERSITY ATTENDANCE POLICY FOR AT-RISK STUDENT-ATHLETES

BACKGROUND

A central theme of the mission of the NC State University Athletics Department is to prepare student-athletes to compete at the highest level and to inspire them to be leaders now and for the future by providing the best environment to achieve their athletic, academic, and personal aspirations.

Due to competition schedules, student-athletes must miss an occasional class. These absences are anticipated and are usually excused in accordance with university policy [REG 02.20.3].

However, an excessive number of unexcused absences cannot be permitted for academically at-risk student-athletes. Further, a number of departments have attendance policies that do not differentiate between excused and unexcused absences (e.g., English). Once the established absence limit has been exceeded, students automatically fail the course.

In April 2010, the Council on Athletics recommended a class attendance policy be implemented for student-athletes and also a policy for academic appointments. The following permanent policy is endorsed by the Council on Athletics. In September of 2014, the Council on Athletics reviewed and updated the policy to clarify certain elements of the policy. This document contains the revised policy as approved by the Council on September 26, 2014.

STUDENTS SUBJECT TO THE POLICY:

- All incoming freshmen reviewed by the Special Committee (subject to policy for the first year of enrollment).
- Incoming freshmen recommended by the Faculty Academic Committee based on a review of academic records and risk factors known to impact graduation. Factors to be reviewed include: High School Grade Point Average, Test Scores, Core GPA, and Summer School Performance.
- All incoming scholarship 2-year collegetransfers (who were non-qualifiers) requiring advocacy for admissions (subject to the policy for the first year of enrollment).
- Returning student-athletes with eligibility remaining based on the following scale:
 - 2nd – 4th semester: < 2.35 TGPA
 - 5th semester and beyond: < 2.20 TGPA
- Any student-athlete not subject to the policy who is missing class excessively, is not completing assignments, is not attending tutor sessions, or has a progress report of any “D” grade or lower in a particular course is subject to being added to the at-risk group. **The Faculty**

Academic Committee of the Council may place a student-athlete who fits this description under the policy at any time during the semester. Students added to the policy through this process, will be required to meet with the Director of the Academic Support Program for Student-Athletes (ASPSA) and the Sport Supervisor. These student-athletes will be required to attend all remaining classes in that course and will be considered on zero tolerance (next reported official absence **(as defined by this policy)** will result in suspension from competition).

NOTIFICATION PROCESS:

The Director of ASPSA will notify all head coaches, sports supervisors, the Faculty Athletics Representative, and the Chair of the Faculty Academic Committee in writing prior to the first day of the semester with names of student-athletes subject to the attendance policy, as well as the policy outline and purpose.

The student-athlete will also be informed in writing if he/she is included in this group and the policy will be explained to him/her. Each student subject to the policy will be asked to sign a statement indicating they have read and understood the policy.

Parents/Legal guardians of student-athletes subject to the policy will be notified via mail using the permanent home address on file. They will be provided with a copy of the policy as well as the opportunity to provide contact information so they can be notified of each official absence reported.

CLASS ATTENDANCE POLICY

A. **ATTENDANCE CHECKS:**

The Academic Support Program for Student-Athletes will use the following methods to monitor class attendance:

1. Random Class Checks
2. Communication (e.g., progress reports, telephone calls) with Professors

If an instructor reports a student as absent or if a student is reported absent by the class checker, the student will be notified via email. If a student did attend this class, then he/she should refer to section C (below) to file an official appeal. If no appeal is made within 48 hours, then the official absence notification will be used.

The instructor may define absences for the purpose of academic credit as he or she sees fit. The intent and purpose of this policy is to encourage the student-athlete to be physically present in the instructional environment (classroom, laboratory, etc.). Attendance for the purpose of this policy will be considered in the light of the policy's intent and purpose.

NOTE: Faculty have the discretion to create their own attendance policy for each of their classes which may be more restrictive. These policies are noted on the respective course

syllabus. Students must be aware of the class attendance policy for each of their courses. Further, students must communicate directly with their instructors regarding excused absences.

B. PENALTIES FOR VIOLATIONS OF THE POLICY:

The following penalties pertain to the number of **unexcused** classes missed **per course** in a semester.

1. **First unexcused absence:**

Reported in writing to student-athlete, Head Coach, parent/guardian and Sport Supervisor and the student's academic adviser.

2. **Second unexcused absence:**

Reported in writing to the Sport Supervisor, Head Coach, Director of Athletics, Faculty Athletics Representative, the Chair of the Faculty Academic Committee, the student-athlete, and parent(s)/guardian(s). All will be reminded in writing that **a third unexcused absence will result in a suspension from 5% of the competition schedule OR 1 competition (whichever is less)**. The student-athlete will also be required to meet with the Director of ASPSA and the Sport Supervisor.

3. **Third unexcused absence:**

The student-athlete **will be suspended from 5% of the competition schedule or 1 competition, whichever is less** and will be required to meet with the Director of Athletics. The student-athlete, Head Coach, parent(s)/guardian(s) and Sport Supervisor will be notified in writing of the suspension and that **each subsequent absence will result in the suspension from an additional 10% of the competition schedule in the current schedule. The penalty may be carried over to the next year's schedule if needed.**

**** If it is determined a student did not follow the appropriate class check-in procedures including signing in with a class checker and leaving without attending class, this may result in the reporting of an official absence. Information will be reviewed by the Director of ASPSA and the Faculty Athletics Representative.**

C. PROCESS TO APPEAL OFFICIAL ABSENCES:

If a student-athlete receives the official absence notification and believes the information is inaccurate, incomplete or the result of other extenuating circumstances, he/she has 48 hours from the time of e-mail notification to declare to the Director of ASPSA that he/she can provide documented proof of attendance or documentation that the student was physically present for instruction. The documentation must be provided within five business days to the Director of the Academic Program for Student-Athletes in order for the absence to be removed from his/her file. Appeals will be reviewed by the Director of ASPSA in consultation with the Faculty Athletics Representative and the Chair of the Faculty Academic Committee. The student-athlete shall remain eligible for competition until the appeal is reviewed and a final decision rendered.

D. SUSPENSION SPECIFICS:

1. The suspended event(s) will be the next event(s) in the schedule, including post-season events. A student-athlete suspended for violating the class attendance policy will **not** be permitted to travel unless he/she completes the requirements of the penalty prior to completion of the contest. If the event from which the student-athlete is suspended is a home competition, the student-athlete may dress out for the game and sit on the bench, if the coach permits. The student-athlete will not be permitted to miss class for any practice/preparation on the day of competition unless he/she completes the penalty prior to completion of the contest. .

2. In the event ASPSA's first report indicates a student-athlete has already accumulated three (3) or more unexcused class absences the student-athlete, Head Coach, parent(s)/guardian(s) and Sport Supervisor will be notified in writing that the student will be considered on zero tolerance such that **the next reported absence will result in a suspension from 5% of competition OR one competition, whichever is less.** The student-athlete will also be required to meet with the Director of Academic Support Program for Student-Athletes and the Sport Supervisor. **Each subsequent absence will result in the suspension from an additional 10% of the competition schedule per absence.**

E. HEAD COACH RULES:

Coaches may have a more stringent class attendance policy, but it must be communicated to the team in writing at the beginning of the school year, after concurrence with the Sport Supervisor and notification to the Director of the ASPSA.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: University of North Carolina Asheville
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC Asheville

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	must meet NCAA and institutional expectations	2.0 or higher	1.8=before start of 3rd semester 1.9=before start of 5th semester 2.0=till graduation	none
Minimum required study hours	if less than 2.3, must have 6 hours	none	none	none
Minimum class attendance	all unless excused	none	none	none
Other requirement #1 (please list, if applicable) Freshmen fundamentals	: SA's attend six 1 hour sessions focused on successful college transition tips.			
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

N4A recommended guidelines for academic and life skills program evaluation are followed. (Guidelines attached) At the beginning and end of every semester, the Head Coach, Assistant AD for Student-Athlete Success, the Sr. Associate AD for Internal Operations/Compliance identify "at risk" student-athletes by reviewing academic documentation for freshmen, incoming transfers, and continuing student-athletes with low GPA's or earned hours. Student-athletes who are "academically at risk" will also be identified, and an action plan will be developed to assist those students. The Head Coach and Assistant AD for Student-Athlete Success meet prior to each semester to review academic documentation for all student-athletes. Meetings with students are then arranged as needed. These meetings may also include the Director of Athletics, Senior Woman Administrator, Faculty Athletics Representative, and others who might be helpful resources. The requirements for Good Academic Standing at UNC Asheville. Good Academic Standing Students with a semester and cumulative GPA of 2.0 or higher and who successfully complete at least 67% of their attempted hours each semester are considered to be in Good Academic Standing. Academic Warning Students are placed on Academic Warning if any of the following three conditions occur: • The student's semester GPA is ≤ 2.0, • The student's cumulative GPA is ≤ 2.0, or • The student's successful completion rate (earned hours divided by attempted hours), either for the semester or cumulative, is less than 67%. To continue enrollment, students on Academic Warning must either regain Good Academic Standing, as described above, or meet all of the following Criteria for Continued Enrollment each semester until they regain Good Academic Standing. Criteria for Continued Enrollment while on Academic Warning • Earn a semester GPA of at least 2.25; • Successfully complete at least 70% of their attempted hours each semester, AND • Meet with a OneStop Advisor prior to the first day of class to complete an Academic Recovery contract. This contract may stipulate additional requirements that the student must fulfill in order to continue enrollment. Note: Students who earn all F grades or a combination of all F, U, or W grades in a semester will be Suspended without a period of Academic Warning.

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Health and Wellness Promotion	29%	Management	20%	Biology	11%
All full-time students enrolled at the institution	Psychology	8%	Business	8%	Environmental Science	7%

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Health and Wellness Promotion	24%	Business	21%	Biology	10%
All full-time students enrolled at the institution	Business	7%	Psychology	7%	Biology	7%

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Health and Wellness Promotion	25%	Business	22%	Biology	10%
All full-time students enrolled at the institution	Environmental Science	8%	Psychology	8%	Biology	8%

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	3.16	3.18	3.11
All full-time students enrolled at the institution	3.04	2.95	2.91

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

As a degree seeking student at UNC Asheville each student has an assigned academic advisor within their declared major. Student-athletes benefit from an additional academic support structure that integrates academic review within the Athletics Department. Student-athletes have access to all university wide supports of peer tutors, the writing lab, supplemental instruction and the math lab. Additionally, student-athletes have access to athletic department tutors who are predominantly retired faculty members.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
	% participating in activities listed above	% participating in activities listed above	% participating in activities listed above
Student-athletes	10% internships, 3% study abroad	18% internships 5% study abroad	25% internships 5% study abroad

If there are other comments or additional information you would like to include for this section on Student Majors and Performance, please do so in the space below.

In addition to access to all university activities, student-athletes may elect to participate in the Athletics Department Leaders for Leaders mentoring program. This pairs an interested student-athlete with a mentor who is most often retired from the career area the student-athlete is exploring. On average our student-athletes volunteer 6 hours each. Many choose to do more than that out of individual interest. Student-athletes also actively participate in Undergraduate Research. Undergraduate Research is self-directed or -designed academic work by an individual student or team of students that addresses a research question with the expectation of a scholarly or creative product intended for publication or presentation on or off campus. Students undertake this work with a faculty mentor for at least one academic term or intensive summer, through which students learn and assume their roles as researchers and creators.

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR		79%	56%	60
All student FGR		62%	60%	68

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16
# of courses where course clustering of student-athletes have been identified.	NA	81	67

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

2016-17

• Reports related to "flagged" sections and student-athletes, as described in the UNC Policy 700.6.1.1[G], were generated by the Office of Institutional Research. These reports included additional data, such as majors, class-times, and cumulative GPAs for the student-athletes and non-athletes in the identified class sections.

• Provost Joseph Urgo, the Academic Deans, and the Assistant Provost for Academic Administration met on September 19, 2017 to discuss and review the reports. The reports contained data related to:

- o The grade distribution between student-athletes and non-student-athletes in the eighty-one (81) flagged sections.
- o The grade distribution between flagged sections and non-flagged sections of same course.

2015-16

• Reports related to "flagged" sections and student-athletes, as described in the UNC Policy 700.6.1.1[G], were generated by the Office of Institutional Research. These reports included additional data, such as majors, class-times, and cumulative GPAs for the student-athletes and non-athletes in the identified class sections.

• Provost Joseph Urgo, the Academic Deans, and the Assistant Provost for Academic Administration reviewed the summary reports. The reports contained data related to:

- o The grade distribution between student-athletes and non-student-athletes in the sixty-seven (67) flagged sections.
- o The grade distribution between flagged sections and non-flagged sections of same course.

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

2016-17 Blue Ribbon Plan UNC Asheville Athletics has developed a Blue Ribbon plan to make student-athletes aware of the tools at their disposal. The following four pillars align with the goals and objectives of both the University and the Athletics department. Developing Sporting Excellence is a major goal of every student-athlete. The Blue Ribbon program identifies support services for student-athletes such as injury prevention/rehabilitation, nutrition, strength and conditioning and education. The committee consists of a dozen members representing staff from the athletics department, student health & counseling, as well as external physicians and physical therapists. Supporting Academic Life is a critical component of development. Working directly with freshman to understand the college classroom environment and expectations can be key to their success. Skills range from understanding the syllabus to knowing how to communicate with a professor. An awareness of the support services and the maturity to seek out help when needed are reinforced. First year programming exists to build confidence in areas like study skills, stress management, test taking strategies, time management and effective communications with professors. Engaging through leadership and service allows student-athlete to explore areas of interest, contribute back to their community and hone leadership skills. Student athletes volunteer in our community in activities ranging from reading to elementary students to teaching a sports clinic in partnership with Special Olympics. Student-athletes connect with the larger community and learn valuable teamwork and leadership skills. Each student is asked to reflect on the value, rationale and goals of such work to give the effort meaning. Transition to life after college may seem a long way down the road for freshmen, but seniors know it is just around the corner. This focus area concentrates on life skills such as networking, interview skills, and financial literacy along with career panels hosted by former student-athletes. Leaders for Leaders In January of 2015 all graduating student-athletes were given the opportunity to request a mentor. Volunteers from The Cliffs at Walnut Cove and Osher Lifelong Learning Institute (OLLI) were paired with student-athletes. Every effort was made to pair the student-athletes and retirees based on general career interests. The format of the program was intentionally vague, simply asking participants to communicate with each other monthly. Contact methods included phone calls or emails, attending home events together, as well as a "walk and talk" around campus. Based on feedback from the initial pilot, a decision was made to open the program up to students before their senior year to allow more contact time between the student and mentor. Now in its third year, program participation has risen to 60 student-athletes (representing almost 40% of those eligible to join). Additional adjustments need to be established to incorporate increased interest beyond the original two communities. Several campus groups such as AVID, and the MGMT department are beginning similar programs. We plan to partner with them to help build the best service opportunities for students and volunteers. The Leaders for Leaders program will begin to offer programming to student-athletes taught by mentors to improve job skills, etiquette, etc. 2015-16 UNC Asheville Leaders for Leaders program The Leaders for Leaders program matches retired community members with UNC Asheville student-athletes with the goal of providing mentoring during the transition between college and the workplace. In January of 2015 all graduating student-athletes were given the opportunity to request a mentor. Ten student-athletes from seven different sports requested a match. Based on the expressed interest from two different communities, five retired volunteers from The Cliffs at Walnut Cove and five from the Osher Lifelong Learning Institute (OLLI) were paired with student-athletes. Every effort was made to pair the student-athletes and retirees based on general career interests. The format of the program was intentionally vague, simply asking participants to communicate with each other monthly. The initial introductions were made at a luncheon and included a presentation of pertinent NCAA compliance information. Over the five month pilot, all ten pairs communicated more regularly than required. Contact methods included phone calls or emails, attending home events together, as well as a "walk and talk" around campus. At the close of the academic year the participants met to critique the format of the program. The consensus was the program was a success. Several of the mentors and student-athletes from 2015 still remain in touch a year and half after graduation. Based on feedback from the initial pilot, a decision was made to open the program up to students before their senior year to allow more contact time between the student and mentor. Now in its third year, program participation has risen to 60 student-athletes (representing almost 40% of those eligible to join). We have participation from student-athletes in every sport. The growth in interest from the student-athletes allowed an expansion of the program to include mentors from current and former University and Athletics Boards as well as alumni. The program's success has inspired a similar partnership to start this year with UNC Asheville's AVID (Advancement Via Individual Determination) program matching first generation students with volunteers from OLLI.

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

Our population of student-athletes who have exhausted eligibility and not graduated is so small we can review on a case by case basis for support opportunities. These may include scholarship, guaranteed departmental work study, NCAA degree completion awards etc. . The majority of student-athletes who attend UNC Asheville for 4+ years and exhaust eligibility, graduate within the NCAA allotted five year clock. Please refer to Graduation Rate data.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: University of North Carolina-Chapel Hill
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC-Chapel Hill

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	2.0	2.0	1.8, 1.9, 2.0	
Minimum required study hours				
Minimum class attendance				
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Exercise and Sports Science	15	Communication Studies	9	Economics	6
All full-time students enrolled at the institution	Biology	9	Psychology	7	Economics	6

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Exercise and Sports Science	19	Communication Studies	9	Business	6
All full-time students enrolled at the institution	Biology	9	Psychology	7	Economics	6

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Exercise and Sports Science	17	Communications Studies	10	Business	6
All full-time students enrolled at the institution	Biology	9	Psychology	7	Economics	6

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	2.94	2.96	2.92
All full-time students enrolled at the institution	3.30	3.28	3.25

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

The College of Arts and Sciences Academic Advising Program at UNC-Chapel Hill provides comprehensive academic advising for all students from orientation through graduation. Approximately 80 percent of Carolina's student-athletes are in the College of Arts and Sciences and the remaining 20 percent are in the Professional Schools. All student-athletes in the College of Arts and Sciences must see an advisor each semester (non student-athletes are only required to see an advisor in their first semester, then again going into their sixth or seventh semester). During academic advising sessions with each student-athlete, an advisor emphasizes key points depending on the student's semester term as well as academic, career and life goals. Advising sessions focus on four general learning outcomes: 1. Personal discovery, self-assessment and identity development (who I am, what I value) 2. Educational goals 3. Major and minor exploration 4. Learning abilities and preferences – share Academic Support Program for Student-Athletes services and resources (more on ASPSA below), Learning Center, Writing Center, Accessibility Resources, faculty/academic department connections In addition to these advising appointments, a University Career Services counselor provides office hours in the student-athlete academic facility once a week, allowing student-athletes additional opportunities to learn more about their choices of majors. For incoming student-athletes in the summer, in partnership with University Career Services, a career and education management planning program is also used to help students explore career interests. In addition to the Academic Advising program, the Academic Support Program for Student-Athletes reports directly to the Office of the Executive Vice Chancellor and Provost and provides numerous academic services to student-athletes including tutoring, secondary academic and career advising, institutional and NCAA eligibility tracking, and coordination of academic honors and awards. For more on all of these services, please visit <https://apsa.unc.edu/> (cataloging all of the academic processes relating to student-athletes) and ASPSA's website, <https://aspsa.unc.edu/>.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
	% participating in activities listed above		
Student-athletes	Internships 6.3% study abroad 2.0%	Internships 5.6% study abroad 2.0%	Internships 5.9% study abroad 1.9%

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR	NA	68%	72%	72
All student FGR	NA	89%	90%	90

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	2014-15
# of courses where course clustering of student-athletes have been identified.	173	159	157	

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

-- A total of 173 class sections (2 percent of the 8,036 sections) met or exceeded the 25% threshold for student-athlete enrollments. Using the review procedures described above, none of the class sections was found to be irregular.

-- The committee examined the transcripts of 231 student-athletes flagged for review due to their enrollment in 3 or more clustered sections, and none of them was found to be irregular.

2016-17

--A total of 159 class sections (2 percent of the 7,843 sections) met or exceeded the 25% threshold for student-athlete enrollments. Using the review procedures described below, none of the class sections was found to be irregular.

--The committee examined the transcripts of 224 student-athletes flagged for review due to their enrollment in 3 or more clustered sections, and none of them was found to be irregular.

2015-16

--A total of 157 class sections (2 percent of the 7,916 sections) met or exceeded the 25% threshold for student-athlete enrollments. Using the review procedures described below, none of the class sections were found to be irregular.

--The committee examined the transcripts of 288 student-athletes flagged for review due to their enrollment in 3 or more clustered sections, and none of them was found to be irregular.

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

In order to identify any issues of concern about the enrollments of student-athletes, many factors are taken into consideration in these reviews, and new criteria are added as the Committee continues to refine the analysis. As previously mentioned, the Committee currently includes the Dean of Undergraduate Education in the College of Arts & Sciences, the University Registrar, a representative from the Office of Institutional Research, the Faculty Athletics Representative and two representatives from the Faculty Athletics committee. Results are provided to the Dean of Undergraduate Education and to the Office of Institutional Research to be incorporated into an annual report to The University of North Carolina system. The review process established by UNC-Chapel Hill is conducted at multiple points and levels. All sections that meet or exceed the threshold are reviewed twice per term. The first review occurs after the add/drop period (post-census). The second review occurs after grades have been awarded. The academic year is defined as summer 1 and 2, fall, and spring. This includes both a qualitative and quantitative assessment of the following considerations:

- Enrollment review - For the enrollment review at the end of the first 10 days of class, the composition of the cluster may be analyzed based on the following:
 - o The majors of the students to determine if the course is required for the students' curriculum;
 - o The number of students from any one team;
 - o The number of sections offered for the individual course and the course scheduled time of day;
 - o The number of clustered sections that the primary instructor teaches as compared to non-clustered sections.
- Transcript review
 - o A transcript review is conducted for students who were enrolled in three or more clustered sections during the academic year to ensure that the enrolled courses are consistent with the context of the student's curriculum;
 - o An additional transcript review may be conducted for students who have been identified based on the grade analysis below.
- Grade review - For the grade review at the end of the term, the grading patterns of the clustered sections may be examined based on the following:
 - o Average grades awarded to student athletes versus non-student athletes; sections having a difference of greater than .50 grade points (in either direction) are reviewed at the individual course section level;
 - o Grading pattern of clustered courses that are numbered higher than the student's academic class standing;
 - o Grade distribution of clustered vs. non-clustered sections of the same course;
 - o Grading patterns of the primary instructors in clustered sections compared to non-clustered sections.

Syllabus review - A syllabus review was conducted to ensure that the course requirements, meeting patterns, and grading standards are comparable to other courses at that level. Any concerns identified in the syllabi or the grade reviews are referred to the appropriate administrator for the relevant professional school or College.

(b) What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality? UNC-Chapel Hill has numerous policies and procedures, many of which have been established and/or updated since 2012 and are designed to assure the academic rigor of its courses and the integrity of the credit hours awarded for completion. Course Approval Processes The College of Arts and Sciences and the professional schools approve courses authorized for degree credit through a multi-stage review process which begins with an endorsement by departmental faculty and ends with the final approval by their respective administrative boards, which consist primarily of faculty. These reviews consider the expected learning outcomes, the academic quality of the contents, the level of instruction, student time and effort required, amount of instructor contact with students, and appropriateness of the mode and format of instruction, among many other factors. The University adheres to the Carnegie unit for contact time, which is 750 minutes per credit hour. For lecture and seminar courses, students must spend a minimum of two hours outside the classroom for each hour spent in class. These expectations apply to all instructional delivery modes, including online and face-to-face at off-campus sites. University policy also specifies that students taking independent study courses must devote a minimum of three hours each week for each credit hour, or at least nine hours per week for a three-credit independent study course. Regular Course and Program Review Processes The University requires periodic program and curricular reviews to reassess the contents, level, and credit hours assigned to individual courses. Curriculum Reviews. Individual courses, their contents, and their credit hour values are examined as part of periodic curricular evaluations. For example, courses that meet General Education curriculum requirements are reviewed on a regular basis by the Administrative Boards of the College of Arts and Sciences and related committees. Program Review. The Program Review process involves an external evaluation of the program, including an assessment of the curriculum and course requirements. Individual courses, their contents, and credit hour values are assessed to determine the extent to which the curriculum provides students with the intended depth, breadth, and level of knowledge for that discipline or field. Accreditation Reviews. Nearly 40 specialized accreditation agencies review individual academic programs and professional schools at UNC-Chapel Hill. Accreditation requirements in many fields specify the knowledge, competencies, and skills that students must demonstrate upon completing the curriculum and courses. Assessment of Program-Level Student Learning Outcomes. Results from the annual assessments of student learning outcomes provide additional information on the academic quality and rigor of courses through examination of student work products (e.g., final exams or term papers). Student Evaluations of Instruction. The University's Carolina Course Evaluation Instrument asks students about course and instructional quality. In 2012, questions about whether the course met as scheduled, the amount of time they spent on out-of-class work for the course, and how many times students met with the instructor outside of class were added to the evaluations. Faculty Workload Review. The UNC Board of Governor's faculty workload policy (400.3.4) establishes standards for faculty teaching loads, deans' and department chairs' responsibilities for oversight of individual faculty teaching loads, and procedures for monitoring compliance. In addition, University policy limits the number of independent study students a faculty member can supervise each term. These policies help ensure that faculty are able to devote sufficient time to their students and classes. Monitoring Course Integrity The University established addition procedures and controls that have been implemented since 2012 to monitor the integrity of the courses delivered. They include: Auditing Compliance with Syllabus Policy. University policies require that instructors provide a syllabus to students in every course they teach by the first day of class. The syllabus describes course goals, learning outcomes, required activities, grading methods, and course policies. Syllabus Guidelines are provided to faculty to help them effectively communicate to students the course standards and expectations they must meet to successfully complete the course. The Provost's Office oversees an audit of a random sample of syllabi each term to check for compliance with the policy. Auditing Compliance with Independent Study Policy. A student and faculty member must execute an independent study contract specifying the work to be produced and the approximate time commitments for various activities, including the frequency of meetings with the instructor. This contract, which became a requirement in 2012-13, must be approved by the department chair and the dean prior to the beginning of the term. The Provost's Office oversees an audit of a random sample of contracts each semester to check for compliance with the policy. Auditing Classroom Presence. The Provost's Office oversees an audit of a random sample of lecture, lab, and recitation classes to confirm that they meet in their designated locations at the scheduled time.

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students)?
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

Yes. For student-athletes who leave Carolina before completing their undergraduate degree, no matter how long they've been gone, UNC's degree-completion program, Complete Carolina, assists them in achieving academic success. The Department of Athletics assists former student-athletes with completion of the requisite credits to achieve their degree. The Department encourages former student-athletes to return subject to the following conditions:

- Former student-athletes must be re-admitted to the University. Once re-admitted, a former student-athlete is eligible to receive financial assistance up to, but not exceeding, the level of financial assistance or need-based assistance provided during the time the applicant was a student-athlete receiving financial aid. For instance, a student-athlete who received a half scholarship is eligible for payment up to half of the course costs (applied to tuition, fees and books) for the course of study/major/minor that he or she began in, if still available.
- Complete Carolina participants must be willing and able to enroll in coursework at UNC in as much as NCAA rules prohibit the institution from providing a former student-athlete athletics grant-in-aid to attend another institution. Since 2014, 15 Tar Heels have graduated using the Complete Carolina program. Six more are on pace to graduate in 2018-19, and 18 more are participating.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: University of North Carolina Charlotte
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC Charlotte ▼

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	same as ncaa		1.8,1.9,2.0	
Minimum required study hours				
Minimum class attendance				
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	University College	16.4	Business	12.7	Psychology	7.5
All full-time students enrolled at the institution	University College	9.9	Computer Science	8.7	Business	7.2

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	University College	16.7	Business	8.1	Sociology	7.2
All full-time students enrolled at the institution	University College	9.7	Business	7.1	Computer Science	6.9

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

Student-athletes	University College	13.5	Sociology	10.1	Psychology	7.1
All full-time students enrolled at the institution	University College	10.1	Business	6.7	Computer Science	6.6

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	3.04	2.99	2.97
All full-time students enrolled at the institution	3.04	3.02	2.99

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

In most cases, student-athletes have access to more pro-active and consistent advising that allows them to sample and choose appropriate majors leading to timely graduation – appropriate meaning consistent with their interest, strengths and career goals and timely meaning no more than 5 years. Student-athletes, upon enrollment, have a progress to degree (PTD) sheet produced based on their intended major and year of enrollment. The PTD sheet is discussed with the student to allow them to see what their actual time to degree will be based on their year and academic transcripts. The PTD is updated every semester. If a student-athlete is getting off track, options are discussed and the student is always given their choice to determine if they stay in the major or choose another. The choice could impact their NCAA eligibility. The actual real time to degree piece is not regularly available to general students.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	% participating in activities listed above	% participating in activities listed above	% participating in activities listed above
Student-athletes	na	na	na

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR		71%	73%	73
All student FGR		55%	54%	54

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	2014-15
# of courses where course clustering of student-athletes have been identified.		29	34	33

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

***See attachment

2017-18

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2016-17

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2015-16

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Q37. 4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

***See attachment

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5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

5th year or "degree completion funds" are available every year for Charlotte student-athletes. Assuming the individual has made satisfactory progress and can complete the degree within the extra year, funds are set aside to assist in degree completion. Student-athletes on scholarship in their final year of eligibility will receive the lesser of A) the scholarship they received in their final season of eligibility or B) full tuition and fees for the classes needed to complete their degree. As an example - if tuition and fees are \$10,000 and a student was on a \$5000 scholarship in their last season of eligibility, they would receive an award of \$5000. If the student was on a \$15,000 scholarship in their last season of eligibility, they would receive \$10,000 toward the full cost of tuition and fees. Moderating the totals allow us to serve all student-athletes that require additional time to complete their degree. In limited cases, full scholarships can be awarded to complete degrees, but those are disbursed as required. Additionally, while not tied directly to athletics or financial aid, in 2005 the institution created the 49er Finish Program which assists former undergraduate UNC Charlotte students with completing their degrees through personalized advising services. Using a concierge approach, the program aims to make the transition as smooth as possible for 49er Finish students returning to UNC Charlotte. Offered through the Office of Adult Students & Evening Services (OASES), the 49er Finish Program serves as a model degree completion program across the state and nation. Recently the program was named a 'Model of Excellence' in the winter edition of the University Business Magazine. The athletic department has assisted many of our former student-athletes with aid in concert with their utilization of this program.

Campus Clustering Review Process

Review of Clustering

The Director of the Athletic Academic Center in conjunction with Institutional Research produce a list of all sections of courses that met the UNC System definition of clustering (when student-athletes make up 25% or more of the section enrollment) for the preceding academic year (summer terms, fall semester and spring semester).

Review of course clustering consist of the following:

1. Grade distribution between student-athletes and non-student-athletes in flagged sections. The Associate Provost for Undergraduate Studies and Dean of University College reviews grade distributions in flagged sections for irregularities.
2. Grade distribution between flagged sections and non-flagged sections of the same course. The Associate Dean for Graduation and Advising reviews the grade distributions for irregularities.
3. Transcript reviews of student-athletes who enrolled in three or more flagged sections per academic year (including summers). The Associate Dean for Graduation and Advising reviews the transcripts for irregularities.
4. The report is written, utilizing the provided template, and reviewed by the Chancellor.
5. The report is reviewed by the UNC Charlotte Board of Trustees Athletics Committee.

Notes:

The review looks for grade distributions that were substantially different than the corresponding distributions (student-athlete vs non-student athlete and flagged section vs, non-flagged sections). Individual transcripts are reviewed to see if grades in flagged sections were substantially higher than those in non-flagged courses.

The Athletic Academic Center is a department within the Office of Undergraduate Education which is a part of the Academic Affairs Division. The Director of the Athletic Academic Center reports directly to the Associate Provost for Undergraduate Studies and Dean of University College, who in turn reports directly to the Provost.

UNC Charlotte student-athletes have primary academic advisors in their majors as well as secondary Athletic Academic Advisors. The Athletic Academic Advisors in consultation with the primary academic advisors register only entering new student-athletes for their initial courses. After the entering semester all student-athletes are responsible for meeting with their primary and secondary advisors to build a semester schedule and register for their course via Banner Self Service.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: University of North Carolina Greensboro
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC Greensboro

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	2.0	2.0	standard	none
Minimum required study hours	4-6 hours			
Minimum class attendance	all classes unless excused	all classes unless excused	all classes unless excused	all classes unless excused
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	20.4	Kinesiology	10.4	Pre-kinesiology	6.5
All full-time students enrolled at the institution	Business	8.7	Biology	6.7	Psychology	5.8

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	18.4	Kinesiology	9.8	Pre-Kinesiology	8.5
All full-time students enrolled at the institution	Business	8.7	Biology	7.2	PSychology	5.8

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	14.8	Pre-Kinesiology	11.1	Communications	8.2
All full-time students enrolled at the institution	Business	8.1	Biology	7.3	Psychology	5.8

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	3.25	3.19	3.13
All full-time students enrolled at the institution	2.90	2.91	2.90

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Student-athletes complete their academic advising through their university academic advisors assigned in their major. They meet with their academic advisor and obtain an advising code, just like every other student on campus. They are encouraged to choose their own majors and course requirements. Athletic Academic Coaches within the Intercollegiate Athletic Department help students navigate choosing class times that do not conflict with practice if possible. (See attached for information regarding UNCG's Spartan Academic Support Services)

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
	% participating in activities listed above	% participating in activities listed above	% participating in activities listed above
Student-athletes	na	na	na

If there are other comments or additional information you would like to include for this section on Student Majors and Performance, please do so in the space below.

There are majors and programs on campus that require internships and study abroad experiences. We have many student-athletes in these majors. In addition, some student-athlete complete internships without earning credit or participate in study abroad programs through other institutions. These are not points of data that we collect as an athletic department at this time.

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR	<input type="text"/>	62	42	50
All student FGR	<input type="text"/>	54	54	56

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	
# of courses where course clustering of student-athletes have been identified.	NA	3	3	<input type="text"/>

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

2016-17

Office of Institutional Research “flagged” course sections of 25% or greater student-athlete enrollment. For “flagged” sections, there was statistically significant difference in mean course grade between athletes and non-athletes in REL 217. Non-athletes had a higher mean course grades. Between flagged and non-flagged sections, statistically significant difference in mean course grade for ECO 201 at the .05 level of significance. Students in the flagged section had higher mean course grades. No correction action planned.

2015-16

Office of Institutional Research “flagged” course sections of 25% or greater student-athlete enrollment. For “flagged” sections, no statistically significant difference in mean course grade between athletes and non-athletes. Between flagged and non-flagged sections, statistically significant difference in mean course grade for FFL100 - No correction action planned, as FFL courses are taught by different instructors every semester.

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

UNC Greensboro (UNCG) has a long-standing and comprehensive review process that includes all courses, regardless of mode of delivery or pedagogy, and is overseen by the faculty. The review begins in the department, where faculty within the discipline review and approve all course approvals initiated within any of their programs. The review includes the course description, learning outcomes, basic texts, principle topics covered, and description of activities and assignments. Faculty ensure the course content meets the level of course requested (100, 200, 300 level, etc.) and the University's expectations for college-level learning. They consider whether the credit hours indicated are aligned with the work and stated goals of the course. This review includes ensuring that credit hours specified are in keeping with the learning outcomes described in the required syllabus. The same review process is followed for undergraduate and graduate courses. When approved by the department, courses are then reviewed in the same manner by faculty within the school or unit to which the department belongs. This ensures faculty outside of the discipline have agreed the course meets the standards for academic expectations at UNC Greensboro. After the unit approves the course, a final review is conducted by university-wide faculty curriculum committees, the Undergraduate Curriculum Committee (UCC) and the Graduate Studies Committee (GSC). These committees review the same content to make sure that each course represents the rigor and level of learning expected by all courses at UNCG. The UCC reviews undergraduate course requests, and the Graduate Studies Committee reviews graduate course requests. All additions, changes and deletions of courses, including online, off-campus, independent studies, and all course types are reviewed through this process.

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

The Department of Athletics awards athletics aid for those who have exhausted eligibility on a case-by-case basis based on the sports' athletics scholarship budget.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: University of North Carolina Pembroke
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC Pembroke

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
 (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
 (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	2.0	2.0		
Minimum required study hours	NA	NA	NA	NA
Minimum class attendance	NA	NA	NA	NA
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	NA		NA		NA	
All full-time students enrolled at the institution	Business	13.7	Biology	10.7	Criminal Justice	8.7

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Education	33	Business	19	Liberal Arts/Sciences	14
All full-time students enrolled at the institution	Business	12.7	Biology	10.4	Criminal Justice	9.3

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Education	41	Business	17	Public Administration	12
All full-time students enrolled at the institution	Business Administration	11.4	Biology	9.4	Criminal Justice	9.4

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	2.89	2.78	2.75
All full-time students enrolled at the institution	2.73	2.65	2.66

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

All academic support services are available to the general student body. To ensure students have flexibility in choice of major, student-athletes receive priority registration and have a primary academic advisor who reports outside of the athletics department.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
% participating in activities listed above			
Student-athletes	na	na	na

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR		56	48	54
All student FGR		40	36	34

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	2014-15
# of courses where course clustering of student-athletes have been identified.	NA	200	162	

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18	No irregularities were found upon the academic affairs course review in any year. Clustering at smaller institutions is difficult to avoid, particularly in more popular majors that also have many elective courses due to limitations of course section availability.
2016-17	No irregularities were found upon the academic affairs course review in any year. Clustering at smaller institutions is difficult to avoid, particularly in more popular majors that also have many elective courses due to limitations of course section availability.
2015-16	No irregularities were found upon the academic affairs course review in any year. Clustering at smaller institutions is difficult to avoid, particularly in more popular majors that also have many elective courses due to limitations of course section availability.

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

Course clustering and grade distribution is reviewed by Academic Affairs administration annually. UNCP is in good standing with the academic accrediting body (SACS).

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

Degree completion assistance following eligibility is rare at UNCP but has been offered on a case by case basis, dependent upon a student's individual circumstances and budget availability.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: University of North Carolina at Wilmington
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

UNC Wilmington

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	2.0	2.0	Standard NCAA	
Minimum required study hours	6 hours as freshmen or if below 2.3	none		
Minimum class attendance	required unless excused			
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

If there are other comments or additional information you would like to include for this section on Minimum Requirements, please do so in the space below.

The UNCW student policy: An undergraduate is automatically placed on academic probation when the cumulative GPA drops below 2.00 at the end of either Fall or Spring semester (not Summer). Students on probation are limited to a 14-hour course load during the Fall and Spring semesters and no more than 4 hours per Summer session. When a student is placed on academic probation, it is the responsibility of the student to arrange regular meetings with the academic advisor or department chair/director to consider specific academic intervention strategies. Students are removed from probation at the end of any term (Fall, Spring, or Summer) where the cumulative GPA reaches 2.00. Students placed on academic probation at the end of the Fall semester will have the following Spring, Summer, and Fall semesters to reach the required 2.00 cumulative GPA. During the probationary period, students are expected to earn a term GPA of at least 2.33 each semester. Failure to do so will result in their immediate dismissal. If the student's cumulative GPA does not reach a 2.00 by the end of the Fall semester, the student will be dismissed. Under no circumstances will a student dismissed for failure to reach the prescribed term GPA or cumulative GPA be approved to enroll at UNCW for the following Spring, Summer, and Fall semesters. Students placed on academic probation at the end of the Spring semester will have the following Summer, Fall, and Spring semesters to reach the required 2.00 cumulative GPA. During the probationary period, students are expected to earn a term GPA of at least 2.33 each semester. Failure to do so will result in their immediate dismissal. If the student's cumulative GPA does not reach a 2.00 by the end of the Spring semester, the student will be dismissed. Under no circumstances will a student dismissed for failure to reach the prescribed term GPA or cumulative GPA be approved to enroll at UNCW for the following Summer, Fall, and Spring semesters. Students should refer to the Scholarship and Financial Aid (OSFA) section related to Policy on Return of Title IV Funds for information about how academic probation impacts financial aid eligibility. Term Dismissal Excluding students who withdraw from all courses in a semester, students who do not earn at least a 1.00 semester GPA in any regular term (Fall or Spring) are subject to Academic Term Dismissal and must appeal to the appropriate dean or director to determine academic status. Students seeking an appeal must submit the required documentation by the established deadline to the appropriate dean or director. Students must understand that the submission of an appeal does not guarantee that he or she will be allowed to attend. During the appeal review period, students may not attend any classes at UNCW. Academic Term Dismissal appeals may result in reinstatement, probation, or dismissal for either one or two regular semesters. Students placed on probation may be required to complete an academic contract. Students who choose not to appeal the Academic Term Dismissal will be automatically dismissed from the university and will not under any circumstances be permitted to enroll for two consecutive, regular semesters and any intervening Summer term.

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	35.7	Biology	8.6	Exercise science	7.9
All full-time students enrolled at the institution	Nursing	17.8	Business	13.8	Psychology	4.9

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	27.9	Exercise science	9.8	Public health	8.2
All full-time students enrolled at the institution	Nursing	16.4	Business	13.8	Psychology	5.5

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	19.9	Exercise science	12.3	Parks and rec	8.9
All full-time students enrolled at the institution	Nursing	16.0	Business	13.8	Psychology	5.2

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	3.25	3.21	3.20
All full-time students enrolled at the institution	3.27	3.23	3.25

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

UNCW Athletics SASS (Student-Athlete Support Services) provide freshman student-athletes with weekly academic focus meetings. During these meetings the freshman student-athletes meet with their assigned academic coordinator to review recent academic results and upcoming assignments. Study hall is required for all freshman student-athletes the entire first academic year. Some student-athletes are assigned an academic mentor to monitor academic progress, and they will meet on a weekly basis as well. Tutoring in the SASS office is available for student-athletes only for math and science subjects. SASS staff conducts four freshman workshops during the first semester. These are activities that support a healthy transition from high school to college. Student-athletes utilize the University Learning Center, a resource available to non-athletes for all other tutoring needs. This is the general tutoring center on campus.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
% participating in activities listed above			
Student-athletes	10	10	9

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR		73	72	66
All student FGR		72	71	70

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	2014-15
# of courses where course clustering of student-athletes have been identified.	0	0	0	

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18

2016-17

2015-16

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

All courses have to be approved by faculty run curricular bodies at all levels (Department--School/College—University/Full Faculty Senate) that vet them for academic rigor, quality, and learning outcomes that support University and program level outcomes. Courses that meet general education competencies and requirements are further reviewed by our University Studies Committee to ensure they meet additional learning outcomes as established by the faculty. Independent studies, fieldwork, and credit bearing internships and other “non-standard” courses are reviewed, vetted and approved at department and then Dean level on standard forms for the purpose, and include course objectives and clear expectations of student work required and grading expectations. Syllabi are included in these reviews, and syllabi for all courses taught are collected and preserved at department level. All instructors are credentialed through the office of academic affairs as well as at department and school/college level.

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

Yes, this is done on a case by case basis. UNCW Athletics has assisted with financial assistance in the past three years to complete degrees in the following sports: Women's tennis, Baseball, Men's golf and Women's swimming.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: Western Carolina University
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

Western Carolina University

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	1.8, 1.9, 2.0	2.0	1.8, 1.9, 2.0	none
Minimum required study hours	0-6	NA	NA	NA
Minimum class attendance	varies by class	varies by class	none	none
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Communication	8.5	Biology	7.4	Psychology	6.9
All full-time students enrolled at the institution	Criminal justice	5.1	Biology	5.0	Psychology	4.1

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	37.3	Parks, recreation	11.9	Education	9.5

All full-time students enrolled at the institution	Criminal justice	5.6	Biology	5.3	Psychology	4.1

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	Business	33.7	Health	11.0	Education	9.9
All full-time students enrolled at the institution	Criminal justice	5.7	Biology	5.0	Psychology	4.0

2b. What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	3.13	3.03	3.04
All full-time students enrolled at the institution	3.07	3.06	3.07

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

All students at Western Carolina University are advised by professional advisors in the university's advising center. This is the same advising center that is used by non-student-athletes, and the center operates through oversight of the university's provost office. Two of these professional advisors are responsible for advising student-athletes; guiding them through major and course selection throughout their career. Daily academic support and monitoring of study hall/tutor needs is monitored by academic counselors within the athletic department, located in the Student-Athlete Academic Support Services unit. These counselors utilize tutoring resources in the Writing and Learning Commons, which provides the same assistance to the entire student body. Completion of degree for student-athletes is monitored by an eligibility committee; comprised of the academic advisors, the faculty athletics representative, the registrar, the athletics SWA, and the Director of Compliance in athletics.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
	% participating in activities listed above	% participating in activities listed above	% participating in activities listed above
Student-athletes	6.9	4.2	4.9

If there are other comments or additional information you would like to include for this section on Student Majors and Performance, please do so in the space below.

The information provided in the non-athletic extracurricular activities is limited to internships and study abroad only. We do not track student-athletes that participate in greek life, clubs, and other extra curricular activities.

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	
Student-Athlete FGR	59	53	53	
All student FGR	58	56	55	

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	
# of courses where course clustering of student-athletes have been identified.	76	71	77	

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18	NA
2016-17	NA
2015-16	NA

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

In addition to reviews for clustering, special efforts are taken to ensure that all courses offered at WCU provide academic rigor and quality for all students. While student-athletes are allowed priority registration, special sections are not created for them. Therefore, student-athletes are afforded the same academic rigor and quality as all other WCU students. While there have been a few student-athletes enrolled in distance programs (e.g. M.S. in Sport Management), there is no distinction between student-athletes and non-student-athletes. Internships may be required for students in distance programs, but requirements are the same for all students. Further, independent studies are not typically offered in WCU's distance programs. For students enrolled in residential programs, independent studies are not offered in large quantities. Most students do not do independent studies. Those professors who do independent studies with students typically only have 1-2 students enrolled in an independent study during any semester.

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

On occasion, and through an application/request process, the athletic department will provide/seek funding to assist student-athletes with degree completion upon exhausting their eligibility. The NCAA provides degree completion award funds to student-athletes who fail to complete their degree within the 5-year eligibility period. For this program, student-athletes must be within 30 hours of degree completion to qualify.

**UNC Constituent Institution Responses for Second Meeting of Legislative Commission
on Fair Treatment of College Student-Athletes**

Response from: Winston-Salem State University
October 9, 2018

Please indicate your institution by selecting from the drop-down list below.

Winston-Salem State University

1. Minimum requirements.

- (a) What are the minimum academic requirements at your institution for student-athletes to remain eligible for athletic participation, such as GPA, required study hours, class attendance, or any other academic related requirement?
- (b) How do these requirements compare to the minimum requirements for a non-student-athlete to remain in good academic standing with the institution?
- (c) How do these requirements compare with NCAA and conference requirements for your institution?

	Student-athletes at your institution	Non-student-athletes at your institution	NCAA requirements	Conference requirements
Minimum GPA for eligibility	2.0	2.0		
Minimum required study hours	8			
Minimum class attendance	required unless excused	required unless excused	required unless excused	required unless excused
Other requirement #1 (please list, if applicable)				
Other requirement #2 (please list, if applicable)				
Other requirement #3 (please list, if applicable)				
Other requirement #4 (please list, if applicable)				

2. Student Majors and Performance.

2a.1. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2017-18.

	2017-2018		2017-2018		2017-2018	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	exercise science	20	sports management	15	business	6
All full-time students enrolled at the institution	nursing	27	exercise science	7	biology	6

2a.2. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2016-17.

	2016-17		2016-17		2016-17	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	exercise science	17	sports management	13	business	6
All full-time students enrolled at the institution	nursing	29	biology	5	healthcare management	5

2a.3. Please provide the three most common majors for the following subgroups, along with the percentage of students in each group who have selected these majors, in academic year 2015-16.

	2015-16		2015-16		2015-16	
	Most common major	% of students in group selecting this major	Second most common major	% of students in group selecting this major	Third most common major	% of students in group selecting this major
Student-athletes	exercise science	17	sports management	11	business	6
All full-time students enrolled at the institution	nursing	27	healthcare management	5	exercise science	5

What is the average GPA for each group of students for each of the past three academic years?

	2017-18	2016-17	2015-16
	Average GPA	Average GPA	Average GPA
Student-athletes	2.86	2.85	2.77
All full-time students enrolled at the institution	2.83	2.82	2.82

2c. What academic advising and assistance is provided to student-athletes at your institution, including assistance to ensure that student-athletes can select and complete the major of their choice that is not provided to the general student population? (Note: please describe any unique academic advising or assistance available only to student-athletes rather than the general student body)

Winston-Salem State provided early registration for specific populations, including student athletes, that allows early registration for the courses that meet their general education and/or degree requirements. As a result, these populations also receive advising earlier than the general population to insure the correct courses are identified and selected. This helps to avoid these students from delays in completing all requirements. Incoming freshmen and transfer student athlete also receive early advising and registration to help understand academic expectations as well as the resources available for academic success. Required participation in the Academic Enhancement Program (AEP) creates an environment and time management guide to help student-athletes complete their weekly coursework in the Student Success Center at Hill Hall with the goal to avoid any academic deficiencies that impact athletic eligibility.

2d. For the past three academic years, what percentage of student-athletes participate in internships, study abroad programs, and non-athletic extracurricular activities, as compared to non-student-athletes enrolled in the institution?

	2017-18	2016-17	2015-16
	% participating in activities listed above	% participating in activities listed above	% participating in activities listed above
Student-athletes	na	na	na

3. Graduation Rates

3a. What is the 6-year graduation rate for student-athletes at your institution for the past 3 years?

- Please provide this information as calculated by the federal graduation rate (FGR).

What is that rate for the institution as a whole for the past 3 years (student-athletes do not need to be broken out for this calculation unless data is already calculated this way)?

- Please provide this information as calculated by the federal graduation rate (FGR).

	2017-18	2016-17	2015-16	2014-15
Student-Athlete FGR		64	64	64
All student FGR		47	47	47

4. Course Quality.

4a.1. In how many courses in the prior 3 academic years has your institution identified course clustering of student-athletes (as defined in UNC BOG Policy 700.6.1.1)?

	2017-18	2016-17	2015-16	
# of courses where course clustering of student-athletes have been identified.	674	578	726	

4a.2. What has been the outcome of the review of those courses and how has your institution worked to address any irregularities?

- Space is available to comment separately for each academic year, if applicable.
- If there were no irregularities identified in any particular year, please enter NA.

2017-18	na
2016-17	na
2015-16	na

4b. What steps have been taken by your institution to ensure that all courses, including nonstandard courses and independent studies provide academic rigor and quality?

5. Extended Financial Assistance for Degree Completion.

- Does your institution offer additional scholarships or financial assistance to student-athletes whose athletic eligibility has expired to complete their degree (other than assistance that would be available to all enrolled students?)
 - If yes, please provide information about these programs in the space below.
 - If no, please enter NA.

Winston-Salem State University offers financial awards to students who qualify that are close to completing their degree. These awards are not for just student-athletes. Any student who qualifies for the funding is eligible to receive it. The scholarship fund is called Almost Home.

Appendix C

Comparing NCAA Graduation Success Measures

UNC Board of Governors and Athletic Conference Peer Institutions

Appalachian State University

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)		
		NCAA Graduation Success Rate ¹	NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
SUNY at Binghamton	17	91%		73%
Bowling Green State University	16	91%		74%
Miami University-Ohio	15	91%		78%
James Madison University	17	89%		79%
Towson University	18	87%		69%
Western Illinois University	16	86%		63%
College of Charleston	15	86%		69%
University of Northern Iowa	14	85%		70%
Eastern Illinois University	17	83%		67%
Appalachian State University	16	81%		63%
Sam Houston State University	13	74%		57%
Western Washington University	12		90%	72%
West Chester University of Pennsylvania	19		87%	78%
Saint Cloud State University	19		80%	69%
Indiana University of Pennsylvania	15		78%	61%
California State University-Chico	11		78%	68%
Minnesota State University-Mankato	19		75%	62%
Rowan University	-	-	-	-
University of Wisconsin-La Crosse	-	-	-	-
UNC BOG Approved Peer Average		86%	81%	69%
Appalachian State University		81%		63%
Difference		-5%		-6%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ³
Sun Belt			
Arkansas State University	12	85%	61%
Troy University	13	85%	65%
Appalachian State University	16	81%	63%
Georgia State	13	81%	68%
Georgia Southern University	13	80%	60%
New Mexico State University	15	80%	60%
University of South Alabama	13	80%	61%
Texas State University	12	79%	64%
University of Louisiana at Lafayette	12	76%	57%
University of Louisiana at Monroe	12	76%	55%
University of Idaho	12	75%	56%
Conference Peer Average		80%	61%
Appalachian State University		81%	63%
Difference		1%	2%

"-" indicates there are no scores to report (no athletics programs or NCAA is not currently available)

East Carolina University

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008-2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
University of South Carolina-Columbia	16	94%	67%
University of Missouri-Kansas City	12	91%	66%
Ohio University	16	88%	74%
University of Louisville	19	88%	69%
Northern Illinois University	15	86%	63%
University of Southern Mississippi	13	86%	61%
Southern Illinois University Carbondale	14	86%	67%
Wright State University	14	84%	64%
East Carolina University	15	84%	69%
Texas Tech University	13	84%	62%
Old Dominion University	15	84%	68%
Western Michigan University	14	83%	66%
SUNY at Buffalo	18	83%	63%
Florida International University	13	83%	61%
University of North Dakota	16	82%	65%
Central Michigan University	12	82%	65%
Virginia Commonwealth University	12	78%	64%
East Tennessee State University	12	77%	58%
University of Nevada-Reno	16	77%	55%
UNC BOG Approved Peer Average		84%	64%
East Carolina University		84%	69%
Difference		0%	5%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008-2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
American Athletic Conference			
Tulane University	10	93%	71%
University of Memphis	15	90%	60%
University of Central Florida	15	89%	58%
University of Connecticut	19	89%	68%
University of Cincinnati	15	89%	68%
Temple University	20	87%	74%
University of Tulsa	14	87%	72%
East Carolina University	15	84%	69%
University of South Florida	15	84%	67%
Southern Methodist University	15	84%	67%
Wichita State University	11	82%	57%
University of Houston	12	79%	58%
Conference Peer Average		87%	65%
East Carolina University		84%	69%
Difference		-3%	4%

Elizabeth City State University

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)		
		NCAA Graduation Success Rate ¹	NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
Mansfield University of Pennsylvania	10		76%	58%
Virginia State University	12		75%	51%
University of Illinois at Springfield	10		74%	57%
Bowie State University	9		60%	41%
Elizabeth City State University	10		57%	46%
Delaware State University	13	80%		55%
California State University-Bakersfield	16	79%		49%
Norfolk State University	10	67%		54%
Athens State University	-	-	-	-
Christopher Newport University	-	-	-	-
Frostburg State University	-	-	-	-
Ohio State University-Marion	-	-	-	-
Pennsylvania State University - York	-	-	-	-
SUNY College at Old Westbury	-	-	-	-
University of Puerto Rico-Humacao	-	-	-	-
University of the Virgin Islands	-	-	-	-
UNC BOG Approved Peer Average		75%	71%	52%
Elizabeth City State University			57%	46%
Difference			-14%	-6%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
Central Intercollegiate Athletic Association			
Winston-Salem State University	11	79%	62%
Virginia State University	12	75%	51%
Livingstone College	9	74%	45%
Fayetteville State University	10	68%	57%
Johnson C. Smith University	11	67%	50%
Lincoln University (Pennsylvania)	12	60%	51%
Bowie State University	9	60%	41%
St. Augustine's University	11	59%	40%
Virginia Union University	11	58%	46%
Chowan University	13	58%	42%
Elizabeth City State University	10	57%	46%
Shaw University	11	44%	28%
Conference Peer Average		64%	47%
Elizabeth City State University		57%	46%
Difference		-7%	-1%

"-" indicates there are no scores to report (no athletics programs or NCAA is not currently available)

Fayetteville State University

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)		
		NCAA Graduation Success Rate ¹	NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
Northwest Missouri State University	11		78%	63%
Virginia State University	12		75%	51%
Francis Marion University	12		73%	44%
Western Oregon University	9		72%	51%
Minnesota State University Moorhead	12		66%	55%
University of North Alabama	12		66%	47%
California State University-San Marcos	12		64%	59%
Bowie State University	9		60%	41%
Fayetteville State University	10		58%	57%
Angelo State University	10		58%	57%
Southwestern Oklahoma State University	10		56%	40%
Albany State University	9		49%	34%
California State University-Bakersfield	16	79%		49%
Norfolk State University	10	67%		54%
Grambling State University	13	65%		54%
Eastern Connecticut State University	-	-	-	-
UNC BOG Approved Peer Average		70%	65%	50%
Fayetteville State University			58%	57%
Difference			-7%	7%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
Central Intercollegiate Athletic Association			
Winston-Salem State University	11	79%	62%
Virginia State University	12	75%	51%
Livingstone College	9	74%	45%
Fayetteville State University	10	68%	57%
Johnson C. Smith University	11	67%	50%
Lincoln University (Pennsylvania)	12	60%	51%
Bowie State University	9	60%	41%
St. Augustine's University	11	59%	40%
Virginia Union University	11	58%	46%
Chowan University	13	58%	42%
Elizabeth City State University	10	57%	46%
Shaw University	11	44%	28%
Conference Peer Average		63%	46%
Fayetteville State University		68%	57%
Difference		5%	11%

"-" indicates there are no scores to report (no athletics programs or NCAA is not currently available)

North Carolina A&T State University

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
Cleveland State University	17	94%	71%
University of New Hampshire	17	93%	79%
Clemson University	15	92%	67%
University of Maine	15	86%	66%
South Dakota State University	17	85%	73%
Old Dominion University	15	84%	64%
The University of Texas at El Paso	12	84%	58%
The University of Texas at Arlington	10	84%	57%
University of Wyoming	13	82%	62%
Indiana State University	12	82%	59%
Jackson State University	13	82%	57%
New Mexico State University	15	80%	60%
New Jersey Institute of Technology	15	80%	59%
Louisiana Tech University	12	79%	60%
University of Louisiana at Lafayette	12	76%	57%
University of Idaho	12	75%	56%
Florida A&M University	13	71%	53%
North Carolina A&T State University	12	68%	53%
UNC BOG Approved Peer Average		83%	62%
North Carolina A&T State University		68%	53%
Difference		-15%	-9%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
Mid-Eastern Athletic Conference			
Howard University	15	81%	69%
Delaware State University	13	80%	55%
University of Maryland Eastern Shore	10	80%	42%
North Carolina Central University	12	80%	54%
South Carolina State University	13	79%	60%
Hampton University	12	79%	61%
Bethune-Cookman University	13	74%	51%
Florida A&M University	13	71%	53%
North Carolina A&T State University	12	68%	53%
Norfolk State University	10	67%	54%
Coppin State University	9	63%	39%
Morgan State University	10	62%	46%
Savannah State University	10	54%	44%
Conference Peer Average		73%	52%
North Carolina A&T State University		68%	53%
Difference		-4%	2%

North Carolina Central University

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)		
		NCAA Graduation Success Rate ¹	NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
Murray State University	14	86%		62%
The University of Tennessee-Martin	13	85%		59%
Jackson State University	13	82%		57%
North Carolina Central University	12	80%		54%
Hampton University	12	79%		61%
California State University-Bakersfield	16	79%		49%
Florida A&M University	13	71%		53%
Tennessee State University	11	68%		47%
Morgan State University	10	62%		46%
Edinboro University of Pennsylvania	15		81%	67%
Shippensburg University of Pennsylvania	16		78%	67%
The University of West Florida	13		60%	47%
Washburn University	10		58%	50%
Valdosta State University	11		53%	47%
West Texas A & M University	13		52%	37%
New Jersey City University	-	-	-	-
Rutgers University-Camden	-	-	-	-
University of Houston-Clear Lake	-	-	-	-
UNC BOG Approved Peer Average		77%	64%	54%
North Carolina Central University		80%		54%
Difference		4%		1%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ³
Mid-Eastern Athletic Conference			
Howard University	15	81%	69%
Delaware State University	13	80%	55%
North Carolina Central University	12	80%	54%
University of Maryland Eastern Shore	10	80%	42%
Hampton University	12	79%	61%
South Carolina State University	13	79%	60%
Bethune-Cookman University	13	74%	51%
Florida A&M University	13	71%	53%
North Carolina A&T State University	12	68%	53%
Norfolk State University	10	67%	54%
Coppin State University	9	63%	39%
Morgan State University	10	62%	46%
Savannah State University	10	54%	44%
Conference Peer Average		72%	52%
North Carolina Central University		80%	54%
Difference		9%	2%

"-" indicates there are no scores to report (no athletics programs or NCAA is not currently available)

North Carolina State University

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008-2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
Virginia Polytechnic Institute and State University	17	92%	67%
University of Illinois at Urbana-Champaign	17	91%	77%
Pennsylvania State University	25	90%	79%
University of Wisconsin-Madison	19	90%	72%
Georgia Institute of Technology	13	89%	70%
University of California-Davis	22	89%	81%
Michigan State University	21	88%	75%
Iowa State University	14	88%	70%
Rutgers University-New Brunswick	24	87%	69%
The Ohio State University	31	86%	73%
North Carolina State University	19	86%	64%
University of Arizona	16	86%	61%
Purdue University-Main Campus	16	85%	73%
Colorado State University-Fort Collins	12	85%	67%
University of Florida	16	85%	63%
University of Maryland-College Park	22	84%	67%
Texas A & M University-College Station	16	83%	70%
UNC BOG Approved Peer Average		87%	71%
North Carolina State University		86%	64%
Difference		-1%	-7%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008-2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
Atlantic Coast Conference			
University of Notre Dame	22	98%	93%
Duke University	22	98%	89%
Boston College	26	95%	82%
Wake Forest University	14	94%	76%
University of Virginia	21	92%	79%
Syracuse University	18	92%	72%
Clemson University	15	92%	67%
Virginia Polytechnic Institute and State University	17	92%	67%
University of Miami	14	90%	59%
Georgia Institute of Technology	13	89%	70%
University of Louisville	19	88%	69%
University of Pittsburgh	15	88%	64%
North Carolina State University	19	86%	64%
UNC-Chapel Hill	24	83%	68%
Florida State University	15	82%	60%
Conference Peer Average		91%	73%
North Carolina State University		86%	64%
Difference		-5%	-9%

UNC Asheville

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)		
		NCAA Graduation Success Rate ¹	NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
UNC Asheville	16	95%		73%
Furman University	14	90%		78%
Truman State University	17		88%	67%
University of Montevallo	10		72%	61%
Fort Lewis College	11		70%	53%
Christopher Newport University	-			
Eastern Connecticut State University	-			
Keene State College	-			
Massachusetts College of Liberal Arts	-			
New College of Florida	-			
Ramapo College of New Jersey	-			
Rhodes College	-			
St. Mary's College of Maryland	-			
SUNY at Geneseo	-			
SUNY at Purchase College	-			
The Evergreen State College	-			
University of Maine at Farmington	-			
University of Minnesota-Morris	-			
UNC BOG Approved Peer Average		90%	-	65%
UNC Asheville		95%		73%
Difference		5%		8%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ³
UNC Asheville	16	95%	73%
Radford University	15	90%	69%
Longwood University	14	90%	69%
High Point University	12	89%	58%
Liberty University	15	87%	71%
Coastal Carolina University	14	86%	56%
Virginia Military Institute	12	85%	71%
Presbyterian College	16	85%	64%
Campbell University	16	84%	62%
Gardner-Webb University	17	83%	63%
Charleston Southern University	13	72%	51%
Conference Peer Average		85%	63%
UNC Asheville		95%	73%
Difference		10%	10%

"-" indicates there are no scores to report (no athletics programs or NCAA is not currently available)

UNC-Chapel Hill

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008-2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
Northwestern University	19	98%	91%
Duke University	22	98%	89%
University of Pennsylvania	26	97%	95%
University of Michigan-Ann Arbor	23	93%	81%
University of Minnesota-Twin Cities	21	93%	80%
University of Virginia	21	92%	79%
University of California-Los Angeles	20	90%	73%
University of Wisconsin-Madison	19	90%	72%
University of Washington-Seattle	19	89%	73%
The University of Texas at Austin	16	88%	68%
University of Pittsburgh	15	88%	64%
University of Southern California	18	87%	75%
University of Maryland-College Park	22	84%	67%
UNC-Chapel Hill	24	83%	68%
University of California-Berkeley	23	82%	70%
Johns Hopkins University	2	-	-
UNC BOG Approved Peer Average		91%	77%
UNC-Chapel Hill		83%	68%
Difference		-8%	-9%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008-2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
Atlantic Coast Conference			
University of Notre Dame	22	98%	93%
Duke University	22	98%	89%
Boston College	26	95%	82%
Wake Forest University	14	94%	76%
University of Virginia	21	92%	79%
Syracuse University	18	92%	72%
Clemson University	15	92%	67%
Virginia Polytechnic Institute and State University	17	92%	67%
University of Miami	14	90%	59%
Georgia Institute of Technology	13	89%	70%
University of Louisville	19	88%	69%
University of Pittsburgh	15	88%	64%
North Carolina State University	19	86%	64%
UNC-Chapel Hill	24	83%	68%
Florida State University	15	82%	60%
Conference Peer Average		91%	72%
UNC-Chapel Hill		83%	68%
Difference		-8%	-4%

UNC Charlotte

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ³
University of Toledo	14	91%	71%
UNC Charlotte	12	90%	69%
University of Louisville	19	88%	69%
Kent State University	14	86%	69%
University of Rhode Island	18	85%	63%
Old Dominion University	15	84%	68%
University of Texas at Arlington	10	84%	57%
University of Massachusetts-Lowell	12	83%	70%
Western Michigan University	14	83%	66%
Florida International University	10	83%	61%
University of Texas at San Antonio	12	82%	61%
Florida Atlantic University	15	80%	58%
University of New Mexico	17	79%	57%
Virginia Commonwealth University	12	78%	64%
University of Wisconsin-Milwaukee	11	78%	63%
University of Nevada-Las Vegas	15	78%	60%
Portland State University	10	77%	57%
University of Colorado Denver	-	-	-
UNC BOG Approved Peer Average		82%	63%
UNC Charlotte		90%	69%
Difference		8%	6%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
Conference USA			
Rice University	12	93%	81%
UNC Charlotte	12	90%	69%
Middle Tennessee State University	13	89%	64%
Marshall University	14	86%	65%
University of Southern Mississippi	13	86%	61%
Western Kentucky University	15	85%	63%
Old Dominion University	15	84%	68%
University of Alabama at Birmingham	14	84%	67%
University of Texas at El Paso	12	84%	58%
University of North Texas	12	83%	62%
Florida International University	13	83%	61%
University of Texas at San Antonio	12	82%	61%
Florida Atlantic University	15	80%	58%
Louisiana Tech University	12	79%	60%
Conference Peer Average		84%	64%
UNC Charlotte		90%	69%
Difference		6%	5%

"-" indicates there are no scores to report (no athletics programs or NCAA is not currently available)

UNC Greensboro

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008-2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
Bowling Green State University	16	91%	74%
University of Memphis	15	90%	60%
Middle Tennessee State University	13	89%	64%
Indiana University-Purdue University-Indianapolis	14	89%	63%
University of Central Florida	15	89%	58%
University of Louisville	19	88%	69%
Kent State University	14	86%	69%
Northern Illinois University	15	86%	63%
University of Southern Mississippi	13	86%	61%
Old Dominion University	15	84%	68%
The University of Texas at Arlington	10	84%	57%
UNC Greensboro	13	84%	50%
Western Michigan University	14	83%	66%
Florida International University	13	83%	61%
Indiana State University	12	82%	59%
Georgia State University	13	81%	68%
Oregon State University	15	80%	54%
Virginia Commonwealth University	12	78%	64%
Portland State University	10	77%	57%
UNC BOG Approved Peer Average		85%	63%
UNC Greensboro		84%	50%
Difference		-1%	-13%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008-2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ²
Southern Conference			
Wofford College	13	97%	82%
Samford University	13	97%	72%
Mercer University	14	91%	61%
Furman University	14	90%	78%
The Citadel	11	86%	67%
Western Carolina University	12	86%	59%
Virginia Military Institute	12	85%	71%
University of Tennessee at Chattanooga	13	84%	64%
UNC Greensboro	13	84%	50%
East Tennessee State University	13	77%	58%
Conference Peer Average		88%	68%
UNC Greensboro		84%	50%
Difference		-4%	-18%

UNC Pembroke

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)		
		NCAA Graduation Success Rate ¹	NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
Northwest Missouri State University	11		78%	63%
Pittsburg State University	9		74%	60%
Francis Marion University	12		73%	44%
California State University-Stanislaus	11		71%	60%
Northeastern State University	10		71%	49%
Eastern New Mexico University	11		71%	34%
University of North Alabama	12		66%	47%
University of Texas of the Permian Basin	12		64%	50%
UNC Pembroke	14		62%	50%
Southern Arkansas University	12		53%	39%
Radford University	15	90%		69%
Austin Peay State University	14	83%		61%
Nicholls State University	13	80%		53%
Morehead State University	14	76%		62%
Frostburg State University	-	-	-	-
Indiana University-Southeast	-	-	-	-
University of Guam	-	-	-	-
University of Wisconsin-Superior	-	-	-	-
Western Connecticut State University	-	-	-	-
UNC BOG Approved Peer Average		82%	69%	53%
UNC Pembroke		62%	62%	50%
Difference			-7%	-3%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
Peach Belt Conference			
Flagler College	12	94%	72%
Georgia College	10	81%	71%
University of North Georgia	12	81%	67%
Young Harris College ⁵	1	78%	40%
Francis Marion University	12	73%	44%
University of Montevallo	10	72%	61%
Lander University	11	72%	52%
Columbus State University	11	70%	48%
University of South Carolina Aiken	11	65%	53%
Augusta University	10	65%	50%
UNC Pembroke	14	62%	50%
Clayton State University	8	61%	40%
Georgia Southwestern State University	11	58%	48%
Armstrong State University	11	-	-
Conference Peer Average		73%	54%
UNC Pembroke		62%	50%
Difference		-11%	-4%

"-" indicates there are no scores to report (no athletics programs or NCAA is not currently available)

UNC Wilmington

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)		
		NCAA Graduation Success Rate ¹	NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
College of William and Mary	19	94%		88%
SUNY at Binghamton	17	91%		73%
James Madison University	17	89%		79%
UNC Wilmington	15	87%		69%
Towson University	18	87%		69%
College of Charleston	15	86%		69%
University of Maine	15	86%		66%
Murray State University	14	86%		62%
University of Northern Iowa	14	85%		70%
University of Maryland-Baltimore County	16	83%		61%
California Polytechnic State University-San Luis Obispo	17	82%		69%
Western Washington University	12		90%	72%
Truman State University	17		88%	67%
California State University-Chico	11		78%	68%
Rowan University	-	-	-	-
The College of New Jersey	-	-	-	-
The University of Texas at Dallas	-	-	-	-
University of Wisconsin-Eau Claire	-	-	-	-
UNC BOG Approved Peer Average		87%	85%	70%
UNC Wilmington		87%		69%
Difference		0%		-1%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ³
Colonial Athletic Association			
Elon University	14	95%	81%
College of William & Mary	19	94%	88%
Hofstra University	18	91%	63%
Northeastern University	15	90%	74%
James Madison University	17	89%	79%
Drexel University	17	89%	77%
UNC Wilmington	15	87%	69%
Towson University	18	87%	69%
College of Charleston	15	86%	69%
University of Delaware	19	85%	73%
Conference Peer Average		90%	75%
UNC Wilmington		87%	69%
Difference		-3%	-6%

"-" indicates there are no scores to report (no athletics programs or NCAA is not currently available)

Western Carolina University

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)		
		NCAA Graduation Success Rate ¹	NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
Radford University	15	90%		69%
California State University-Fresno	17	86%		67%
Western Illinois University	16	86%		63%
Murray State University	14	86%		62%
Western Carolina University	12	86%		59%
Eastern Illinois University	17	83%		67%
Southeast Missouri State University	12	80%		67%
Morehead State University	14	76%		62%
Central Connecticut State University	14	76%		57%
Kennesaw State University	12	75%		53%
Sam Houston State University	12	74%		57%
Winona State University	14		88%	74%
California University of Pennsylvania	14		81%	65%
University of Central Missouri	12		76%	64%
Pittsburg State University	10		74%	60%
Plymouth State University	-	-	-	-
Saint Cloud State University	-	-	-	-
Salisbury University	-	-	-	-
SUNY College at Oswego	-	-	-	-
UNC BOG Approved Peer Average		81%	80%	63%
Western Carolina University		86%		59%
Difference		5%		-4%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Graduation Success Rate ¹	Federal Graduation Rate (IPEDS) ³
Southern Conference			
Wofford College	13	97%	82%
Samford University	13	97%	72%
Mercer University	14	91%	61%
Furman University	14	90%	78%
The Citadel	11	86%	67%
Western Carolina University	12	86%	59%
Virginia Military Institute	12	85%	71%
University of Tennessee at Chattanooga	13	84%	64%
UNC Greensboro	13	84%	50%
East Tennessee State University	13	77%	58%
Conference Peer Average		88%	67%
Western Carolina University		86%	59%
Difference		-2%	-8%

"-" indicates there are no scores to report (no athletics programs or NCAA is not currently available)

Winston-Salem State University

Graduation Success Measures: UNC BOG Approved Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)		
		NCAA Graduation Success Rate ¹	NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
Winston-Salem State University	11		79%	62%
Virginia State University	12		75%	51%
Francis Marion University	12		73%	44%
University of South Carolina-Aiken	11		65%	53%
Albany State University	9		49%	34%
Fort Valley State University	9		46%	40%
Delaware State University	13	80%		55%
University of Maryland Eastern Shore	10	80%		42%
Jacksonville State University	14	78%		60%
Alcorn State University	13	74%		52%
Tennessee State University	11	68%		47%
Norfolk State University	10	67%		54%
Prairie View A & M University	14	66%		51%
Morgan State University	10	62%		46%
Rutgers University-Camden	-	-	-	-
Spelman College	-	-	-	-
SUNY College at Old Westbury	-	-	-	-
William Paterson University of New Jersey	-	-	-	-
Xavier University of Louisiana	-	-	-	-
UNC BOG Approved Peer Average		72%	62%	48%
Winston-Salem State University			79%	62%
Difference			17%	14%

Graduation Success Measures: Athletic Conference Peer Institutions

	Number of Sports Programs	Student-Athlete 4-Year Rolling 6-year Graduation Rates (2008 - 2011 cohorts)	
		NCAA Academic Success Rate ²	Federal Graduation Rate (IPEDS) ³
Central Intercollegiate Athletic Association			
Winston-Salem State University	11	79%	62%
Virginia State University	12	75%	51%
Livingstone College	9	74%	45%
Fayetteville State University	10	68%	57%
Johnson C. Smith University	11	67%	50%
The Lincoln University (Pennsylvania)	12	60%	51%
Bowie State University	9	60%	41%
St. Augustine's University	11	59%	40%
Virginia Union University	11	58%	46%
Chowan University	13	58%	42%
Elizabeth City State University	10	57%	46%
Shaw University	11	44%	28%
Conference Peer Average		62%	45%
Winston-Salem State University		79%	62%
Difference		17%	17%

"-" indicates there are no scores to report (no athletics programs or NCAA is not currently available)