



Students with Education-Impacting Disabilities Frequently Asked Questions

What is an Education-Impacting Disability?

For academic eligibility purposes, the NCAA defines a disability as a current impairment that has a substantial educational impact on a student's academic performance and requires accommodation.

Some of the most common education-impacting disabilities seen in student-athletes include:

- Learning Disabilities/Disorder;
- ADHD;
- Mental Health Disorders;
- Medical Conditions;
- Deaf/Hard of Hearing; and
- Autism Spectrum Disorder.

Where should I send my education-impacting disability documentation?

Education-Impacting Disability documentation should be sent to the following address with the cover sheet and Buckley statement (attached below):

**NCAA EID Services
P.O. Box 7110
Indianapolis, IN 46207-7110**
[EID Cover Sheet](#)
[Buckley Statement](#)

Do the standards for initial eligibility change for students with education-impacting disabilities?

No. All students must satisfy the same standards in order to compete in NCAA Divisions I and II athletics.

Will colleges or universities have access to my child's records?

No. Information submitted to NCAA Education-Impacting Disability Services is not released to NCAA colleges or universities unless the student makes a specific written request to do so.

What are the accommodations provided to students with education-impacting disabilities?

For Division I only, a student must graduate "on time" (within eight semesters) in order to access the following accommodation:

- Use up to three (3) additional approved core courses taken before full-time enrollment in college.

For Division II only, a student may access the following accommodation:

- Use any approved core courses taken before full-time enrollment in college.

For Divisions I and II, a student may access the following accommodations:

- Use courses for students with education-impacting disabilities that are designated on the high school's List of NCAA Courses.
- May take a nonstandard test to satisfy test score requirements.

Why would a student choose to file his or her education-impacting disability documentation with the NCAA?

In order to access the accommodations listed above, the prospective student-athlete must submit his or her education-impacting disability documentation for review.

When should a student submit his or her education-impacting disability documentation with the NCAA?

Disability documentation needs to be submitted to the NCAA only if a student with an education-impacting disability would like to use core courses taken after high school graduation to satisfy Division I initial-eligibility requirements. The student should submit his or her disability documentation to NCAA Education-Impacting Disability Services and include the following information:

1. A signed copy of the most recent professional evaluation report diagnosing the student's education-impacting disability, including the diagnostic test results.
2. A copy of the student's most current Individual Education Plan (IEP), Individual Transition Plan (ITP), Section 504 Plan, or Summary of Performance (SOP). For private high schools, please provide a statement on the high school's letterhead describing the accommodations, if any, received by the student because of the education-impacting disability.
3. A copy of a signed statement (on letterhead) provided by a qualified professional indicating the student's current diagnosis and necessary treatment.
4. The student's NCAA Identification Number (NCAA ID), high school graduation year, permanent address and phone number should be included with the aforementioned documentation.
5. An individual (e.g., parent or guardian) who wishes to discuss a student-athlete's education-impacting disability services request must be listed on the Buckley Statement, a form which is signed by the student. This form should be included with the submission

of the aforementioned documentation (can be downloaded from the link at the top of the page).

Is a course designated for education-impacting disability students ever acceptable for NCAA initial eligibility purposes?

In order for courses designated for students with education-impacting disabilities to be approved, the course must be substantially comparable, qualitatively and quantitatively, as a regular core course offered in that academic area.

Can a student with a diagnosed disability use courses that are designated for students with education-impacting disabilities to meet NCAA core-course requirements?

Students who have submitted their disability documentation for review and who have been identified as having an education-impacting disability may use courses for students with education-impacting disabilities for the purpose of meeting NCAA core-course requirements. Courses for students with education-impacting disabilities must appear on the high school's list of NCAA courses in order for a student to receive NCAA credit for the course.

What if a student with an education-impacting disability receives a final initial-eligibility decision that indicates the student is NOT CERTIFIED after he or she has received all of the education-impacting disability accommodations?

The college or university where the student-athlete has been admitted may choose to file an initial-eligibility waiver on behalf of the student-athlete. All required waiver information must be submitted to the NCAA academic and membership affairs department. In considering a waiver of the initial-eligibility standards, the following may be considered:

1. Extent to which the student's failure to meet the initial-eligibility standards is attributable to an education-impacting disability;
2. Whether noncore courses taken by the student were specified in the student's Individualized Education Plan (IEP), satisfied graduation requirements and/or prepared the student to successfully complete a planned course of study at a particular college or university;
3. Student's overall academic record, including performance on standardized tests;
4. Assessments of high school personnel attesting to the likelihood of the student's academic success in college, while participating in athletics;
5. Accommodations for students with education-impacting disabilities available to and used by the student during high school;
6. Other factors useful in assessing the student's preparedness to succeed in college; and
7. Academic support plan.

Are accommodations available for students with education-impacting disabilities once they enroll in a college or university?

Many colleges or universities provide accommodations to students with education-impacting disabilities. However, it is the student's responsibility to approach the college and disclose his or her disability documentation.

What is the purpose of the Buckley Statement?

This form allows the student to identify and grant access for individuals to review the college-bound student-athlete's education-impacting disability information and/or speak on his or her behalf with the NCAA staff. *(This form can be downloaded by clicking the link at the top of this page.)*

Are there other resources available to assist with the transition process from high school to college?

Please refer to the following link for a copy of the letter provided to parents by the [U.S. Department of Education – Office of Civil Rights](#).

The NCAA discussed the non-medical use of ADHD medications and was reviewed at the [2012 NCAA Convention](#).

***It is important to note that NCAA academic requirements are the same for all students, including students with an education-impacting disability. Additionally, the information outlined above is for students who intend to enroll in an NCAA Division I or II college or university. Because NCAA regulations are subject to change, the NCAA encourages you to consider how delaying your enrollment may impact your eligibility.**