A G E N D A

National Collegiate Athletic Association

Division I Academic Cabinet

NCAA National Office
Indianapolis, Indiana

September 8-9, 2008

1. Welcome and announcements.

2. Rosters of the NCAA Division I Academic Cabinet, subcommittees and the administrative committee. [Supplement No. 1]

3. Understanding the new governance structure orientation.

   a. The basics. [Supplement No. 2] (Beth DeBauche)

   b. The guide. [Supplement No. 3] (DeBauche)

   c. Communications and Coordination Committee. [Supplement No. 4] (DeBauche)

4. Rosters of other cabinets. [Supplement No. 5]

5. Remarks from President Myles Brand. [Supplement No. 6]

6. Academic orientation and background materials, including key research findings. [Supplement No. 7] (Julie Cromer and Todd Petr)

7. Excerpts from the NCAA Division I Academics/Eligibility/Compliance Cabinet June meeting and follow up. [Supplement No. 8a] (Cromer)

   - Educational impact disabilities follow up. [Supplement No. 8b, Division I Summary, Page No. 2, Item No. 8] (Diane Dickman)

8. Update regarding the NCAA Division I Board of Directors and NCAA Division I Leadership Council meetings. [Supplement No. 9] (DeBauche and Dickman)

9. Update from the NCAA Division I Committee on Academic Performance. [Supplement No. 10] (Dickman)

10. Update from the NCAA Division I Working Group to Review At-Risk Student-Athlete Issues. [Supplement No. 11] (Cromer)

11. Update from Transfer Issues Ad Hoc Group. [Supplement No. 12] (Cromer)

12. Review of legislation. [Supplement No. 13a] (Cromer)

    a. Legislation referred to the cabinet. [Supplement No. 13b] (Cromer)

Anticipated Action Item:

- **Formulate positions on NCAA Proposal Nos. 2008-21, 2008-36, 2008-37 and 2008-39 in the 2008-09 legislative cycle.**

    b. Legislation sponsored by the Academics/Eligibility/Compliance Cabinet, Proposal Nos. 2008-32, 2008-33, 2008-34, 2008-35 and 2008-38. [Supplement No. 13c] (Cromer)

    c. Other legislation the cabinet has comment regarding.

13. Approval of cabinet policy and procedures manual. [Supplement No. 14] Cromer

Anticipated Action Item:

- **Review, revise and approve policies and procedures.**

14. Review of early academic qualifiers.

    a. Legislative standard. [Supplement No. 15] (Dickman)

    b. Statistics to date. [Supplement No. 16] (Dickman)

    c. Discussion regarding final transcripts. [Supplement No. 17] (Dickman)

Anticipated Action Item:

- **Consider requiring final transcript.**

15. Updates from committees reporting to the cabinet.

    a. Foreign Student Records Committee. [Supplement No. 18]

    b. High School Review Committee.

    c. Initial-Eligibility Waiver Committee.

    d. Progress-Toward-Degree Waiver Committee.

    e. Student Records Review Committee. [Supplement No. 19]

16. Update from the NCAA Eligibility Center. [Supplement No. 20] (Todd Leyden)

17. Identification of future cabinet agenda items.

    a. Reactive or proactive cabinet?

    b. Suggested transition items for cabinet review. [Supplement No. 21] (Cromer)

    c. Exercise to identify highest priorities.

18. Discussion regarding June meeting.

    a. Should the cabinet conduct an in-person meeting in June?

    b. If so, preferred locations? [Supplement No. 22]

    c. Possible dates. [Supplement No. 23] (Dickman)

19. Communication with conferences.

    a. Expectations.

    b. Best practices.

    c. Key communication points from this meeting.

20. Communication with conferences not represented on the cabinet.

21. Review dates and sites of future cabinet meetings.

    a. February 1-3,. 2009; Indianapolis.

        - February 1 - Travel anytime.
        - February 2 – Cabinet meets from 8 a.m. to 5 p.m.
        - February 3 – Cabinet meets from 8 a.m. to noon.
          Return travel after 1 p.m.

    b. June (exact dates and location tbd).

22. Other business.

23. Adjournment.

NCAA Division I Academic Cabinet
Roster

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NCAA/08/05/08/DED:ld

NCAA Division I Academic Cabinet
Initial-Eligibility Wavier Appeals Subcommittee
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NCAA Division I Academic Cabinet
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Understanding the New Division I Governance Structure

Board of Directors

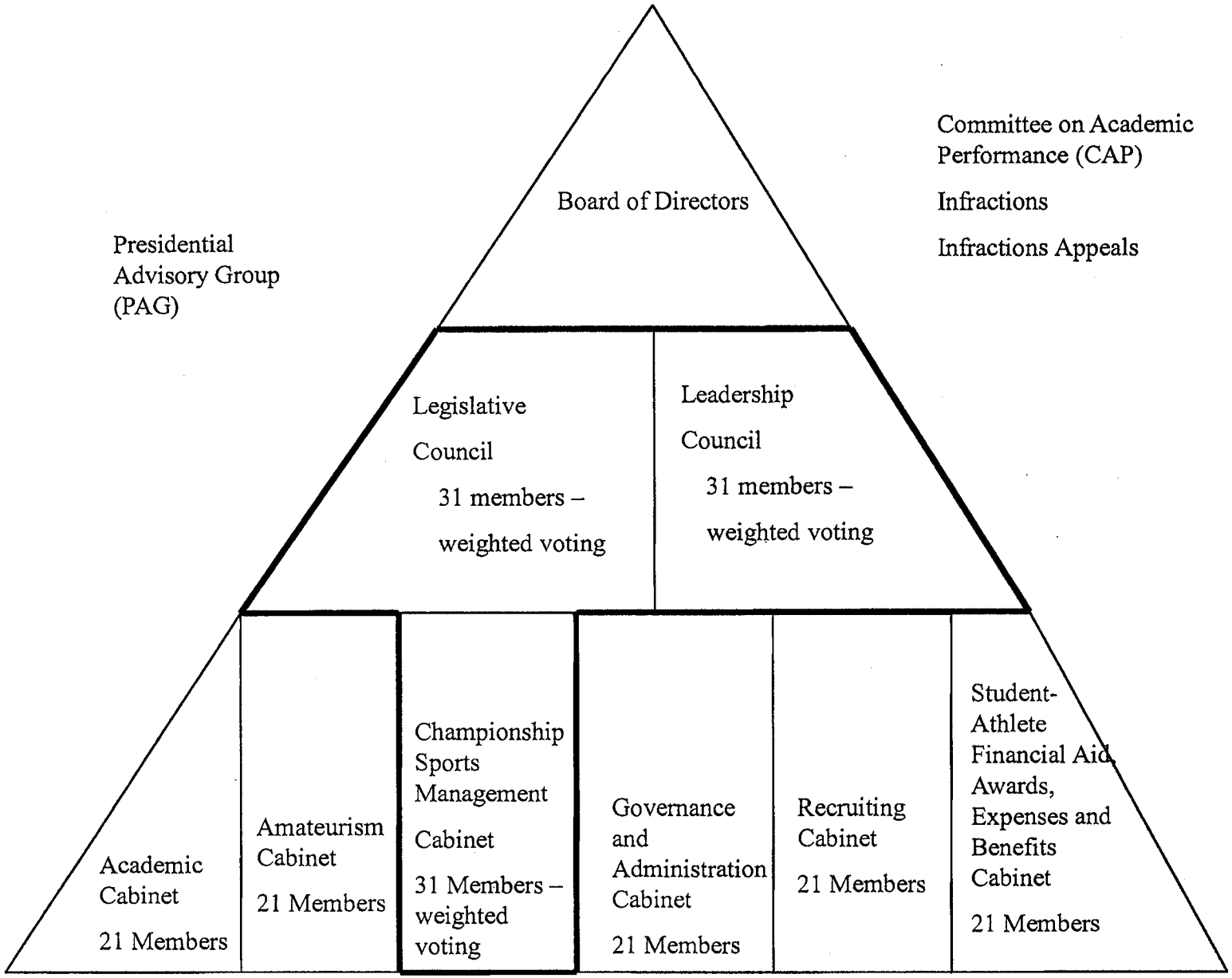
- Board shall retain its primacy in the governance structure.
- No change to the size, composition or purpose of the Board.
- 18 institutional presidents or chancellors.
  - One each from the 11 Division FBS conferences.
  - Seven members from the 20 Division FCS/Div. I conferences.
- No major changes to functions of the Board.
- The Board will serve as the ultimate legislative authority.
- The Board will have the authority to consider any legislative proposal but will not be required to consider every proposal.

Board of Directors (BOD)

- Changes intended to aid the Board in:
  - Establishing working principles for the division;
  - Setting the divisional agenda; and
  - Examining broad policy initiatives.
- Four meetings per year: August, October, April and January.
  - New – The Committee on Infractions and Infractions Appeals Committee will report to the Board.
- James Barker, Clemson University, chair.

Division I Presidential Advisory Group (PAG)

- PAG will remain intact.
- PAG plays a valued role in advising the Board and in enhancing presidential communication.
- 20-person advisory group representing all Division FCS/Div. I conferences.
  - Includes seven members of the Board of Directors.
- Duties:
  - Advise the Board regarding the FCS/Division I perspective.
  - Enhance governance communication.
- Two in-person meetings – October and April/two conference calls August and January .
- Bruce Grube, President, Georgia Southern University, chair.


Board of Directors
Committee on Academic Performance (CAP)
Infractions
Infractions Appeals
Presidential Advisory Group (PAG)
Legislative Council
31 members – weighted voting
Leadership Council
31 members – weighted voting
Academic Cabinet
21 Members
Amateurism Cabinet
21 Members
Championship Sports Management Cabinet
31 Members – weighted voting
Governance and Administration Cabinet
21 Members
Recruiting Cabinet
21 Members
Student-Athlete Financial Aid, Awards, Expenses and Benefits Cabinet
21 Members

Leadership Council (31 members)

- Serve as the primary advisory group to the Board on strategic and policy issues.
- Provide background information, advice and counsel to the Board on legislative and non legislative matters.
- Receive authority from the Board through agendas that mirror the Board's.
- Suggest concepts for the legislative agenda.
- Have a national focus rather than a local/conference one.
- Retain much of the former Management Council's jurisdiction, except legislation.

Leadership Council (31 members)

- 31 members representing the 31 multi-sport conferences .
- Weighted voting (7 FBS conferences 3 votes, 4 FBS conferences 1.5 votes and 20 conferences 1.2 votes).
- Three meetings per year.
- Flexible schedule to respond to the Board.
- First meeting August 2008.
- No roll call voting .
- Damon Evans, Athletics Director, University of Georgia, chair.

Legislative Council (31 members)

- Primary legislative body in Division I subject to Board direction and review.
- Legislative role similar to former Management Council.
- Final legislative authority with regard to proposals not selected by the Board for further review.
  - Note: Board has authority to consider <u>any</u> proposal in the cycle.
- Charged with:
  - Identifying strengths & weaknesses of proposed legislation;
  - Developing educational materials; and
  - Providing more consistency in the legislative approach.

Legislative Council (31 members)

- 31 members representing each of the multisport conferences with weighted voting.
- Three meetings per year. (October, January and April)
- Roll call voting.
- Jackie Campbell, Assoc. Commissioner, Atlantic 10 Conference, chair.

Cabinets

- Championships/Sports Management Cabinet.
  - Same jurisdiction as former cabinet except committee selections and some awards and benefits issues.
  - New – Sports committees will assume both championships and sports administration issues.
  - Jeff Schemmel, San Diego State, chair.
- Administration Cabinet.
  - Division I governance issues.
  - Division I membership process.
  - All committee selections.
  - Rob Halvaks, Big West Conference, chair.

Cabinets

- Academics Cabinet.
  - Oversee academic research and policies;
  - Establish, managing and monitoring eligibility standards; and
  - Appellate body for academic waivers.
  - Carolyn Callahan, University of Virginia, chair.
- Recruiting Cabinet.
  - Bylaw 13/recruiting matters; and
  - Bylaw 11/conduct and employment issues.
  - Petrina Long, UCLA, chair.

Cabinets

- Student-Athlete Awards, Benefits and Financial Aid Cabinet.
  - Bylaw 15/financial aid matters, and
  - Bylaw 16/awards and benefits issues (except championships awards and travel).
  - Grace Calhoun, Indiana University, chair.
- Amateurism Cabinet.
  - Amateurism issues;
  - Oversight of amateurism issues pertaining to the Eligibility Center; and
  - Issues regarding student-athlete likeness and promotions.
  - Mike Rogers, Baylor University, chair.

Cabinets

- 31 members on the Championships/Sports Management Cabinet.
  - Weighted voting.
- 21 members on each of the remaining five cabinets.
  - 11 representatives from the FBS conferences/10 from the FCS/Div. I conferences.
  - Each FCS/Div. I conference has representatives on at least two but no more than three of the five remaining cabinets.
- Three meetings per year. September, February and June/July.
- Meetings shall be approximately two days in length.

Rotational Schedule

- Football Bowl Subdivision.
  - Eight governance seats. All conference seats rotate at the same time. All seats within this subdivision rotate at the same time.
- Football Championship Subdivision/Division I Subdivision.
  - Permanent governance seats on the Leadership Council, Legislative Council and Championships Cabinet. Rotating seats on the other five cabinets. Seat on at least two but no more than three cabinets at one time.
  - Rotational schedule based on 2 groups of ten conferences, which are subdivided into groups of 5 conferences.
  - Within groupings, all seats rotate at the same time.

Gender/Diversity and Positional Requirements

- Standard:
  - To apply the legislated minimums of 20 percent ethnic minorities and 35 percent of either gender to two separate groups independently (i.e., the three 31-member governance bodies and the five 21-member governance bodies).
- There are no numeric positional requirements but it is imperative that the faculty voice be heard.
- Subdivisions responsible for meeting diversity requirements at level equal to their percentage of representation at that tier (FBS 1/3 and 1/2) (FCS/Div. I 2/3 and 1/2).

Gender/Diversity and Positional Requirements

- Board to take an active role in ensuring the slate of nominees reflects not only appropriate levels of gender and ethnic diversity, but positional diversity as well.
- The Leadership Council's first agenda item is to determine whether there are additional ways to enhance the level of diversity in the structure while still providing conferences with some level of flexibility.
- Board suggested possibly establishing benchmarks for future growth.

Communication/Coordination Committee

- A coordinated Division I agenda requires a high level of communication between the various governance bodies.
- Leaders from the cabinets and councils will serve on a Communication/Coordination Committee.
- Charge – To coordinate consideration of issues and legislative concepts between the various bodies and to ensure a high level of communication among the bodies.
- This committee will meet before the grouping of meetings.

Legislative Process

- Sponsoring Legislation. The Board, councils and cabinets along with any of the conferences may sponsor legislation.
- Timeframe for sponsoring legislation. July 15 is the deadline for conferences, cabinets and councils. Board has until the conclusion of its October meeting.
- Noncontroversial or Emergency Legislation. The standard for noncontroversial or emergency legislation still apply.
- Setting the Legislative Agenda. Throughout the year the Board, with the Leadership Council's help, will seek to set the Division I legislative agenda. Substructure may also provide ideas.

Legislative Process

- Role of the September Cabinet Meeting. The cabinets will meet within a three-week window in September to begin offering comments and suggested modifications to proposals.
- October Legislative Council Meeting. The Council will begin reviewing proposals to provide comments and suggestions in preparation for January.
- Role of the Leadership Council. At any point in the cycle, the Leadership Council may offer comments and advice to assist the Board.
- Division I Official Notice. Will be published on-line no later than November 15.

Legislative Process

- Role of the Legislative Council at the NCAA Convention. The Council has three options when considering proposals:
  - Adopt the proposal – (Category 1);
  - Send the proposal out for additional comment – (Category 2); and
  - Defeat the proposal – (Category 3).
- Proposals that receive at least 2/3 support are considered adopted, subject to Board oversight.
- Proposals that do not receive 2/3 support but receive at least a majority that either support the proposal or support sending the proposals out for comment, are sent out for additional comment.

Legislative Process

- Legislative Role of the Board of Directors at the Convention. The Board will receive a report from the Legislative Council listing adopted proposals (Category 1) and defeated proposals (Category 3).
- If the Board determines a proposal needs further review, the Board can seek additional feedback or take action itself.
- The Legislative Council's actions are not considered final until the conclusion of the Board meeting.
- Proposals sent out for additional comment (Category 2) will be shared with the Board as information.

Legislative Process

- 60-day Comment Period. Begins at the conclusion of the Board meeting and provides the membership and affiliates with an opportunity to share opinions and amendments-to-amendments that are less expansive in scope.
- April Legislative Council Meeting. Legislative Council will consider proposals remaining in the cycle. Proposals are adopted based on a simple majority.
- April Board of Directors Meeting. The Board to receive a report on the Legislative Council's actions. The Board has authority to review any action and take independent action. The Legislative Council's actions will not be considered final until the conclusion of the Board meeting.

Features of the New Governance Structure

- No Subcommittees. Bodies to work as a committee of the whole rather than subdivide.
  - Subcommittees must be set forth legislatively (except appellate bodies).
- Administrative Committees. Bodies have discretion to establish an administrative committee to address interim actions.
- Mailing Deadlines. Agendas and meeting materials shall be mailed and posted at least 17 days in advance of meetings.

Features of the New Governance Structure

- Complete Mailings. Every effort shall be made to ensure meeting mailings are as complete as possible and the distribution of supplemental materials at meetings is kept to a minimum.
- Report Format. Each cabinet will produce one report, for submission to both councils. Reports will distinguish between action items and information items and between legislative and non legislative items.
- Report Deadlines. All reports shall be written and posted within three days of the scheduled conclusion of that meeting.

Features of the New Governance Structure

- Council Level. Both councils chairs to attend Board meetings.
  - Written reports from each council will be provided to the other.
  - Chairs to attend the other council's meeting as needed.
- Cabinet Level. Cabinet chairs to attend council meetings only on an as needed basis.
  - Representatives from both councils will be assigned as an informal liaison to follow the work of each cabinet.
  - The type/frequency of communication between the councils and the cabinets will be dictated by the issues being examined.

Transition

- Issues. Structure and staff charged with developing a priority list of projects and issues to be carried forward in the new structure.
- Staffing. Assigned experienced staff liaisons but also used as an opportunity to grow new talent.
- Orientation. Session intended to ensure:
  - The themes identified by the Governance Subcommittees are shared; and
  - Those serving have a general understanding of Division I and its issues.

GUIDE TO THE NEW DIVISION I GOVERNANCE STRUCTURE

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I. OBJECTIVES OF THE NEW DIVISION I GOVERANCE STRUCTURE.

a. Background and Intention of Restructuring. In 2005, the Division I Board of Directors charged the Governance Subcommittee of the Division I Management Council with examining the Division I governance structure to identify ways to increase efficiencies and enhance the level of support from the substructure. The Governance Subcommittee spent over two years examining the Division I governance structure and developed a series of recommendations aimed at addressing the Board of Directors' charge. The Governance Subcommittee had a number of objectives it sought to accomplish in reorganizing the governance structure. The Board supported those objectives and ultimately adopted the proposed reorganization of the Division I governance structure at its November 1, 2007, meeting. If this governance restructuring is to ultimately achieve its desired goals and be responsive to the Board of Directors request, it is imperative that both staff liaisons and representatives serving within the governance structure be mindful of the objectives behind this restructuring and stay true to its intent.

b. Objectives and the Board and Substructure Levels. A listing of the objectives behind the restructuring efforts both at the Board of Directors and substructure levels is attached as Addendum A.

II. DUTIES AND JURISDICTION OF THE DIVISION I BOARD, COUNCILS AND CABINETS.

a. Board of Directors.

1. Duties. The Division I Board of Directors shall:

- Serve as the division's principal leadership body;
- Establish working principles for the division;
- Set the divisional agenda (both the legislative and non-legislative agenda);
- Examine broad policy initiatives;
- Establish and direct general policy;
- Set the division's strategic course and develop a strategic plan;
- Approve the annual budget;
- Direct the governance substructure for a more coordinated approach to addressing issues;
- Remain the ultimate legislative authority in Division I and adopt select bylaws;
- Formally determine and articulate its plan for the delegation of authority to ensure that roles and expectations are clearly understood; and
- Make appointments to Division I cabinets, councils, the Division I Committee on Infractions and the Infractions Appeals Committee.

The specific terms of the Board of the Directors duties are set forth in the NCAA Bylaw 4.2.2.

2. Reporting Lines. The following governance bodies report to the Division I Board of Directors:

- Division I Presidential Advisory Group;
- Leadership Council;
- Legislative Council;
- Committee on Academic Performance;
- Committee on Infractions; and
- Infractions Appeals Committee.

3. Staff Liaisons: S. David Berst and Beth DeBauche, primary liaisons; Bernard Franklin and Delise O'Meally, liaisons.

b. Leadership Council.

1. Duties. The Leadership Council shall:

- Assist the Board in leading the Division and charting its course;
- Identify strategic issues that can impact Division I and intercollegiate athletics as a whole;
- Help set the Division I legislative agenda and identify significant issues that may require legislative solutions;
- Serve as the primary advisory to the Board of Directors on strategic and policy issues;
- Assist the Board by providing the Board with background information, comments and advice on non-legislative matters and selected legislative proposals either of particular importance to or with broad impact on the division; and
- Receive reports from various Association-wide and Division I committees.

The specific terms of the Leadership Council's duties will be set forth in the NCAA Division I Manual.

2. Reporting Lines. The following committees will report to the Leadership Council:

- Minority Opportunities and Interests Committee;
- Sportsmanship and Ethical Conduct;

- Committee on Women's Athletics; and
- Student-Athlete Advisory Committee.

3. Staff Liaisons: S. David Berst, Beth DeBauche, Bernard Franklin and Kevin Lennon, primary liaisons; Delise O'Meally, liaison.

c. Legislative Council.

1. Duties. The Legislative Council is the primary legislative body in the Division I governance structure, subject to Board oversight. The Legislative Council is responsible for considering every proposal in the annual legislative cycle with the caveat the Board can examine and act on any proposal it so chooses. The Legislative Council's actions on legislation will not be considered final until the conclusion of the following Board meeting to ensure the Board has an opportunity for final review and oversight.

   It is envisioned that the Board (with advice from the Leadership Council) will identify proposals early in the legislative cycle that it will want to consider, but it should be noted that the Board has discretion to review any proposal before action to adopt or defeat is considered final.

   In addition to considering and voting on legislation, the Legislative Council will:

   - Identify the strengths and weaknesses of legislative proposals;
   - Develop educational materials regarding pending legislation;
   - Develop a voting order chart for consideration of proposals;
   - Consider waivers of legislation through the Subcommittee for Legislative Relief.
   - Identify possible interpretative issues for the Legislative Review and Interpretations Committee (LRIC); and
   - Serve as an appellate body for Legislative Review/Interpretations Committee (LRIC). (*LRIC shall serve as a standing committee that reports to this council.*)

   The specific terms of the Legislative Council's duties will be set forth in the NCAA Division I Manual.

2. Reporting Lines. The following committees report to the Legislative Council:

   - Legislative Review and Interpretations Committee (LRIC);

- Athletic Certification;
- Student-Athlete Reinstatement; and
- Football Championship Subdivision Governance Committee. [Note: The Football Bowl Subdivision (FBS) and the Football Championship Subdivision (FCS) will vote separately on football issues. FCS conferences set forth in the NCAA Division I Manual will be permitted to vote on such legislative issues at the Football Championship Subdivision Governance Committee meeting.]

The cabinet may establish the following subcommittee:

- Subcommittee for Legislative Relief.

3. Staff Liaisons: Lynn Holzman and Steve Mallonee, primary liaisons; Amy Huchthausen and Leeland Zeller, secondary liaisons. Beth DeBauche will attend to help coordinate issues affecting the Leadership Council and the Division I governance structure as a whole. Delise O'Meally will attend to coordinate consideration of Association-wide matters.

d. Championships/Sports Management Cabinet.

1. Duties. The Championships/Sports Management Cabinet retained much of the jurisdiction of the former Championships/Competition Cabinet except for issues pertaining to committee selections and Bylaw 16 issues not related to championship travel and awards.

2. Reporting Lines. The following committees report to the Championships/Sports Management Cabinet:

- Competitive Safeguards and Medical Aspects of Sports;
- Olympic Sports Liaison Committee;
- Rules Committees;
- Playing Rules Oversight Panel; *(For information purposes)*;
- All sports issues committees; and
- All sports committees. *(Note: Sports committees will assume responsibility for issues management as well.)*

3. Staff Liaisons: Joni Comstock and Dave Schnase, primary liaisons; Wayne Burrow and Carol Reep, secondary liaisons.

e. Administration Cabinet.

1. Duties. The Administration Cabinet, true to its name, is primarily responsible for addressing the administrative functions of Division I. This cabinet assumed many of the responsibilities from the Management Council regarding the regular operations of the division, including:

   - Issues related to the efficient management of Division I governance;
   - Division I membership process; and
   - All committee selections, including sports committees.

   Specific duties will be set forth in the NCAA Division I Manual.

2. Reporting Lines. The following Association-wide committees report to the Administration Cabinet:

   - Honors Committee;
   - Postgraduate Scholarship;
   - Research; and
   - Walter Byers Scholarship.

3. Staff Liaisons: Steve Mallonee and Beth DeBauche, primary liaisons; Sharon Tufano, Delise O'Meally and Dave Schnase, secondary liaisons.

f. Academics Cabinet.

1. Duties. The Academics Cabinet has assumed jurisdiction over all academic matters except those currently addressed by the Committee on Academic Performance. (*Note: Due to the nature and volume of its work, the Committee on Academic Performance will remain intact and will report to the Board of Directors.*) The Academics Cabinet's duties will include:

   - Overseeing academic research and policies;
   - Establishing, managing and monitoring eligibility standards;
   - Working with Division II to ensure to the greatest extent possible that consistent information is available to prospective student-athletes;
   - Working with the two-year college community;
   - Working with the NCAA Eligibility Center to oversee the certification of initial eligibility from an academic standpoint; and
   - Serving as appellate body for select eligibility waivers.

   Specific duties will be set forth in the NCAA Division I Manual.

2. Reporting Lines. The following committees report to the Academics Cabinet:

   - Foreign Student Records;
   - High School Review;
   - Students Records Review;
   - Initial Eligibility Waivers; and
   - Progress Towards Degree.

   The cabinet may establish the following subcommittees:

   - IEW Waivers Appeals; and
   - PTD Waiver Appeals.

3. Staff Liaisons: Diane Dickman, Julie Cromer and Carrie Leger, primary liaisons.

g. Recruiting and Athletics Personnel Issues.

1. Duties. This cabinet has jurisdiction over issues pertaining to the recruitment of prospective student-athletes and the conduct and employment of athletics personnel. The cabinet is responsible for:

   - Bylaw 13 recruiting matters including studying and making recommendations to the Board, Leadership Council and Legislative Council concerning the recruiting process in intercollegiate athletics; and
   - Bylaw 11 conduct and employment of athletics personnel issues.

2. Staff Liaisons: Amy Huchthausen, primary liaison; Charnele Kemper, Jeremiah Carter and Jackie Thurnes, secondary liaisons

h. Student-Athlete, Awards, Benefits, Expenses and Financial Aid Cabinet.

1. Duties. This cabinet is charged with addressing the many issues that arise in the areas of awards, benefits, expenses and financial aid. Accordingly, this cabinet's jurisdiction includes:

   - Bylaw 15 financial aid matters, including studying and making recommendations to the Board, Leadership Council and Legislative Council concerning principles governing financial aid; and

- Issues pertaining to Bylaw 16 awards, benefits and expenses for enrolled student-athletes. The Championships/Sports Management Cabinet retains jurisdiction over championships awards and travel.

Specific duties will be set forth in the NCAA Division I Manual.

2. Staff Liaisons: Brad Hostetter, primary liaison; Vanessa Fuchs and Kris Richardson, secondary liaisons.

i. Amateurism Cabinet.

1. Duties. True to its name, this cabinet has jurisdiction over all amateurism issues, including oversight of issues pertaining to the NCAA Eligibility Center's amateurism work. This cabinet is charged with examining the relationship between intercollegiate athletics and professional teams/organizations. Additionally, the cabinet has jurisdiction to review the application of Bylaw 12 related to endorsements and the use of a student-athlete's name or likeness. This cabinet is the final appellate body for cases involving the determination of facts related to the certification of amateur status per Bylaw 12.01.1.

2. Reporting Lines. The following committee reports to the Amateurism Cabinet:

- Amateurism Fact-Finding Body.

3. Staff liaisons. Rachel Newman, primary liaison; Angie Cretors and Geoff Silver, secondary liaisons.

j. Communications and Coordination Committee.

1. Duties. The Communications and Coordination Committee, which is composed of the chairs of the cabinets and councils, is charged with coordinating consideration of issues and legislative concepts between the various Division I governance bodies. As the new governance structure gets established, this group will meet before the grouping of councils and cabinets meetings to help coordinate the considerations of issues.

2. Staff Liaison. Beth DeBauche is the primary liaison to this group. Additionally, at least one staff liaison from each cabinet and council will be expected to participate on this group's conference calls and in-person meetings. All liaisons will be welcome to participate. The focus of this group will be to enhance the level of coordination between Division I governance bodies so that there is a more cohesive approach to managing the Division I agenda.

Additionally, this group should help the membership stay informed regarding governance activities.

k. Division I Governance Structure. A chart of the Division I governance structure is attached as Addendum B.

III. CONFERENCE REPRESENTATION IN THE GOVERNANCE STRUCTURE.

a. Conference Representation. Division I has a representative form of governance based on conference affiliation. Accordingly, conferences are responsible for submitting the names of nominees for the various governance bodies and representatives on the Board, Presidential Advisory Group, councils and cabinets serve on behalf of the conferences. All 31 multisport conferences are represented on the Legislative and Leadership Councils and the Championships/Sports Management Cabinet. (Subject to weighted voting.). All 11 Football Bowl Subdivision conferences are represented on the five 21-member cabinets. The 20 Football Championship and Division I Subdivision conferences are represented on no fewer than two but no more than three cabinets at any one time.

b. Terms. With the reorganization of the Division I governance structure scheduled to take effect in September 2008, representatives on the cabinets and councils have been assigned staggered terms of two, three and four years to help create a level of continuity on the councils and cabinets. Upon expiration of those terms, all service terms will be four years in length. To assist the individual conferences along with the 31 multisport conferences in managing their governance nomination process, a conference rotational schedule has been designed. Pursuant to this schedule, all conferences within the Football Bowl Subdivision rotate at the same time and conferences in the Football Championship Subdivision/Division I Subdivision have been assigned to groups of 10 and further designated into groups of five, which rotate at the same time. This means that when these rotations occur, individuals will be assigned four-year terms. In the event of interim appointments, those appointments will complete the original four year term and are subject to the conference's rotational schedule. Where an individual serves a complete four-year term, that term will automatically coincide with the conference's term on the rotational schedule. To explain in more detail, where an individual leaves a term before the four-year term ends and someone else is appointed as a replacement, that person will serve until the conclusion of the conference's term on the rotational schedule. If the replacement representative serves less than two years, that person may again be appointed to a full term on the same governance body if the conference has a seat on that body when the conference's rotation starts anew.

c. Eligibility to Serve. While a representative who serves what is considered to be a full term on a cabinet or council is not eligible to be reappointed immediately to the same cabinet or council, that representative is eligible to be immediately appointed to another cabinet or council for which the conference has a seat.

d. Conference Rotation. Under the rotational schedule, all of a conference's terms on the councils and cabinets rotate at the same time. For example, the terms of all America East Conference representatives will end at the same time. Further, all representatives within the Football Bowl Subdivision will rotate at the same time. At the Football Championship and Division I Subdivision levels, all conferences have been placed in groups of 10 regardless of subdivision and then further divided in groups of five that will rotate seats at the same time. This assignment at the Football Championship Subdivision/Division I Subdivision levels is designed to anticipate future movement of conferences between the Football Championship and Division I Subdivisions. The 31 multisport conferences are responsible for managing the conference rotational schedule but the NCAA governance staff will maintain a record of the rotational schedule at the National Office on their behalf.

The following 10 Football Championship/Division I Subdivision conferences are assigned to the same rotational grouping:

SWAC	Colonial
OVC	Patriot
Southland	Atlantic Sun
Missouri Valley	MAAC
Big South	Atlantic -10

The grouping of 10 conferences listed above is subdivided in groups of five conferences for rotational purposes as follows:

Group 1: Atlantic Sun, Colonial, Missouri Valley, Ohio Valley, SWAC; and
Group 2: Atlantic 10, Big South, MAAC, Patriot, Southland.

The following 10 Football Championship/Division I Subdivision conferences are assigned to the same rotational grouping:

Southern	MEAC
Ivy	Northeast
Big Sky	Summit
WCC	America East
Horizon	Big West

The grouping of 10 conferences listed above is subdivided in groups of five conferences for rotational purposes as follows:

Group 1: MEAC, Northeast, Southern, Summit, West Coast; and
Group 2: America East, Big Sky, Big West, Horizon, Ivy.

e. Rotational Schedule. The conference rotational schedule is attached as Addendum C.

f. Weighted voting and voting percentages. Weighted voting shall be applied at the Leadership Council, Legislative Council, and Championships/Sports Management Cabinet levels, as these bodies are the three 31-member bodies in the Division I governance structure. The voting percentages in the new governance structure reflect the percentages established under the 1997 agreement. These percentages are listed below as follows:

One representative (who shall have three votes) from each of the following seven conferences:

1. Atlantic Coast Conference;
2. Big East Conference;
3. Big Ten Conference;
4. Big 12 Conference;
5. Conference USA;
6. Pacific-10 Conference; and
7. Southeastern Conference.

One representative (who shall have 1.5 votes) from each of the following four conferences:

1. Mid-American Conference;
2. Mountain West Conference;
3. Sun Belt Conference; and
4. Western Athletic Conference.

One representative (who shall have 1.2 votes) from each of the following conferences:

1. America East;
2. Atlantic 10 Conference;
3. Atlantic Sun Conference;
4. Big Sky Conference;
5. Big South Conference;

6. Big West Conference;
7. Colonial Athletic Association;
8. Horizon League;
9. Ivy Group;
10. Metro Atlantic Athletic Conference;
11. Mid-Eastern Athletic Conference;
12. Missouri Valley Conference;
13. Northeast Conference;
14. Ohio Valley Conference;
15. Patriot League;
16. Southern Conference;
17. Southland Conference;
18. Southwestern Athletic Conference;
19. Summit League; and
20. West Coast Conference.

There shall not be weighted voting at the five 21-member cabinets since not all of the 31 multisport conferences are represented on each of the bodies, with the 11 FBS conferences represented on all five cabinets and the 20 remaining conferences represented on at least two but no more than three cabinets at one time.

g. Roll Call Voting. Roll call voting shall be used at the Legislative Council (as is the case at the Division I Board of Directors level).

IV. REPRESENTATIONAL REQUIREMENTS AND THE APPOINTMENT PROCESS.

a. Gender and Diversity Requirements. The legislated minimums of 20 percent ethnic minorities and 35 percent of either gender shall be applied independently to two separate groups of governance bodies, i.e. the three 31-member governance bodies and the five 21-member governance bodies. Specifically, the representational minimums shall be applied to the 93 service opportunities provided by the 31-member Legislative Council, Leadership Council and Championships/Sports Management Cabinet and that the minimum percentages be applied separately to the 105 service opportunities provided by the five 21-member cabinets.

Additionally, the Football Bowl Subdivision will be responsible for meeting the diversity requirements at each of the two tiers at the level approximately equal to their percentage of representation at that tier (1/3 and 1/2) and the other two subdivisions shall together be responsible for the diversity requirements at each of the two tiers at a level equal to their percentage of representation (2/3 and 1/2).

b. Positional Requirements. While there are no specific positional requirements at the council and cabinet levels, it is expected that the Division I governance structure will be populated by faculty members and athletics administrators who hold a variety of positions. Representatives serving in the Division I governance structure shall represent a variety of perspectives and viewpoints reflective of the diversity of the Division I membership. It should be noted that given that intercollegiate athletics is woven into the fabric of higher education, it is expected that the faculty voice will be strongly heard in the Division I governance structure.

c. Role of the Division I Board of Directors in the Appointment Process. The Board of Directors will make all appointments to the Division I councils and cabinets. As part of this process the Board will examine slates of nominees to not only ensure they meet the legislated requirements but to confirm that each governance body has balanced representation. The Board has stated it wants to ensure the required minimums are just a starting point and not an end in and of themselves.

d. Call for Nominations. The call for nominations for the cabinets and councils will occur each January and the window for conferences to submit nominations will be open until the middle of March. This schedule is designed to provide the conferences with time to work together to present a diverse slate of nominees to the Division I Board of Directors at its April meeting.

e. Role of the Conferences. For the Division I governance structure to truly be populated by a dynamic and diverse group of leaders, the 31 multisport conferences must work closely together to develop the slate of nominees. It is anticipated that each conference as well as the Football Bowl Subdivision and the Football Championship/Division I Subdivision assigned rotational groups will seek to develop tentative appointment plans to help identify and grow new talent to serve in the Division I governance structure.

f. Interim Appointments. While the legislated gender and diversity requirements will not be applied at the time interim appointments are made, the legislated requirements will be applied at the next opportunity for the Board to make regular appointments, thereby ensuring that any appointments made in the interim period are ultimately subject to the legislated requirements.

g. Alternates. The Board, councils and cabinets shall permit alternates to attend the appropriate governance meetings when the appointed representative cannot attend. These governance bodies are encouraged to establish a flexible standard to permit alternates to attend. Given that the Division I governance structure is based on

conference representation, it is therefore essential that conferences are allowed to participate in the structure.

V. LEADERSHIP ROLES.

a. Chair Requirement. Each of the councils and the cabinets shall have a chair serving in a leadership role. Chairs shall serve at least one year but no more than two years in that role.

b. Role of Board of Directors. To assist in the governance transition process, the Division I Board of Directors appointed a chair for each of the councils and cabinets for the first year to allow the chairs to participate in an orientation program. Thereafter, the councils and cabinets will have the discretion to recommend their own chair. The councils and the cabinets will submit the name of the recommended chair to the Board of Directors for final approval.

c. Vice Chair. The councils and cabinets will not be required to appoint a vice chair but will have discretion to recommend a vice chair if it is felt that a vice chair would be beneficial to the efficient management of that group. As is the case with the chair appointment process, the recommendation of the council or cabinet regarding a vice chair shall be forwarded to the Board of Directors for approval.

d. Rotational Schedule for Chairs. At least once every three rotations, there shall be a representative serving as chair at the council and Championships/Sports Management Cabinet levels who is not from the Football Bowl Subdivision.

VI. MEETING SCHEDULE.

a. Division I Board of Directors. The Division I Board of Directors has four scheduled meetings per year. These meetings are held in April, August, October/November and in conjunction with the NCAA Convention in January. Additionally, this group may meet at other times during the year when circumstances warrant. Meetings are typically one day in length starting at 8 a.m. and concluding by mid afternoon. With the exception of the meeting held at the NCAA Convention, the Board of Directors meetings are held in Indianapolis.

b. Division I Presidential Advisory Group. The Division I Presidential Advisory Group has two in-person meetings per year and two scheduled conference calls. The meetings occur in Indianapolis the day before the Division I Board of Directors meetings in October and April. The conference calls are scheduled prior to the

August and January Board of Directors meetings. The Presidential Advisory Group meetings are held in Indianapolis and the meetings typically begin at noon and conclude no later than 5 p.m.

c. Leadership Council. It is anticipated that the Leadership Council will meet approximately three times per year. The Leadership Council's meeting schedule will purposely be somewhat flexible so that it can properly respond to both issues on the Division I agenda and the Division I Board of Directors. This first year, it is anticipated that the group will meet in the summer to get ready for the year ahead, in the fall, at the NCAA Convention and in April prior to the Board of Directors meeting. Given that the Leadership Council and the Legislative Council have separate and distinct functions, the two councils will not necessarily meet directly before or after one another.

d. Legislative Council. The Legislative Council will meet three times per year in conjunction with the regularly scheduled Division II and III Management Council meetings in October, at the NCAA Convention in January and then again in April. This meeting schedule is designed to follow the flow of the annual Division I legislative cycle.

e. Cabinets. The cabinets will meet two or three times per year, depending on workload. The cabinets will meet during a designated three week window in September, February and June/July. This schedule is designed to be responsive to the Division I annual legislative cycle. The coordinated approach to the cabinet meeting schedule is intended to ensure that not only information flows through the governance structure in a timely fashion but that the membership has appropriate notice to anticipate governance reports. Given the relatively small size of the cabinets and their limited jurisdiction, it is anticipated that cabinets will seek to use technology to possibly periodically replace the need for an in-person meeting.

f. Use of Technology. Governance bodies at the council and cabinet levels are encouraged to seek to use technology to help manage their workload.

g. Coordination of meeting schedule. To assist with the flow of governance information and to allow for more coordination between the various cabinets, Shorts Travel will assist in arranging and coordinating the cabinet meeting schedule. The Shorts Travel staff will assist with identifying meeting locations and arranging for contracts for meeting space.

h. Exceptions. Should a cabinet or the Legislative Council want to meet at a time other than a time designated in the master Division I meeting schedule or should a cabinet

or the Legislative Council want to schedule an additional meeting, such requests shall be forwarded to the Leadership Council for consideration and possible approval.

i. Weekends. To the extent possible the schedule will be arranged so there are no meetings on weekends. The NCAA Convention meetings may be an exception to this guide.

j. Meeting Schedule. The Division I meeting schedule is attached as Addendum D.

VII. STRUCTURE OF MEETINGS.

a. Work as a committee of the whole. All cabinets and councils shall work as bodies of the whole rather than divide into subcommittees to conduct their work. The purpose of governance groups working as bodies of the whole is to ensure that all representatives serving on governance bodies have an opportunity to participate in discussions on key issues and that there is more transparency in the governance process. There are certain cabinet duties that will require the establishment of subcommittees, for example, Initial Eligibility Waivers and Progress Towards Degree Waiver Appeals groups.

b. Request to form subcommittees. Any subcommittee within the new Division I governance structure (except appellate bodies) must be legislatively established, whereby the jurisdiction of the subcommittee is clearly set forth.

c. Administrative Committees. The cabinets and councils shall have the discretion to establish an administrative committee to assist in addressing the interim actions of that body. The jurisdiction of these administrative committees shall be limited to conducting interim actions and these committees shall not be used as a means to work as a small group on specific projects.

VIII. COMMUNICATION WITH GOVERNANCE REPRESENTATIVES AND WITH THE MEMBERSHIP.

a. Publication and Posting of Agendas. Agendas and associated meeting materials for the cabinet and council meetings shall be both mailed to representatives and posted on the NCAA's Website at least 17 days in advance of meetings. Every effort should be made to ensure the meeting materials are as complete as possible at the time of mailing and that the distribution of supplemental materials at meetings is kept to a minimum. In the event additional supplements need to be distributed after the 17-day mailing/posting deadline, these supplements shall be posted to the NCAA's Website

in a timely fashion. Further, if a cabinet or council has established a legislatively approved subcommittee, the meeting materials for that subcommittee must also be posted on the Website in a timely fashion. Efforts should be made to try to coordinate mails for the cabinet.

b. Report Format. Each cabinet will produce one report, which will be submitted to both the Leadership and Legislative Councils. Reports shall distinguish between action items and information items and between legislative and non legislative items. The process is designed to be simple with both councils receiving the one report from each of the six cabinets.

c. Report Deadlines and Posting. Reports from all cabinet and council meetings shall be written and posted on the NCAA's Website within three days of the scheduled conclusion of that governance meeting. This deadline is intended to enhance the level of coordination between governance bodies and to ensure that conference officials and the membership are informed about governance issues in a timely fashion.

d. Liaison Program. Effective communication is essential to any successful form of governance. For the Board of Directors and membership to have confidence in the new structure, there must be regular and frequent communication between the various governance bodies.

1. Council Level. The chairs of both the Leadership and Legislative Councils will be invited to regularly attend the Board of Directors meetings. Additionally, the written reports from each council meeting must be provided to the other council as a matter of course and the chairs or vice chairs of each council will attend the other council's meeting on an as needed basis.

2. Cabinet Level. The cabinet chairs may be asked to attend a meeting of one of the councils from time to time depending on the issues being discussed but it will not be required as a matter of course. Additionally, as a supplement to the work of the Communications and Coordination Committee, representatives from both councils will be assigned as informal liaisons to follow the work and discussions of each cabinet. These liaisons will not automatically be expected to attend their assigned cabinet's meetings; rather the type and frequency of communication between the councils and the cabinets will be dictated by the issues being examined.

IX. DIVISION I STUDENT-ATHLETE ADVISORY COMMITTEE (SAAC).

a. Representatives of Student-Athlete Advisory Committee serving within the Structure. Given the importance of the student-athlete voice in the Division I governance structure, the chair of the Division I Student-Athlete Advisory Committee serves on the Leadership Council and the vice chair serves on the Legislative Council, both as non-voting members. Further, each of the six cabinets is assigned one representative from the Division I Student-Athlete Advisory Committee to serve as a non-voting member.

b. Liaisons to the Student-Athlete Advisory Committee. A total of three representatives from the combined Leadership and Legislative Councils shall serve as liaisons to the Division I Student-Athlete Advisory Committee. At least one representative shall be from the Legislative Council. As liaisons, representatives shall try to participate in SAAC meetings and conference calls to the extent their schedules allow.

X. DIVISION I LEGISLATIVE PROCESS.

a. Sponsoring Legislation. The Legislative Council along with the Board of Directors, Leadership Council, cabinets and any of the 31 multi-sport conferences will be permitted to propose legislation under the Division I governance structure.

b. Timeframe for sponsoring legislation. The deadline for sponsoring legislation for the conferences, cabinets and councils is July 15, which marks the beginning of the annual legislative cycle. The Board of Directors has until the conclusion of the October Board meeting to sponsor legislation in the annual cycle.

c. Noncontroversial or Emergency Legislation. While Division I follows an annual legislative cycle, the Board of Directors and the Legislative Council shall be permitted to adopt emergency or non-controversial legislation provided the legislation is adopted by at least a three-fourths majority of the members present and voting. The Legislative Council shall have established guidelines that will be applied to determine if a legislative proposal meets the standards to be considered as either emergency or non-controversial legislation. (Note: The roles of the Legislative Council and Board are the same under this process as they are under the process for adoption of legislation in the annual legislative cycle. Accordingly, the Legislative Council's action will not be considered final until the conclusion of the Board meeting.) The Leadership Council does not have authority to adopt legislation, but rather it provides advice to the Legislative Council and to the Board of Directors.

d. Guidelines regarding Noncontroversial/Emergency Legislation. The Legislative Council's guidelines regarding non-controversial/emergency legislation are attached as Addendum E.

e. Division I Legislative Cycle. While the specific terms of the Division I legislative process are found in the NCAA manual, a general description of the legislative cycle is set forth below including comments from the former Governance Subcommittee:

1. Setting the Legislative Agenda. Throughout the year the Board of Directors, with the help of the Leadership Council, will help set the Division I legislative agenda by suggesting concepts for development by the governance substructure. Ideas may also be developed by the substructure.

2. Deadline for Sponsoring Legislative. The conferences, cabinets and councils must submit legislative concepts by July 15. The Division I Board of Directors has until its October meeting to sponsor legislation.

3. Role of the September Cabinet Meeting. The six issue-specific cabinets will meet within a three week window in September to begin offering comments and suggested modifications to legislative proposals in the annual legislative cycle. [Note: It is possible, given the more limited jurisdiction of the cabinets that more than one cabinet will be asked to review and comment on a proposal, thereby providing the Legislative Council with a variety of different perspectives from which to consider a proposal.]

4. Coordination and General Process. Legislative matters originating from the Board, the Leadership Council or any of the six cabinets shall be forwarded to the Legislative Council for consideration. Further, comments from committees pertaining to legislative proposals will be shared with the Legislative Council. The Legislative Council, in turn, will report directly to the Board of Directors. The Legislative Council's actions will also be shared with the Leadership Council for information but the Legislative Council will not be considered to report to the Leadership Council, as the two councils are on the same tier in the governance structure. The Leadership Council may advise the Board regarding any legislative proposal, but cannot override or alter the Legislative Council's action on a proposal.

5. October Legislative Council Meeting. Legislative Council will meet in October at the same time as the Division II and III Management Councils for a scheduled two-day meeting to begin reviewing the legislative proposals in the annual legislative cycle. [Note: Ideally, it may be helpful for the Legislative Council to consolidate and reconcile similar proposals at this meeting, but it may be too early in the legislative process for the council to be able to perform this task. If the Legislative Council is unable to reconcile legislative proposals

at this meeting due to timing issues, the Legislative Council is charged with reconciling proposals at its January meeting.]

6. Role of the Legislative Council in Commenting on Legislation. It is envisioned that at points during the legislative cycle, the Leadership Council may offer comments and advice to assist the Board of Directors regarding select legislative proposals in the annual legislative cycle.

7. Division I Official Notice. The Division I Official Notice, which includes all of the proposals to be considered as part of the annual legislative cycle, will be published on-line no later than November 15. The notice will include comments from the substructure regarding proposals and is intended to serve as a guide for not only the membership but for the Legislative Council and Board as they seek to consider legislative proposals at the NCAA Convention meetings.

8. Role of the Legislative Council at the NCAA Convention. The Legislative Council will meet at the beginning of the NCAA Convention to formally consider legislation. The Legislative Council will have three options when considering proposals. Those options are: Adopt the proposal upon initial review – (Category 1); Send the proposal out for additional membership comment – (Category 2); and Defeat the proposal – (Category 3). Proposals that receive at least 2/3 support of the members present and voting shall be considered adopted, subject to reporting to the Board for possible action by that group. Proposals that do not receive the requisite 2/3 support but receive at least a majority of the members that either support the proposal for adoption or support sending the proposals out for comment, will be sent out for additional membership comment.

9. Legislative Role of the Board of Directors at the Convention. The Board of Directors will meet at the NCAA Convention, but a few days after the Legislative Council. At that time the Board of Directors will receive a report from the Legislative Council regarding legislative actions taken by that group. The Legislative Council's report will include a listing of those proposals, which were adopted upon initial review (Category 1) and those proposals, which were defeated by the Legislative Council (Category 3). It is not envisioned that the Board of Directors will choose to consider every proposal in the Category 1 and 3 listings, but that the Board, with the advice and assistance of the Leadership Council, will seek to review and take action on a small number of proposals that are identified as being important to the overall future of Division I. In the event the Board determines further review is necessary, the Board could seek additional feedback from the substructure or take action itself. No legislative

action by the Legislative Council will be considered final until after the conclusion of the Board of Directors meeting to ensure the Board can ask to consider those proposals it so chooses. Legislative proposals that the Legislative Council believes would benefit from additional membership review and comment will be listed as Category 2 proposals and will be shared with the Board as information at the January meeting.

10. 60-day Comment Period. The 60-day comment period will begin at the conclusion of the Board meeting and is intended to provide the membership and affiliate groups with an opportunity to share opinions and amendments-to-amendments that are less expansive in scope. This information will ultimately be shared with the councils and Board as those bodies continue to examine the legislative proposals in advance of the April governance meetings.

11. April Legislative Council Meeting. In April, the Legislative Council will meet to consider those proposals remaining in the annual legislative cycle. This will be the second review of these legislative proposals in the annual legislative cycle. Proposals will be adopted based on a simple majority of those members present and voting.

12. April Board of Directors Meeting. In late April, the Board of Directors will meet and as part of its agenda, it will receive a report from the Legislative Council on legislative actions taken at its most recent meeting. As was the case in January, the Legislative Council's legislative actions will be considered the default position, subject to the Board of Directors oversight. Again, the Board will properly have the authority to review any actions by the Legislative Council and take independent action. Again, the Legislative Council's actions will not be considered final until the conclusion of the Board of Directors meeting to ensure the Board has proper oversight.

13. Override Process. The Division I legislative process provides for a membership override process. The specific terms of which are set forth in the NCAA Division I Manual.

OBJECTIVES OF THE NEW DIVISION I GOVERNANCE STRUCTURE

A. Objectives at the Board of Directors Level.

1. To preserve the final decision-making role of the Board.
2. Strengthen the foundation for the Board's policy setting role.
3. Ensure high quality input/advice from other levels of the NCAA structure.
4. Reduce the legislative load on the Board.
5. Reduce/eliminate minutiae where possible.

B. Objectives at the levels below the Board of Directors.

1. Develop a national dialog within the full membership on consequential issues facing Division I and use representative governance bodies to develop legislation and discuss policy issues.

2. Achieve a significant contributing role for the membership in decisions that set the direction of the Association.

3. Identify a delegated agenda from the Board on which the councils take action for the Association.

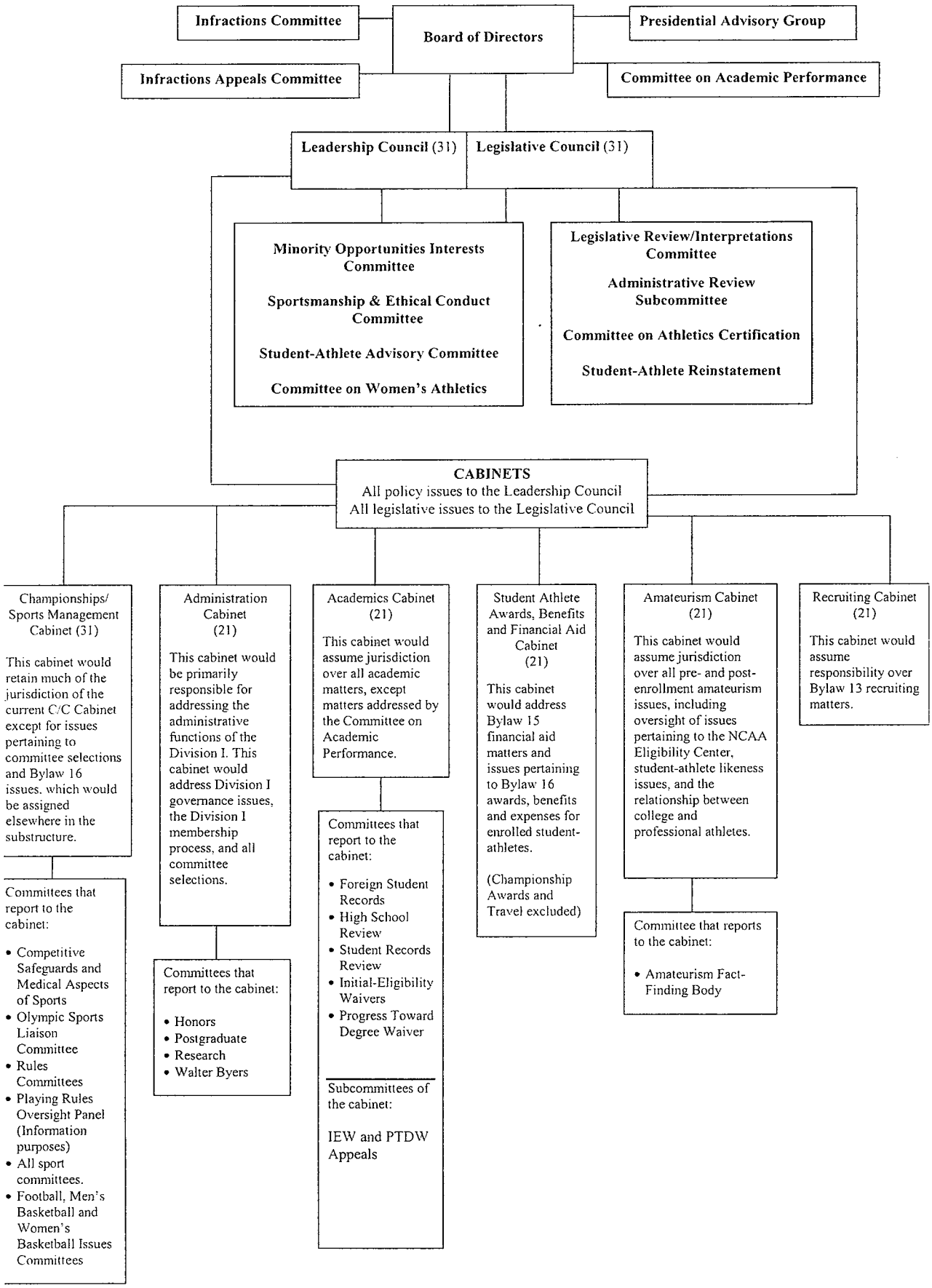
4. Ensure that governance matters are addressed at the appropriate level in the substructure so that the Board and the councils are not tied down addressing minutiae.

5. Attract the right people to serve (experience, maturity, respect, and judgment) for meaningful work.

6. Regain membership trust that the operating level of intercollegiate athletics has a voice in consequential decisions within the Association.

7. Provide for minimum representational (functional, gender, ethnicity) distribution in some defined sense overall within the governance structure, but not necessarily on each council, cabinet, or committee.

DIVISION I GOVERNANCE STRUCTURE CHART- EFFECTIVE SEPTEMBER 2008



2008 ROTATIONCHART

ADDENDUM C

4-Year Terms	Awards, Benefits														Amateurism														Administration														
Conf	08	09	10	11	12	13	14	15	16	17	18	19	20	21	08	09	10	11	12	13	14	15	16	17	18	19	20	21	08	09	10	11	12	13	14	15	16	17	18	19	20	21	08	09	10	1
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HORIZON																																														
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IVY																																														
S-LAND																																														

4-Year Terms

	Leadership													Legislative												Championships																							
Conf	08	09	10	11	12	13	14	15	16	17	18	19	20	21	08	09	10	11	12	13	14	15	16	17	18	19	20	21	08	09	10	11	12	13	14	15	16	17	18	19	20	21	08	09	10	11
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PATRIOT																																																	
IVY																																																	
S-LAND																																																	

ADDENDUM D

DIVISION I MEETING SCHEDULE

Governance Group	Sleeping Rooms	Dates	Meeting Location
Leadership Council	TBD	August 6	Indianapolis, IN
Board of Directors	TBD	August 7	Indianapolis, IN
Academic Cabinet	Westin	September 8-9	National Office (Dempsey)
Administration Cabinet	Westin	September 10-11	National Office (Dempsey)
Championship Cabinet	Westin	September 16-17	National Office (Palmer)
Recruiting Cabinet	University Place	September 18-19	National Office (Palmer)
Awards/Benefits Cabinet	University Place	September 18-19	National Office (Dempsey)
Amateurism Cabinet	University Place	September 23-24	National Office (Dempsey)
Legislative Council	Westin	October 20-21	Indianapolis, IN
Leadership Council			
Board of Directors	Marriott	October 30	National Office (Palmer)
Legislative Council	Gaylord	January 14 -15, 2009	Washington, DC
Leadership Council	Gaylord	January 15, 2009	Washington, DC
Board of Directors	Gaylord	January 17, 2009	Washington, DC
Academic Cabinet	TBD	February 1-3	Indianapolis, IN
Administration Cabinet	Hyatt	February 12-13	Savannah, GA
Championship Cabinet	Hyatt	February 17-18	San Antonio, TX
Recruiting Cabinet	University Place	February 9-10	National Office (Dempsey)
Awards/Benefits Cabinet	TBD	February 5-6	TBD
Amateurism Cabinet	Hyatt	February 19-20	San Antonio, TX
Legislative Council	TBD	April 20 -21, 2009	Indianapolis, IN
Leadership Council			
Board of Directors	TBD	April 30, 2009	Indianapolis, IN

NOTE: More dates will be identified shortly.

ADDENDUM E

Division I Guidelines for Consideration of Emergency/Noncontroversial Legislation

Emergency/Noncontroversial Legislation – Guidelines. The following guidelines are to assist in determining whether a proposal should be considered outside the normal legislative process as either noncontroversial or emergency legislation:

a. Noncontroversial legislation. Legislative proposals shall be considered noncontroversial only if:

- Broader consultation and debate are unlikely to improve the proposal in any substantial way.
- Significant disagreement or alternative points of view will not be generated.
- Such proposals do not have a significant impact (unanticipated consequences, undesirable precedent) on existing legislation or proposed legislation.

A noncontroversial proposal, at a minimum, should have the following factors present:

- The proposal should have minimal impact on competitive or recruiting equity.
- The proposal should have minimal financial impact.
- The proposal must enjoy broad support from its primary stake holders.
- The proposal should not negatively impact student-athlete welfare.
- The proposal should not significantly impact the Division I academic standards (initial and continuing eligibility).

b. Emergency legislation. Legislative proposals shall be considered emergency legislation only if:

- Significant values or harm are at stake; and
- The use of the regular legislative cycle is likely to cause undue hardship to the Association or the Division I membership because of the delay in its effective date.

Examples of situations in which it may be appropriate to consider legislation emergency include, but are not limited to, the following:

- Immediate health and safety concerns or issues.

- Potential legal actions.
- Issues that have a significant financial impact.
- Egregious situations involving disparities in fairness.
- Unintended or unanticipated consequences resulting from the current legislation.

The Legislative Review Subcommittee may not recommend a proposal to be considered by the Management Council as noncontroversial or emergency unless a minimum of five subcommittee members supported such a position.

c. Process for considering noncontroversial or emergency proposals.

There is a two-part process for voting on noncontroversial or emergency proposals, as follows:

- The Management Council shall initially vote on whether a proposal shall be considered as noncontroversial or emergency. The proposal must receive three-fourths majority of all Management Council members present and voting to satisfy such a standard. Those proposals that do not satisfy such standards will not be considered defeated, but will be considered by the Division I membership in accordance with the normal legislative process.

- A proposal that satisfies the initial standard as being either noncontroversial or emergency will then be debated by the full Management Council on its merits. Such a proposal will then require a three-fourths majority of Management Council members present and voting to approve the proposal. Proposals that do not receive a three-fourths majority vote, but receive a majority vote, will be remanded back into the normal legislative cycle.

Communications and Coordination Committee.

1. **Duties.** The Communications and Coordination Committee is charged with coordinating consideration of issues and legislative concepts between the various Division I governance bodies. The focus of this committee will be to enhance the level of communication between Division I governance bodies so that there is a more cohesive approach to managing the Division I agenda. Additionally, the work of this committee is intended to help the membership stay better informed regarding governance activities.

2. **Members.** The members of the committee are the chairs of the two councils and six cabinets as follows:

Leadership Council	Damon Evans, Director of Athletics, University of Georgia
Legislative Council	Jackie Campbell, Associate Commissioner, Atlantic 10 Conference
Academics Cabinet	Carolyn Callahan, Faculty Athletics Representative, University of Virginia
Administration Cabinet	Rob Halvaks, Senior Associate Commissioner, Big West Conference
Amateurism Cabinet	Mike Rogers, Faculty Athletics Representative, Baylor University
Awards, Benefits and Financial Aid Cabinet	Grace Calhoun, Associate Athletics Director, Indiana University
Championships/Sports Management Cabinet	Jeff Schemmel, Director of Athletics, San Diego State University
Recruiting Cabinet	Petrina Long, Senior Associate Athletics Director, UCLA

3. **Meeting Schedule.** During the first year of the new Division I governance structure, the committee will convene via conference call before the grouping of councils and cabinets meetings to help coordinate the considerations of issues. The committee will also meet after the series of meetings to share information, which should lead to a more coordinated approach to consideration of issues on the Division I agenda.

4. **Staff Liaison.** Beth DeBauche is the primary liaison to this group. Additionally, at least one staff liaison from each cabinet and council is expected to participate on the committee's conference calls. All liaisons are welcome and encouraged to participate.

2008-09 Administration Cabinet Roster

SUPPLEMENT NO. 5

Legislation: Twenty-one members.
Staff liaisons: Steve Mallonee (P), Beth DeBauche (P), Sharon Tufano (S), Delise O'Meally (S), Dave Schnase (S)
Chair: Rob Halvaks (9/08-9/09)

Subd	Conference Representation	Position/ Designation	Name	Institution	Gender	Ethnic Minority?	Term Expiration
FBS	Atlantic Coast	FAR	Clyde McCoy	University of Miami (Florida)	M		7/1/10
FBS	Big 12	Sr Assoc Com	Dru Hancock	Big 12 Conference	F		7/1/10
FBS	Big East	Assoc AD/SWA	Terri Howes	West Virginia University	F		7/1/10
FBS	Big Ten	Assoc Com	Carol Iwaoka	Big Ten Conference	F	Y	7/1/10
FBS	Conference USA	Ex Assoc Com	Judy MacLeod	Conference USA	F		7/1/10
FBS	Mid-American	Assoc Com	Dell Robinson	Mid-American Conference	M	Y	7/1/10
FBS	Mountain West	Assoc Com/SWA	Carolayne Henry	Mountain West Conference	F	Y	7/1/10
FBS	Pacific-10	Sr Assoc AD	Dawn Rogers	Arizona State University	F		7/1/10
FBS	Southeastern	AD	Jay Jacobs	Auburn University	M		7/1/10
FBS	Sun Belt	Assoc Com	Rick Mello	Sun Belt Conference	M		7/1/10
FBS	Western Athletic	Assoc Com	Darlene Bailey	Western Athletic Conference	F		7/1/10
FCS	Big Sky	AD	Bill Chaves	Eastern Washington University	M		7/1/11*
FCS	The Ivy Group	Assoc AD	Drew Galbraith	Dartmouth College	M		7/1/11*
FCS	Mid-Eastern Athletic	Asst VP/SWA	Tanya Rush	Morgan State University	F	Y	7/1/11*
FCS	Northeast	Sr Assoc AD	Kim Callicoate	Sacred Heart University	F		7/1/11*
FCS	Southern	Comp Dir	Elizabeth Rabb	Wofford College	F		7/1/11*
DI	America East	Assoc AD	Jan Brown	State University of New York, Albany	F	Y	7/1/12*
DI	Big West	Sr Assoc Com	Rob Halvaks	Big West Conference	M		7/1/12*
DI	Horizon League	Assoc AD	Jennifer Samble	Valparaiso University	F		7/1/12*
DI	Summit League	AD	Tim Van Alstine	Western Illinois University	M		7/1/12*
DI	West Coast	Assoc Com	Wendy Guthrie	West Coast Conference	F		7/1/12*

* Not eligible for reselection. 5/15/08

2008-09 Amateurism Cabinet Roster

Legislation: Twenty-one members.
Staff liaisons: Rachel Newman (P), Angie Cretors (S), Geoff Silver (S)
Chair: Mike Rogers (9/08-9/09)

Subd	Conference Representation	Position/ Designation	Name	Institution	Gender	Ethnic Minority?	Term Expiration
FBS	Atlantic Coast	Assoc AD	Jerome Rodgers	Boston College	M	Y	7/1/10
FBS	Big 12	FAR	Mike Rogers	Baylor University	M		7/1/10
FBS	Big East	Assoc AD-Comp	Gordon Finch	Villanova University	M	Y	7/1/10
FBS	Big Ten	AD	Mark Hollis	Michigan State University	M		7/1/10
FBS	Conference USA	SWA/Sr Assoc AD	Maria Ochoa-Woods	Tulane University	F	Y	7/1/10
FBS	Mid-American	AD	Tom Collins	Ball State University	M		7/1/10
FBS	Mountain West	AD	Hans Mueh	U.S. Air Force Academy	M		7/1/10
FBS	Pacific-10	Sr Assoc AD	Renee Baumgartner	University of Oregon	F		7/1/10
FBS	Southeastern	Sr Assoc AD	Val Sheley	University of South Carolina, Columbia	F		7/1/10
FBS	Sun Belt	SWA/Assoc AD	Sandy Atkins	Troy University	F		7/1/10
FBS	Western Athletic	FAR	Jean Perry	University of Nevada	F		7/1/10
FCS	Big South	Asst AD	Scott McDonald	Winthrop University	M		7/1/12*
FCS	Colonial Athletic	Dep Assoc AD	Kevin McNamee	George Mason University	M		7/1/11*
FCS	Ohio Valley	Asst AD	Tracy Scott	Eastern Kentucky University	F	Y	7/1/11*
FCS	Patriot League	Assoc AD	Rob Acunto	American University	M		7/1/11*
FCS	Southland	Assoc Com	Stephanie McDonald	Southland Conference	F	Y	7/1/11*
FCS	Southwestern Athletic	Assoc AD	Deborah Paul	Southern University, Baton Rouge	F	Y	7/1/11*
DI	Atlantic 10	AD	Tom Brennan	LaSalle University	M		7/1/12*
DI	Atlantic Sun	FAR	Mike Bitter	Stetson University	M		7/1/12*
DI	Metro Atlantic Athletic	Assoc AD	Joyce Eggleston	Siena College	F		7/1/12*
DI	Missouri Valley	FAR	Harold Bardo	Southern Illinois University, Carbondale	M	Y	7/1/12*

* Not eligible for reselection. 5/15/08

2008-09 Championships/Sports Management Cabinet Roster

Legislation: Thirty-one members. (One from each multi-sport conference).
Staff liaisons: Joni Comstock (P), Dave Schnase (P), Wayne Burrow (S), Carol Reep (S)
Chair: Jeff Schemmel (9/08-9/09)

Subd	Conference Representation	Position/ Designation	Name	Institution	Gender	Ethnic Minority?	Term Expiration
FBS	Atlantic Coast	Sr Assoc AD	Jane Miller	University of Virginia	F		7/1/10
FBS	Big 12	FAR	Connie Dillon	University of Oklahoma	F		7/1/10
FBS	Big East	AD	Mike Thomas	University of Cincinnati	M		7/1/10
FBS	Big Ten	Assoc AD	Sue Delaney-Scheetz	Pennsylvania State University	F		7/1/10
FBS	Conference USA	AD	Keith Tribble	University of Central Florida	M	Y	7/1/10
FBS	Mid-American	AD	Mack Rhoades	University of Akron	M		7/1/10
FBS	Mountain West	AD	Jeff Schemmel	San Diego State University	M		7/1/10
FBS	Pacific-10	Assoc Com	Chris Hoyles	Pacific-10 Conference	F		7/1/10
FBS	Southeastern	AD (W)	Joan Cronan	University of Tennessee, Knoxville	F		7/1/10
FBS	Sun Belt	AD	Rick Villarreal	University of North Texas	M	Y	7/1/10
FBS	Western Athletic	Assoc AD	Marilyn Moniz-Kaho'ohanohano	University of Hawaii, Manoa	F	Y	7/1/10
FCS	Big Sky	AD	Jim Fallis	Northern Arizona University	M		7/1/12*
FCS	Big South	AD	Tom Hickman	Winthrop University	M		7/1/12*
FCS	Colonial Athletic	Sr Assoc AD	Nance Reed	Towson University	F		7/1/11*
FCS	The Ivy Group	Assoc AD	Erin McDermott	Princeton University	F		7/1/12*
FCS	Mid-Eastern Athletic	AD	Dwight Datcher	Howard University	M	Y	7/1/11*
FCS	Northeast	Sr Assoc AD	Jeff Stapleton	Monmouth University	M		7/1/11*
FCS	Ohio Valley	Assoc Com	Brad Walker	Ohio Valley Conference	M	Y	7/1/11*
FCS	Patriot League	Assoc AD	Rose Shea	College of Holy Cross	F		7/1/12*
FCS	Southern	AD	Dave Blank	Elon University	M		7/1/11*
FCS	Southland	AD	Greg Burke	Northwestern State University	M		7/1/12*
FCS	Southwestern Athletic	Com	Duer Sharp	Southwestern Athletic Conference	M	Y	7/1/11*
DI	America East	AD	James Fiore	Stony Brook University	M		7/1/12*
DI	Atlantic 10	AD	Judy Rose	Univ of North Carolina, Charlotte	F		7/1/12*
DI	Atlantic Sun	Assoc Com	Sherri Booker	Atlantic Sun Conference	F	Y	7/1/11*
DI	Big West	Sr Assoc AD	Paula Smith	University of California, Irvine	F	Y	7/1/12*
DI	Horizon League	AD	Jim Schmidt	University of Illinois, Chicago	M		7/1/12*
DI	Metro Atlantic Athletic	AD	Pat Lyons	Iona College	M		7/1/12*
DI	Missouri Valley	AD	Bruce Rassmussen	Creighton University	M		7/1/11*
DI	Summit League	Assoc Com	Myndee Larsen	The Summit League	F		7/1/11*
DI	West Coast	AD	Larry Williams	University of Portland	M		7/1/11*

* Not eligible for reselection. 5/15/08

2008 Division I Leadership Council Roster

Legislated Thirty-one members – one from each multisport conference.

Staff liaisons: David Berst (P), Beth DeBauche (P), Bernard Franklin (P), Kevin Lennon (P), Delise O'Meally (S)
Chair: Damon Evans (9/08-9/09)

Subd	Conference Representation	Position	Name	Institution	GEN	EM	Term Expiration
FBS	Atlantic Coast	FAR	Charles Wellford	University of Maryland	M		4/30/10
FBS	Big 12	AD	Mike Alden	University of Missouri, Columbia	M		4/30/10
FBS	Big East	Sr Assoc Com	John Marinatto	Big East Conference	M		4/30/10
FBS	Big Ten	Com	Jim Delany	Big Ten Conference	M		4/30/10
FBS	Conference USA	AD	R.C. Johnson	University of Memphis	M		4/30/10
FBS	Mid-American	FAR	Susan Lipnickey	Miami University (OH)	F		4/30/10
FBS	Mountain West	AD	Paul Kowalczyk	Colorado State University	M		4/30/10
FBS	Pacific-10	AD	Lisa Love	Arizona State University	F		4/30/10
FBS	Southeastern	AD	Damon Evans	University of Georgia	M	Y	4/30/10
FBS	Sun Belt	AD	Peggy Bradley-Doppes	University of Denver	F		4/30/10
FBS	Western Athletic	AD	McKinley Boston Jr.	New Mexico State University	M	Y	4/30/10
FCS	Big South	AD	Janet Cone	University of North Carolina-Asheville	F		4/30/12*
FCS	Big Sky	AD	Peter Fields	Montana State University, Bozeman	M		4/30/12*
FCS	Colonial Athletic	AD	Mary McElroy	Georgia State University	F	Y	4/30/11*
FCS	Ivy League	Com	Jeff Orleans	Ivy Group	M		4/30/12*
FCS	Mid-Eastern Athletic	Com	Dennis Thomas	Mid-Eastern Athletic Conference	M	Y	4/30/11*
FCS	Northeast	Com	Brenda Weare	Northeast Conference	F		4/30/11*
FCS	Ohio Valley	AD	Mark Wilson	Tennessee Technological University	M		4/30/11*
FCS	Patriot League	AD	Chet Gladchuk	U.S. Naval Academy	M		4/30/12*
FCS	Southern Conference	FAR	Alan Hauser	Appalachian State University	M		4/30/11*
FCS	Southland	AD	Bobby Williams	Sam Houston State University	M		4/30/12*
FCS	Southwestern Athletic	AD	Charles McClelland	Texas Southern University	M	Y	4/30/11*
DI	Atlantic 10	AD	Jim Miller	University of Richmond	M		4/30/12*
DI	America East	Com	Patrick Nero	America East Conference	M		4/30/12*
DI	Atlantic Sun	AD	Jeff Altier	Stetson University	M		4/30/11*
DI	Big West	AD	Lynn King	University of the Pacific	M		4/30/12*
DI	Horizon League	Com	Jon LeCrone	Horizon League	M		4/30/12*
DI	Metro Atlantic Athletic	FAR	John Ritschdorff	Marist College	M		4/30/12*
DI	Summit League	Com	Tom Douple	Summit League	M		4/30/11*
DI	Missouri Valley	SWA	Cynthia (Kathy) Jones	Southern Illinois University at Carbondale	F		4/30/11*
DI	West Coast	AD	John Watson	Pepperdine University	M		4/30/11*

* Not eligible for reselection. 5/15/08

2008 Division I Legislative Council Roster

Legislated Thirty-one members – one from each multisport conference.

Staff liaisons: Lynn Holzman (P), Steve Mallonee (P), Amy Huchthausen (S), Leeland Zeller (S)
Chair: Jackie Campbell (9/08-9/09)

Subd	Conference Representation	Position	Name	Institution	GEN	EM	Term Expiration
FBS	Atlantic Coast	Assoc Com	Shane Lyons	Atlantic Coast Conference	M		4/30/10
FBS	Big 12	Asst Com	Lori Ebihara	Big 12 Conference	F	Y	4/30/10
FBS	Big East	Assoc Com	Joe D'Antonio	Big East Conference	M		4/30/10
FBS	Big Ten	FAR	Bruce Jaffe	Indiana University, Bloomington	M		4/30/10
FBS	Conference USA	Assoc AD/ SWA	Leslie Claybrook	Rice University	F		4/30/10
FBS	Mid-American	AD	Derrick Gragg	Eastern Michigan University	M	Y	4/30/10
FBS	Mountain West	Assoc AD/SWA	Janice Ruggiero	University of New Mexico	F	Y	4/30/10
FBS	Pacific-10	FAR	Kelvin Koong	Oregon State University	M	Y	4/30/10
FBS	Southeastern	Assoc Com	Greg Sankey	Southeastern Conference	M		4/30/10
FBS	Sun Belt	Assoc Com	Kathy Keene	Sun Belt Conference	F		4/30/10
FBS	Western Athletic	AD	Rob Spear	University of Idaho	M		4/30/10
FCS	Big Sky	Assoc AD	Jean Gee	University of Montana	F		4/30/12*
FCS	Big South	Assoc AD	Meredith Hollyfield	Liberty University	F		4/30/12*
FCS	Colonial Athletic	Assoc AD	Sue Groff	University of Delaware	F		4/30/11*
FCS	Ivy Group	Sr Assoc Com	Carolyn Campbell-McGovern	Ivy Group	F		4/30/12*
FCS	Mid-Eastern Athletic	SWA	Sonja Stills	Mid-Eastern Athletic Conference	F	Y	4/30/11*
FCS	Northeast	Assoc AD/SWA	Margaret Hefferan	Wagner College	F		4/30/11*
FCS	Ohio Valley	Com	Jon Steinbrecher	Ohio Valley Conference	M		4/30/11*
FCS	Patriot League	Assoc Com	Joanna Kreps	Patriot League	F		4/30/12*
FCS	Southern Conference	Assoc Com	Doug King	Southern Conference	M		4/30/11*
FCS	Southland	Assoc AD	Tracy Shoemake	Texas State University-San Marcos	F		4/30/12*
FCS	Southwestern Athletic	Asst Dir	Jennifer Huggins	Southwestern Athletic Conference	F	Y	4/30/11*
DI	America East	Sr Assoc AD	Carrie Doyle	University of New Hampshire	F		4/30/12*
DI	Atlantic 10	Assoc Com	Jacqueline Campbell	Atlantic 10 Conference	F	Y	4/30/12*
DI	Atlantic Sun	Sr Assoc AD	Debbie Richardson	Campbell University	F		4/30/11*
DI	Big West	Sr Assoc AD	Cindy Masner	Long Beach State University	F		4/30/12*
DI	Horizon League	Assoc AD	Elaine Jacobs	Youngstown State University	F		4/30/12*
DI	Metro Atlantic Athletic	AD	Bill Maher	Canisius College	M		4/30/12*
DI	Missouri Valley	Asst Com	Mary Mulvenna	Missouri Valley Conference	F		4/30/11*
DI	Summit League	Assoc AD	Angie Torain	Indiana University-Purdue University, Indianapolis	F	Y	4/30/11*
DI	West Coast	Assoc AD	Karen Peters	University of Portland	F		4/30/11*

* Not eligible for reselection. 5/15//08

2008-09 Recruiting Cabinet Roster

Legislation: Twenty-one members.
Staff liaisons: Amy Huchthausen (P), Charnele Kemper (S), Jeremiah Carter (S), Jackie Thurnes (S)
Chair: Petrina Long (9/08-9/09)

Subd	Conference Representation	Position/ Designation	Name	Institution	Gender	Ethnic Minority?	Term Expiration
FBS	Atlantic Coast	AD	Dan Radakovich	Georgia Institute of Technology	M		7/1/10
FBS	Big 12	AD	Ian McCaw	Baylor University	M		7/1/10
FBS	Big East	Assoc VP	Kathleen Meehan	St. John's University (New York)	F		7/1/10
FBS	Big Ten	Sr Assoc AD	Miechelle Willis	Ohio State University	F	Y	7/1/10
FBS	Conference USA	AD	Bob Stull	University of Texas at El Paso	M		7/1/10
FBS	Mid-American	Assoc AD	Stephanie Harvey-Vandenberg	Eastern Michigan University	F	Y	7/1/10
FBS	Mountain West	Dir of Comp	Matt Brewer	Colorado State University	M		7/1/10
FBS	Pacific-10	Sr Assoc AD	Petrina Long	University of California, Los Angeles	F		7/1/10
FBS	Southeastern	AD (M)	Mike Hamilton	University of Tennessee, Knoxville	M		7/1/10
FBS	Sun Belt	AD	Chris Peterson	University of Arkansas-Little Rock	M		7/1/10
FBS	Western Athletic	Assoc AD	Jana Doggett	Utah State University	F		7/1/10
FCS	Big South	AD	Jeff Barber	Liberty University	M		7/1/12*
FCS	Colonial Athletic	Sr. Assoc AD	Nick Gannon	Drexel University	M		7/1/11*
FCS	Ohio Valley	AD	Brian Hutchison	Morehead State University	M		7/1/11*
FCS	Patriot League	Sr Assoc AD	Shondell Reed	Colgate University	M	Y	7/1/11*
FCS	Southland	Assoc AD	Bridget Martin	McNeese State University	F		7/1/11*
FCS	Southwestern Athletic	AD	Louis "Skip" Perkins	University of Arkansas, Pine Bluff	M	Y	7/1/11*
DI	Atlantic 10	Asst AD	Erin Kido	Xavier University	F	Y	7/1/12*
DI	Metro Atlantic Athletic	Sr Assoc AD	Alison Sexton	Fairfield University	F		7/1/12*
DI	Atlantic Sun	AD	C. Alan Verlander	Jacksonville University	M		7/1/12*
DI	Missouri Valley	AD	Ron Prettyman	Indiana State University	M		7/1/12*

* Not eligible for reselection. 5/15/08

2008-09 Student-Athlete Awards, Benefits and Financial Aid Cabinet Roster

Legislation: Twenty-one members.
Staff liaisons: Brad Hostetter (P), Vanessa Fuchs (S), Kris Richardson (S)
Chair: Grace Calhoun (9/08-9/09)

Subd	Conference Representation	Position/ Designation	Name	Institution	Gender	Ethnic Minority?	Term Expiration
FBS	Atlantic Coast	FAR	Richard Carmichael	Wake Forest University	M		7/1/10
FBS	Big 12	SWA/Sr Assoc AD	Judi Henry	Texas Tech University	F		7/1/10
FBS	Big East	Assoc AD	Sarah Bobert	Marquette University	F		7/1/10
FBS	Big Ten	Assoc AD	Grace Calhoun	Indiana University, Bloomington	F		7/1/10
FBS	Conference USA	FAR	Bob Bookwalter	Marshall University	M		7/1/10
FBS	Mid-American	SWA	Kelly Andrews	University of Toledo	F		7/1/10
FBS	Mountain West	FAR	William Smith	University of Utah	M	Y	7/1/10
FBS	Pacific-10	AD	Bob DeCarolis	Oregon State University	M		7/1/10
FBS	Southeastern	Ex Assoc AD	Beverly Lewis	University of Arkansas, Fayetteville	F	Y	7/1/10
FBS	Sun Belt	SWA/Assoc AD	Cinnamon Sheffield	University of North Texas	F	Y	7/1/10
FBS	Western Athletic	Sr Assoc AD	Betsy Mosher	California State University, Fresno	F		7/1/10
FCS	Big Sky	Assoc AD	Camie Bechtold	Montana State University, Bozeman	F		7/1/11*
FCS	The Ivy Group	Asst AD	Nathan Fry	Harvard University	M		7/1/11*
FCS	Mid-Eastern Athletic	AD	Keith Davidson	University of Maryland, Eastern Shore	M	Y	7/1/11*
FCS	Northeast	AD	David Langford	Fairleigh Dickinson University	M	Y	7/1/11*
FCS	Southern	SWA	Katy McNay	Davidson College	F		7/1/11*
DI	America East	Sr Assoc AD	Nancy Lyons	Boston University	F		7/1/12*
DI	Big West	FAR	Ken Walker	California Polytechnic State University	M		7/1/12*
DI	Horizon League	Assoc AD	Kathy Litzau	University of Wisconsin, Milwaukee	F		7/1/12*
DI	Summit League	FAR	Ken Ferguson	University of Missouri, Kansas City	M	Y	7/1/12*
DI	West Coast	Sr Assoc AD	Mike Matoso	University of San Diego	M		7/1/12*

* Not eligible for reselection. 5/15/08

NCAA

June 2008

Myles Brand
President

Three-to-Five Year National Office Strategy

The Three Controlling Goals

I. Complete this cycle of academic reform.

II. Position the NCAA for upcoming new media contracts.

III. Focus on student-athlete and athletics personnel well-being.

I. **Complete this cycle of academic reform.**

II. **Position the NCAA for upcoming new media contracts.**

III. **Focus on student-athlete and athletics personnel well-being.**

Academic Reform Overview

NCAA Division I Academic Cabinet

September 8, 2008

Academic Reform Overview

- **Phase I: Academic Standards**
  - Reasons for Review.
  - Initial Eligibility.
  - Progress-Toward-Degree (PTD).
- **Phase II: Academic Performance Program (APP)**
  - Board Directive/Guiding Principles.
  - Committee on Academic Performance (CAP).
  - Measurements of Academic Success.
  - Penalty Structure.

NCAA Academic Reform Cycle

- Extensive Academic Research Available.
- Informs Policy Decisions.

Research

- "Seamless" Model for Eligibility.
- Initial Eligibility. – 16 Core.
- PTD – Full Implementation.

Standards

Implementation

- Penalties:
  - Immediate.
  - Long-Term.
- Incentives:
  - Public Recognition.

Rates

- Graduation Success Rate (GSR).
- NCAA Division I Academic Progress Rate (APR).

Phase I: Academic Standards

- Reasons for Review
- Initial Eligibility
- Progress-Toward-Degree

Reasons for Review of "Old" Initial-Eligibility Standards

- NCAA committed to reviewing impact of standards.
- Frustrated by lack of predictive validity of using high-school variables to predict college graduation.
- Recent data available.
- Board's charge = Maximize graduation rates, while minimizing adverse impact.
- 1999 – Board identified academic consultants to assist its evaluation of initial-eligibility standards.

Predicting College Graduation

- Previous rules used high-school academic variables to predict college graduation.
- Consultants proposed using college academic variables to predict college graduation.
- Placed greater reliance on PTD rules.
- Data demonstrate first-year college is critical to predict graduation.

Data on
Initial-Eligibility Issues –
Test-Score Cutpoints

NCAA Research

Data on
Initial-Eligibility Issues –
Sliding-Scale Placement

NCAA Research

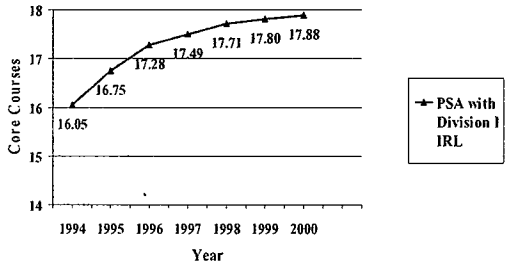
Data on
Initial-Eligibility Issues –
Number of Core Courses

NCAA Research

Summary of Core-Course Issues

- There is a great deal of variation in core-course offerings across high schools.
- Relationships between core-course offerings and characteristics of the high schools and communities exist.
- Generally, low socio-economic status and urban/rural location are related to lower numbers of core-course offerings even after school size is considered.
- Most NCAA Division I institutions require between 15 and 18 core courses for admission.

Trends in Average Number of High School Core Courses Taken



Initial-Eligibility Requirements

Previous Standard:

1. High school academic record used to predict academic success as measured by first or second year college performance.
2. 14 core courses,14th in any area.
3. Student-athlete sets his or her own test score based on core GPA, an extended sliding scale.
4. Graduate from high school.

Effective Dates

- Initial-Eligibility Requirements
  - Fall 2003: Freshmen subject to new (14 units) or old (13 units) initial-eligibility rule.
  - Fall 2005: All freshmen subject to new standards (14 units).
  - Fall 2008: All freshmen subject to increased core-course standard,16 units (increase of two – 1 math, 1 any area).

Initial Eligibility

- Ability to improve graduation rates limited compared with continuing eligibility.
- Seamless concept permits greater focus on initial eligibility preparing students for success as freshman/sophomores.

Data on Continuing Eligibility – Progress Towards Degree

NCAA Research

The Evaluation of Continuing-Eligibility Rules

- The continuing-eligibility rules were evaluated using the same goals (i.e., increase graduation rate while minimizing adverse impact) as were used in the evaluation of initial-eligibility rules.
- The comparison of data on academic successes and failures of the 1994 and 1995 classes permitted an in-depth look at the early indicators of graduation.
- The academic profiles of college graduates, based on GPAs and credit hours, were studied for longitudinal break-points.
- A student-athlete was considered at risk if their yearly academic profile was not within the lower 95% confidence boundary of graduates at that college.

PTD Requirements

- **Percentage of Degree/GPA**
  - **Purpose: To ensure student-athlete graduation within 5 years of enrollment.**
  - By Year 2 – 24 credit hours
90% GPA (1.80)
  - By Year 3 – 40% degree
95% GPA (1.90)
  - By Year 4 – 60% degree
100% GPA (2.00)
  - By Year 5 – 80% degree
100% GPA (2.00)
  - GPA must be maintained term-by-term.

PTD Requirements

- **Credit-Hour Requirements**
  - **Purpose: To ensure student-athletes are making acceptable progress during traditional academic year.**
  - Full-time enrollment (e.g., 12 per term).
  - Complete six hours per full-time term.
  - Complete 18 hours during regular academic year.

Effective Dates

- PTD Requirements
  - Fall 2003, all freshmen subject to new PTD standards.
  - Fall 2003, currently enrolled student-athletes remain subject to old rules, plus six-hour rule.

Phase II: Academic Performance Program

- Board Directive/Guiding Principles
- Committee on Academic Performance
- Measurements of Academic Success
- Penalty Structure

2002 Academic Reform Resolution

"...*Now, Therefore, Be It Resolved,* that at the earliest opportunity the Division I governance structure will present to the Division I Board of Directors a set of proposed policies to address academic reform which shall include, at minimum, the following:

1. The development of a method to annually measure the academic progress of student-athletes;
2. The development of a system of incentives and disincentives...
3. An increase by the 2006 academic year in the number of core courses required of incoming freshman student-athletes,...
4. Additional study on the impact of increasing the test score and GPA coordinates that define the initial-eligibility criteria;...

... *Be it further resolved* that the Management Council is charged with overseeing the development of legislation that is consistent with these principles."

NCAA Division I Board of Directors Directive

"...reward teams that demonstrate commitment toward academic progress of student-athletes and penalize those that do not."

- Encourage academic performance of all student-athletes on all sports teams.
- Reward institutions/teams that achieve significant academic success.
- Penalize those that have a history of academic underachievement (i.e., "habitual" offenders).

DI Board of Director Report, August 2002

Division I Incentives /Disincentives Management Council Working Group

- **Philosophy**
  - Access to membership benefits is a privilege to be earned through acceptable academic performance.
- **Key Principles**
  - Must encourage improved academic performance of all student-athletes.
  - Penalize "habitual offenders" and reward significantly high academic performance.
  - All Division I programs and teams.
  - Fair and credible.
  - Straightforward and understandable.

Committee on Academic Performance

- Administrative body for Division I APP.
- Identification of APP "cut" lines.
- Interpretations of APP legislation and policies.
- Annual communication of APP rates (GSR and APR).
- Appellate body for APP policies and penalties.

Appeals

- CAP
  - First level appeals.
- Board of Directors Subcommittee
  - Only for highest level penalties.
    - Ineligibility for postseason competition.
    - Restricted membership status.

Academic Performance Measurements

- **How to measure academic success?**

1. Federal Graduation Rate (Integrated Postsecondary-Education Data System, GRS-1)
2. GSR
3. APR

Academic Performance Measurements

- How to measure academic success?

NCAA Graduation Success Rate

- Removes student-athletes who withdraw and would have been eligible had they returned.
- Calculated for every sport.

NCAA Graduation Success Rate

- Developed to provide more accurate reflection of all student-athletes who graduate.
- Data delayed due to six-year window for degree completion.
- Captures all scholarship student-athletes entering institution, including transfers (at this point, no non-scholarship athletes included in the rate).
- Removes transfers who leave an institution and would have been eligible had they remained.
- Management tool to measure institution's historical graduation success.

Comparison of GSR and Federal Graduation Rate Cohorts (1997-2000 Entering Classes)

	Federal Graduation Rate	GSR
Enrolled (Under Federal Definition)	71,309	71,309
Enrolled as Freshmen in January	0	1,717
Two-Year College Transfers	0	9,043
Four-Year College Transfers	0	7,032
Non-Scholarship Athletes (Only at Schools not Offering Aid)	0	8,088
Total Enrolled	**71,309**	**97,189 (+36.3%)**
Allowable Exclusions (Death, Military, Church Mission, etc.)	316	392
Left Eligible	0	18,040
Total Denominator	**70,993**	**78,757 (+10.9%)**

Comparison of Graduation Success Rates from Entering Classes of 1995* and 2000

Six-Year Trends For Select Groups of Student-Athletes

Student-Athlete Group	1995 GSR	2000 GSR
Overall	74%	78%
White	81%	84%
African American	56%	63%
White Males	76%	78%
African-American Males	51%	58%
White Females	89%	91%
African-American Females	71%	75%

*1995 was the last year of the former initial-eligibility rules (known as Prop 48). It was also the first year in which GSR data were collected.

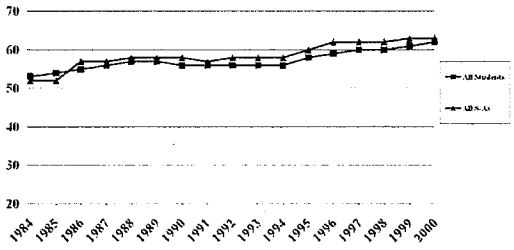
Comparison of Graduation Success Rates from Entering Classes of 1995* and 2000

Six-Year Trends For Select Sport Groups

Student-Athlete Group	1995 GSR	2000 GSR
Men's Basketball	56%	64%
White-Men's Basketball	76%	81%
African-American Men's Basketball	46%	56%
Football (FBS)	63%	67%
White Football (FBS)	76%	76%
African-American Football (FBS)	53%	61%
Women's Basketball	80%	81%
White-Women's Basketball	87%	88%
African-American Women's Basketball	70%	74%

*1995 was the last year of the former initial-eligibility rules (known as Prop. 48). It was also the first year in which GSR data were collected.

Federal Graduation Rates of All Student-Athletes versus All Students at Division I Institutions



Comparison of Federal Graduation Rates Between Student-Athletes and Student Body

For Select Groups in 2000 Entering Class

Student-Athlete Group	Student-Athlete Graduation Rate	Student Body Graduation Rate
Overall	63%	62%
White	67%	64%
African American	53%	46%
White Males	59%	62%
African-American Males	49%	39%
White Females	74%	66%
African-American Females	63%	50%

Comparison of Federal Graduation Rates Between Student-Athletes and Student Body

For Matched Gender-Ethnicity Groups in 2000 Entering Class

Student-Athlete Group	Student-Athlete Graduation Rate	Student Body Graduation Rate
Men's Basketball	46%	59%
White-Men's Basketball	52%	62%
African-American Men's Basketball	43%	39%
Football (FBS)	55%	62%
White Football (FBS)	61%	64%
African-American Football (FBS)	52%	47%
Women's Basketball	64%	64%
White-Women's Basketball	69%	66%
African-American Women's Basketball	60%	50%

Academic Performance Measurements

- How to measure academic success?

  NCAA Academic Progress Rate

  - Points awarded for eligibility, retention and graduation.
  - Based on term-by-term measurement.
  - Totaled over four years.
  - Includes student-athletes receiving athletics aid, OR
  - For nonscholarship programs/teams, a subset of recruited student-athlete.

APR Cohort

For nonscholarship programs, student-athletes who were "recruited" and on roster first date of competition in championship segment or are returning for fifth year.

Average Four-Year APRs for Division I Student-Athletes

Division	Average APR for Male Student-Athletes	Average APR for Female Student-Athletes	Average APR for All Student-Athletes
Division I Overall	951(+1)	969(-1)	961(+1)

Average APRs by Sport for Men's Teams (Four-Year APR)

SPORT	Four-Year Average
Baseball	938 (+3)
Basketball	928 (+0)
Cross Country	963 (+2)
Fencing	977 (+1)
Football	934 (+3)
Golf	982 (+0)
Gymnastics	973 (+3)
Ice Hockey	970 (+0)
Lacrosse	967 (+3)
Rifle	963 (-5)
Skiing	967 (+1)
Soccer	954 (+1)
Swimming	967 (+0)
Tennis	961 (+1)
Track (Indoor)	951 (+0)
Track (Outdoor)	951 (+0)
Volleyball	965 (+3)
Water Polo	975 (-13)
Wrestling	941 (+4)

Note: Numbers in parentheses are point changes from three-year APRs for N=6,110 squads.

Average APRs by Sport for Women's Teams (Four-Year APR)

SPORT	Four-Year Average
Basketball	980 (+0)
Bowling	941 (-1)
Crew	985 (+1)
Cross Country	970 (+0)
Fencing	974 (+0)
Field Hockey	983 (+0)
Golf	974 (+1)
Gymnastics	981 (+1)
Ice Hockey	978 (+1)
Lacrosse	984 (+1)
Skiing	973 (+7)
Soccer	972 (+1)
Softball	965 (-1)
Swimming	978 (+0)
Tennis	971 (+1)
Track (Indoor)	963 (-1)
Track (Outdoor)	964 (-2)
Volleyball	970 (+1)
Water Polo	976 (+3)

Note: Numbers in parentheses are point changes from three-year APRs for N=6,110 squads.

Distribution of Four-Year APRs (All Squads)

APR Range (Raw)	Four-Year Aggregation
0 - 599	0 (0.0%)
600-699	0 (0.0%)
700-799	9 (0.1%)
800-824	14 (0.3%)
825-849	21 (0.3%)
850-874	80 (1.3%)
875-899	145 (2.3%)
900-924	456 (7.3%)
925-949	1,110 (17.7%)
950-974	1,962 (31.3%)
975-999	2,057 (32.8%)
1000	418 (6.7%)
Total Squads	6,272

Notes: 1. APR displayed for all squads with usable data through April 14, 2008 (N=6,272).
2. Rates include adjustments and bonuses submitted and processed in 2007-08.

Number and Proportion of Men's Teams Below APR = 925 (Three-Year vs. Four-Year Rates without Squad-Size Adjustment)

	Three-Year APR		Four-Year APR	
SPORT	Number Below	Percent Below	Number Below	Percent Below
Baseball	99	34.7%	88	30.8%
Basketball	142	43.6%	137	40.7%
Cross Country	45	15.2%	35	11.7%
Fencing	3	15.0%	1	5.0%
Football	93	39.8%	81	33.0%
Golf	37	12.9%	35	12.0%
Gymnastics	0	0.0%	0	0.0%
Ice Hockey	2	3.4%	1	1.7%
Lacrosse	2	3.6%	1	1.8%
Rifle	2	7.4%	2	8.0%
Skiing	0	0.0%	0	0.0%
Soccer	28	14.3%	24	12.1%
Swimming	7	5.1%	5	3.6%
Tennis	33	12.5%	24	9.1%
Track (Indoor)	48	20.1%	42	16.9%
Track (Outdoor)	54	20.8%	49	18.1%
Volleyball	2	9.1%	2	8.7%
Water Polo	2	10.0%	2	9.1%
Wrestling	25	30.5%	22	25.3%
Overall	624	22.0%	551	19.0%

Number and Proportion of Women's Teams Below APR=925 (Three-Year vs. Four-Year Rates without Squad-Size Adjustment)

	Three-Year APR		Four-Year APR	
SPORT	Number Below	Percent Below	Number Below	Percent Below
Basketball	33	19.2%	31	9.3%
Bowling	7	20.0%	9	31.0%
Crew	0	0.0%	1	1.2%
Cross Country	20	6.2%	21	6.3%
Fencing	2	8.0%	2	8.7%
Field Hockey	0	0.0%	0	0.0%
Golf	14	6.1%	9	3.8%
Gymnastics	1	1.0%	1	1.0%
Ice Hockey	0	0.0%	0	0.0%
Lacrosse	0	0.0%	0	0.0%
Skiing	2	14.3%	0	0.0%
Soccer	5	2.7%	10	3.2%
Softball	16	8.0%	17	8.1%
Swimming	3	1.6%	4	2.1%
Tennis	20	6.5%	12	3.8%
Track (Indoor)	20	9.0%	20	8.7%
Track (Outdoor)	25	8.4%	24	7.7%
Volleyball	13	4.2%	12	3.7%
Water Polo	1	3.2%	1	3.0%
Overall	191	5.8%	174	5.2%

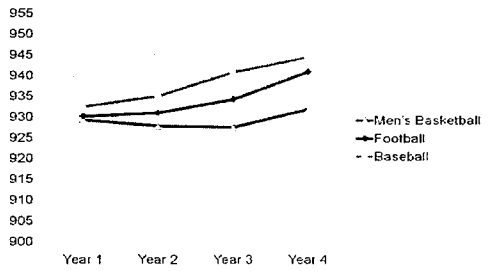
Number and Proportion of Men's Teams Below APR = 900 (Three-Year vs. Four-Year Rates without Squad-Size Adjustment)

	Three-Year APR		Four-Year APR	
SPORT	Number Below	Percent Below	Number Below	Percent Below
Baseball	48	16.5%	37	12.0%
Basketball	72	22.1%	70	20.8%
Cross Country	19	6.4%	16	5.3%
Fencing	0	0.0%	1	5.0%
Football	35	14.9%	26	10.9%
Golf	15	5.2%	18	6.2%
Gymnastics	0	0.0%	0	0.0%
Ice Hockey	0	0.0%	0	0.0%
Lacrosse	1	1.8%	0	0.0%
Rifle	0	0.0%	2	8.0%
Skiing	0	0.0%	0	0.0%
Soccer	10	5.1%	6	3.0%
Swimming	3	2.2%	1	0.7%
Tennis	10	3.8%	7	2.7%
Track (Indoor)	16	6.7%	11	4.4%
Track (Outdoor)	19	7.3%	15	5.0%
Volleyball	1	4.5%	0	0.0%
Water Polo	0	0.0%	1	4.5%
Wrestling	13	15.0%	7	8.0%
Overall	262	9.2%	218	7.5%

Number and Proportion of Women's Teams Below APR=925 (Three-Year versus Four-Year Rates without Squad-Size Adjustment)

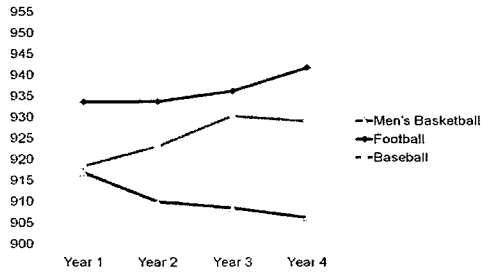
	Three-Year APR		Four-Year APR	
SPORT	Number Below	Percent Below	Number Below	Percent Below
Basketball	10	3.1%	6	1.8%
Bowling	3	11.5%	3	10.3%
Crew	0	0.0%	0	0.0%
Cross Country	6	1.9%	6	1.8%
Fencing	1	4.0%	2	8.7%
FieldHockey	0	0.0%	0	0.0%
Golf	8	3.5%	4	1.7%
Gymnastics	1	1.0%	1	1.0%
Ice Hockey	0	0.0%	0	0.0%
Lacrosse	0	0.0%	0	0.0%
Skiing	0	0.0%	0	0.0%
Soccer	4	1.3%	3	1.0%
Softball	16	6.0%	3	1.1%
Swimming	2	1.1%	2	1.0%
Tennis	5	1.0%	3	1.0%
Track (Indoor)	5	1.7%	6	2.0%
Track (Outdoor)	5	1.7%	7	2.3%
Volleyball	4	1.3%	4	1.2%
Water Polo	0	0.0%	1	3.0%
Overall	58	1.8%	51	1.5%

APR Trends in Men's Basketball, Baseball and Football



Note: Analyses based on 281 baseball squads, 325 men's basketball squads and 233 football squads that sponsored the sport within Division I during all four years .

Retention Trends in Men's Basketball, Baseball and Football



Note: Analyses based on 281 baseball squads, 325 men's basketball squads and 233 football squads that sponsored the sport within Division I during all four years .

Changes in the Number of "0/2s" Among all Squads Submitting Data in Each Year

(2003-04 to 2006-07)

	Number of "0/2s" on these Squads	Percent of Total Student-Athlete Cohort
2003-04	3,926	3.7%
2004-05	3,930	3.6%
2005-06	3,723	3.3%
2006-07	3,297	2.9%

Notes:
1. Analyses based on N=5,959 squads that sponsored the sport within Division I during all four years (data as of April 11, 2008).
2. "0/2" defined as student-athletes separating from a school while academically ineligible.
3. "0/2" counts based on cohort definitions. Student-athletes playing multiple sports could appear as multiple "0/2s" in this table.

Interpretation: The overall number of "0/2s" appears to have dropped by a substantial amount for the second consecutive year.

Trends in Number of "0/2s"

Student-Athletes Leaving School While Academically Ineligible

SPORT	2003-04	2004-05	2005-06	2006-07
Baseball	443 (5.9%)	389 (5.0%)	352 (4.5%)	310 (4.0%)
Basketball	327 (7.9%)	322 (7.7%)	315 (7.4%)	256 (6.1%)
Football	1,325 (7.0%)	1,285 (6.7%)	1,158 (6.0%)	1,057 (5.5%)

Notes:
1. Analyses based on 281 baseball squads, 325 men's basketball squads and 233 football squads that sponsored the sport within Division I during all four years and had usable data by April 11, 2008.
2. N = Number of student-athletes leaving school while ineligible ("0/2s") during that academic year (includes student-athletes who left ineligible after exhausting their eligibility).
3. % = Percentage of individuals in that sport who were "0/2s" in that academic year.

Interpretation:
1. Baseball and football "0/2s" appear to have decreased substantially for the second consecutive year; the number of "0/2s" in men's basketball showed its first major decrease in 2006-07.
2. Cohort sizes generally increased in 2004-05 and 2005-06 before stabilizing in 2006-07 (reason why a stable N may correspond to a percentage decrease in "0/2s").

Data on Academic Performance Measurement Rates

Data on Academic Progress Rates – Potential Cutpoints for Historical Penalties

APP Penalty Structure – Contemporaneous Penalty

Financial Aid Restrictions

- Aid previously earned by ineligible former student-athlete may not be awarded to incoming student-athlete.
  - All other financial aid legislation still applies.

Contemporaneous Penalty

- Teams subject to contemporaneous penalties based on APR, as reported each year.
- Once subject, team financial aid limit is reduced by value of total countable aid awarded to student-athlete who did not earn eligibility and was not retained.

Contemporaneous Penalty

- Penalty must be taken "at the next available opportunity."
  - Not later than two academic years after student-athletes departure.
  - Penalty must be taken in academic year immediately following student-athletes departure, unless a "signed" prospective student-athlete will be impacted (01/21/04 Official Interpretation).

Historical Penalties

- Restrict or deny the benefits of the Association for those teams that have a demonstrated history of academic underachievement.
- Teams that habitually underperform academically are the primary target of the historical-penalty structure.
- Penalties are progressive and cumulative in nature.
- Institutions must demonstrate three "clean" years (without penalty) in order to avoid progression in the historical penalty structure.
- A multiyear APR of 900 translates to an approximate 45 percent GSR.

Historical Penalties "Improvement Plus" Model

- Teams scoring **below 900** are reviewed for historical penalties to determine if they:
  - Are making significant improvement; and
  - Compare favorably based on one of the following three factors…
    - By sport review.
    - Institutional characteristics.
    - Comparison versus general student-body.
- Penalties are mitigated or waived based on review of these factors.

Historical-Penalty Structure

- Progressive and cumulative:
  - Occasion One: Public announcement for squad.
  - Occasion Two: Public announcement AND financial aid and practice restrictions for squad.
  - Occasion Three: Public announcement AND financial aid and practice restrictions AND postseason competition restriction for squad.
  - Occasion Four: Public announcement AND financial aid and practice restrictions AND postseason competition restriction for squad AND restricted membership status for institution.

Academic Reform Implementation Timeline

- 2003-04 Data Collection (Year One)
  - New Initial Eligibility/PTD standards effective.
  - May: Web-based APP available.
- 2004-05 Data Collection (Year Two)
  - Term-by-term GPA requirement (1st class).
  - Two weeks after first day of classes, 2003-04 APR data due.
  - Fall 2004 report, first Contemporaneous Penalty letters demonstrating application.

Academic Reform Implementation Time Line

- 2005-06 Data Collection (Year Three) /Contemporaneous Penalties
  - 40% & GPA requirements (first class).
  - Fall 2005 report: First Contemporaneous Penalty notification.
- 2006-07 Data Collection (Year Four) /Contemporaneous Penalties/Historical Warnings
  - 60% and GPA requirements (first class)
  - Fall 2006 report: Contemporaneous Penalty notification and first Occasion-One penalties (warning letter) issued based on three years of data.

Academic Reform Implementation Timeline

- 2007-08 Historical Penalties Implemented
  - 80% & GPA requirements (first class).
  - Fall 2007 report: Contemporaneous Penalty notification and first Occasion-Two penalties (financial aid/recruiting) issued based on four years of data.
- 2008-09 APP Fully Implemented
  - Graduation (first class).
  - Fall 2008 report: Contemporaneous Penalty notification and first Occasion-Three penalties (competition restrictions) issued.
- 2009-10 APP Fully Implemented
  - Graduation (second class).
  - Fall 2009 report: Contemporaneous Penalty notification and first Occasion-Four penalties (membership restrictions) issued.

TRANSFER ISSUES

Overall Transfers Into Division I

(Division I APP)

	Overall			
	2003-04	2004-05	2005-06	2006-07
Non-Transfers	86.6%	86.8%	87.2%	87.6%
Two-year transfers	6.1%	5.9%	5.6%	5.2%
Four-year transfers	7.3%	7.3%	7.2%	7.2%

Note: Student-athletes may be counted twice if they participate in more than one sport. These are "instances" of transfers, not number of transfer students.

2006-07 Transfers Into Division I

by Sport Group

	Baseball	Men's Basketball	Football	Men's Other	Women's Basketball	Women's Other
Non-Transfers	73.7%	72.0%	87.1%	88.2%	84.0%	91.2%
2-4	17.8%	17.5%	7.2%	3.0%	9.0%	2.5%
4-4	8.5%	10.5%	5.6%	8.8%	6.9%	6.3%

Note: All schools included in analysis.

Trends in Number of "0/2s"

by Transfer Status

	2003-04	2004-05	2005-06	2006-07
Non-Transfer	2,864 (3.1%)	2,922 (3.1%)	2,732 (2.8%)	2,488 (2.5%)
Two-Year Transfer	660 (10.1%)	604 (9.3%)	581 (9.3%)	438 (7.4%)
Four-Year Transfer	402 (5.2%)	404 (5.1%)	410 (5.1%)	371 (4.6%)

Note: % = Percentage of individuals in transfer status grouping who were "0/2s" in that academic year

Trends in Number of "0/2s" by Transfer Status: Baseball

	2003-04	2004-05	2005-06	2006-07
Non-Transfer	235 (4.2%)	215 (3.8%)	174 (3.0%)	174 (3.0%)
Two-Year Transfer	159 (10.9%)	135 (9.3%)	121 (8.4%)	100 (7.3%)
Four-Year Transfer	49 (8.0%)	39 (5.9%)	57 (8.0%)	36 (5.4%)

Note: %= Percentage of individuals in transfer-status grouping who were "0/2s" in that academic year.

Trends in Number of "0/2s" by Transfer Status: Men's Basketball

	2003-04	2004-05	2005-06	2006-07
Non-Transfer	172 (5.6%)	177 (5.8%)	171 (5.6%)	132 (4.4%)
Two-Year Transfer	113 (16.4%)	103 (14.0%)	112 (14.7%)	85 (11.6%)
Four-Year Transfer	42 (10.7%)	42 (10.0%)	32 (7.5%)	39 (8.7%)

Note: % = Percentage of individuals in transfer status grouping who were "0/2s" in that academic year.

Trends in Number of "0/2s" by Transfer Status: Men's Football

	2003-04	2004-05	2005-06	2006-07
Non-Transfer	999 (6.1%)	995 (6.0%)	868 (5.2%)	817 (4.9%)
Two-Year Transfer	212 (13.9%)	197 (12.9%)	171 (12.1%)	150 (10.9%)
Four-Year Transfer	114 (11.1%)	93 (9.1%)	119 (11.4%)	90 (8.4%)

Note: % = Percentage of individuals in transfer status grouping who were "0/2s" in that academic year.

Academic Reform Overview

NCAA Division I Academics Cabinet

September 8, 2008

EXCERPTS OF THE JUNE 9-11, 2008, REPORT OF THE NCAA DIVISION I ACADEMICS/ELIGIBILITY/COMPLIANCE CABINET

[NOTE: Original Report Format Has Been Retained for Ease of Reference.]

ACTION ITEM.

- **Legislative – Request for Legislative Action by the NCAA Division I Management Council Administrative Committee.** (See the Attachment for the full text of the proposal forwarded to the Management Council Administrative Committee as noncontroversial legislation.)

  ❖ **NCAA Proposal No. 2008-7 – Eligibility – Education-Impacting Disabilities.**

  (1) Recommendation. The NCAA Division I Academics/Eligibility/ Compliance Cabinet recommends that the Management Council Administrative Committee approve and forward noncontroversial legislation to the NCAA Division I Board of Directors for adoption to establish a definition of "education-impacting disability" as a current impairment that has a substantial educational impact on a student's academic performance and requires accommodation, and to replace all references to "learning disabilities" to "education-impacting disabilities."

  (2) Effective Date. Immediate.

  (3) Rationale. Currently, there is no working definition of "disability" in NCAA legislation, and the term "learning disabilities" does not reflect actual practices of accommodating all disabilities that impact a student's ability to learn. This proposal broadens the scope of accommodations and waivers to include all handicapping conditions and disorders that impact academic performance, including physical impairments (e.g., hearing loss). The NCAA's emphasis on providing accommodations for individuals with learning disabilities would not change as a result of this proposal. Rather, the proposal would ensure that the actual practice of accommodating education-impacting disabilities is codified in the legislation. This change is requested as noncontroversial legislation, inasmuch as broader consultation and debate are unlikely to improve the proposal in any substantial way, significant disagreement or alternative points of view will not be generated and there does not appear to be a significant impact on existing legislation or proposed legislation. In addition, it is important to have the legislation in place for the 2008-09 academic year for a consistent application in relation to various accommodation and waiver policies and procedures.

  (4) Budget Impact. None.

(5) Impact on Student-Athlete's Time. None.

INFORMATIONAL ITEMS.

1. Legislative – Cabinet Sponsored Proposals for the 2008-09 Legislative Cycle. (The full text of these proposals, including rationale statements, will be available through the NCAA Legislative Services Database for the internet (LSDB*i)* and in the NCAA Division I Publication of Proposed Legislation by August 15, 2008, and the NCAA Division I Official Notice by November 15, 2008.)

a. NCAA Bylaw 13.02.11 – Recruiting – Definitions and Applications – Prospective Student-Athlete and Bylaw 13.02.11.1 – Application. The cabinet sponsored legislation to specify that an individual shall no longer be considered a prospective student-athlete when he or she officially registers and enrolls in an institution's summer term prior to initial enrollment in a regular term and attends class; and that such an individual shall not be subject to the contact limitations in Bylaw 13 as they relate to contact by the certifying institution and may be considered a student-athlete for purposes of Bylaw 16. With the adoption of Proposal No. 2007-44, any individual who is enrolled in the institution's summer term prior to his or her initial full-time enrollment at the certifying institution may be provided academic support services and may use the institution's training room facilities without having signed a National Letter of Intent (NLI). In addition, in football and basketball, any individual who is enrolled in the institution's summer term prior to his or her initial full-time enrollment at the certifying institution may engage in voluntary summer workouts conducted by an institution's strength and conditioning coach regardless of whether the individual has signed an NLI or is receiving athletically related financial aid during the summer term. Although these individuals have not signed an NLI or are not receiving summer financial aid, they are no longer being recruited by the institution and are now afforded the same access to institutional facilities and services as individuals who have signed an NLI or are receiving summer financial aid. Accordingly, they should also be afforded the benefits of being treated as student-athletes for purposes of Bylaw 16 and the institutions at which they are enrolled should not be subject to the contact restrictions of Bylaw 13.

b. Bylaw 13.6.3 – Recruiting – Official Paid Visit – Requirements for Visit – Amateurism Certification Questionnaire and Bylaw 13.9.1 – NCAA Eligibility Center Registration and Institutional Request List. The cabinet modified a previously sponsored proposal for the 2008-09 legislative cycle, which

would specify that an institution shall not provide an official visit to a high school, preparatory school or transfer prospective student-athlete, who is subject to the amateurism certification process, until he or she completes the amateurism certification questionnaire with the Eligibility Center. The cabinet modified the proposal to also specify that an institution shall not provide a prospective student-athlete (including a prospective transfer student-athlete who is subject to the amateurism certification process) a written offer of athletically related financial aid until he or she has completed the amateurism certification questionnaire with the Eligibility Center. Requiring that a prospective student-athlete complete the amateurism certification questionnaire prior to allowing an institution to provide a written offer of athletically related financial aid, will ensure that the Eligibility Center will be able to begin the certification process at an earlier date for those prospective student-athletes who have not taken or will not take an official visit and will help ease case volume in the summer or even after the start of the academic year when competition is pending.

c. **Bylaw 14.1.8.2 – Eligibility – General Eligibility Requirements – Full-Time Enrollment – Requirement for Competition.** The cabinet sponsored legislation to specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) offered by the certifying institution may be used to satisfy the full-time enrollment requirement for competition, provided the following conditions are met:

(1) Evaluation of the student's work in the course is conducted by the appropriate academic authorities in accordance with the certifying institution's established academic policies;

(2) The course is available to any student at the certifying institution;

(3) Enrollment in the course occurs within the institution's regular enrollment periods (preregistration or drop-add period) in accordance with the institution's academic calendar and applicable policies and procedures;

(4) The course is conducted during the institution's regular academic schedule (term time) in accordance with the institution's academic calendar and applicable policies and procedures;

(5) The course involves regular interaction with the instructor (in person or electronically);

(6) The institution uses a conventional grading scale consistent with similar courses offered by the institution and in accordance with applicable policies and procedures; and

(7) The course is acceptable for degree credit (no remedial or noncredit courses) and is reflected on the student's official academic record.

After extensive review of traditional and nontraditional courses, the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility defined traditional courses as those involving regular in-person, classroom-based instruction. Nontraditional courses were defined as those involving little or no classroom-based instruction (e.g., distance-learning, correspondence, extension, Internet courses, independent study and any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student). Technological trends within postsecondary instruction require a modernization of the language used to refer to various methods of course delivery. Generally, a student-athlete should be permitted to use nontraditional courses to satisfy the full-time enrollment requirement, provided the institution considers enrollment in such a course as regular course enrollment for all students; however, this proposal establishes minimum standards that must be met in order for nontraditional courses to be used. The cabinet noted recent concerns expressed by the National Association of Academic Advisors for Athletics (N4A) regarding the unique challenges related to providing academic support services to student-athletes enrolled in nontraditional coursework and directed the NCAA staff to work with N4A to identify model practices during 2008-09 to be distributed to the Division I membership prior to the effective date of this proposal.

d. Bylaw 14.2.3.2 – Eligibility – Seasons of Competition: Five Year Rule – Criteria for Determining Season of Competition – Delayed Enrollment – Women's Volleyball. The cabinet sponsored legislation to specify that, in women's volleyball, a student-athlete who does not initially enroll full time in a collegiate institution within one year following the high school graduation date of the student-athlete's class (as determined by the first year of high school enrollment or the international equivalent) and participates in organized volleyball events after the one-year period, shall be charged with a season of intercollegiate competition for each year of participation and shall fulfill an academic year in residence on matriculation at the certifying institution before being eligible to represent the institution in intercollegiate competition. There is support among members of the American Volleyball Coaches Association (AVCA) for this legislation to address concerns regarding the current organized competition

legislation. It is becoming increasingly more common for women's volleyball prospective student-athletes to intentionally delay initial collegiate enrollment in order to compete and train at an elite level. Under the current legislation, these prospective student-athletes may delay enrollment until age 21, training and competing for three to four years before entering college. This proposal simply adds women's volleyball to the legislation by which tennis and swimming and diving have addressed similar concerns.

e. **Bylaw 14.3.1.2.1.2 – Eligibility – Freshman Academic Requirements – Core Curriculum Time Limitation – Students with Education-Impacting Disabilities.** The cabinet sponsored legislation to specify that if a prospective student-athlete with a diagnosed education-impacting disability graduates from high school within the core-curriculum time limitation, he or she may use up to three core courses completed after high school graduation to satisfy the core-curriculum or minimum grade-point average requirements or both. Current legislation permits a prospective student-athlete with a diagnosed education-impacting disability to use all core courses up to the individual's initial full-time enrollment at a Division I institution to satisfy the core-curriculum or minimum grade-point average requirements or both. This proposal will provide a more consistent application of the core-curriculum time limitation legislation for all prospective student-athletes, while still providing a reasonable accommodation for individuals with diagnosed education-impacting disabilities. This proposal also will serve to protect the well-being of prospective student-athletes with education-impacted disabilities, particularly those individuals who require accommodations to complete their coursework, by limiting the number of core courses they are completing in a short amount of time. Pursuant to current initial-eligibility waiver policies and procedures, consideration may be given to all courses taken by a prospective student-athlete with an education-impacted disability up to initial full-time enrollment. Such consideration would continue under this proposed change to the legislation.

f. **Bylaw 14.4.3.4 – Eligibility – Progress-Toward-Degree Requirements – Regulations for Administration of Progress Toward Degree – Nontraditional Courses.** The cabinet sponsored legislation to specify that nontraditional courses (e.g., distance-learning, correspondence, extension, Internet courses, independent study and any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) completed at a four-year institution other than the certifying institution may be used to meet credit-hour requirements and percentage-of-degree requirements, provided the following conditions are met:

(1) Evaluation of the student's work in the course is conducted by the appropriate academic authorities in accordance with the offering institution's established academic policies;

(2) The course is available to any student at the certifying institution;

(3) Enrollment in the course occurs within the institution's regular enrollment periods (preregistration or drop-add period) in accordance with the institution's academic calendar and applicable policies and procedures;

(4) The course involves regular interaction with the instructor (in person or electronically);

(5) The offering institution uses a conventional grading scale consistent with similar courses offered by the institution and in accordance with applicable policies and procedures; and

(6) The course is acceptable for degree credit (no remedial or noncredit courses) and is reflected on the student's official academic record at the certifying institution.

After extensive review of traditional and nontraditional courses, the Subcommittee on Continuing Eligibility defined traditional courses as those involving regular in-person, classroom-based instruction. Nontraditional courses were defined as those involving little or no classroom-based instruction (e.g., distance-learning, correspondence, extension, Internet courses, independent study and any other course or credit that is not earned in a typical face-to-face classroom environment with regular in-person interaction between the instructor and the student). Technological trends within postsecondary instruction require a modernization of the language used to refer to various methods of course delivery. Generally, a student-athlete should be permitted to use nontraditional courses from any four-year institution to satisfy progress-toward-degree requirements, provided they are accepted by the certifying institution and satisfy graduation requirements for all students at the certifying institution. It is important to respect institutional discretion and authority in setting course content and curriculum and to trust institutional integrity with regard to use of nontraditional courses. However, this proposal establishes minimum standards that must be met in order for nontraditional courses to be used.

g. Bylaw 14.5.5.3 – Eligibility – Transfer Regulations – Four-Year College Transfers – Competition in Year of Transfer -- Tennis. The cabinet sponsored

legislation to specify that a four-year transfer student-athlete who enrolls at the certifying institution midyear after having received athletically related financial aid at the previous institution during the same academic year shall not be eligible for intercollegiate competition until the ensuing academic year. There is support among members of the Intercollegiate Tennis Association (ITA) for this legislation to limit the ability of a midyear tennis transfer student-athlete to compete for two four-year institutions in the same academic year if the student-athlete received athletically related financial aid at the first institution. Current legislation precludes a student-athlete from engaging in competition at two different institutions in the championship segment of an academic year. In tennis, the season of competition is typically divided into two segments, but the ITA is concerned about the difficulty some institutions have in replacing a player midyear. Further, the proposal encourages and promotes more careful consideration by the coach and the student-athlete during the recruiting process and helps to solidify the commitment by both parties.

2. Nonlegislative.

b. Policy for Documentation of Education-Impacting Disabilities for Initial-Eligibility Purposes. The cabinet approved modifications to the policy for documentation of disabilities for initial-eligibility purposes. The approved policy is as follows:

(1) There must be a clear statement of the prospective student-athlete's disability/disorder, either in the special education paperwork, 504 Plan or in the private clinical evaluation;

(2) The documentation provided [e.g., Individualized Education Plan (IEP), Individualized Transition Plan, Summary of Performance, 504 Plan, triennial review or private evaluation] must be from the prospective student-athlete's high school years (grades nine through 12, or postgraduate);

(3) The documentation must indicate the types of accommodations/ modifications needed for the prospective student-athlete. If the student graduated from a private school, this information must be included on the school's letterhead; and

(4) The prospective student-athlete must provide assessment documentation that indicates the current educational impact of the disability (even if the test scores are several years old).

There have been several significant changes in federal disability laws that affect the type and timeline of documentation for students once they graduate from high school. For example, school systems are not required to re-evaluate students through formal testing prior to graduation. Instead, they may produce a summary of performance as a transition tool. Also, schools may opt to rewrite an IEP every three years instead of annually. These changes have made it increasingly difficult to evaluate education-impacting disability requests. The modifications to the requirements for documenting an education-impacting disability will assist NCAA staff in evaluating disability status consistent with federal law.

c. Policy for Documentation of Education-Impacting Disabilities for Enrolled Student-Athletes. The cabinet approved revisions to the policy for documenting the disability status of enrolled student-athletes to require the following documentation to be provided when evaluating waiver applications submitted by institutions on behalf of student-athletes with education-impacting disabilities:

(1) If requesting a less than full-time enrollment waiver for a student-athlete with an education-impacting disability, written documentation from an appropriate institutional academic authority (e.g., registrar) that the institution has defined the student-athlete's full-time enrollment to be less than 12 hours to compensate for the student-athlete's disability.

(2) A written copy of the institution's policies and curriculum guidelines applicable to all students with education-impacting disabilities. (Note: The committee or subcommittee on progress-toward-degree waivers will not consider appeals in cases in which the institution does not have an established written policy.)

(3) A summary of support services and other accommodations provided by the applicant institution designed to assist student-athletes with education-impacting disabilities, in general, and the student-athlete for whom the waiver is being sought, in particular. This summary normally would be expected to include accommodations provided by the institution with respect to the student-athlete's athletics responsibilities, as well as the academic and

other support services provided and any institutional accommodations related to adjustments of minimum performance requirements.

(4) Full and complete documentation of the student-athlete's education-impacting disability including:

(a) A current diagnosis of the disability, including the results of specific measures or tests, which formed the basis of the diagnoses. If specific circumstances of the case indicate that this requirement is unnecessary, a prior diagnosis may be acceptable. (Note: The NCAA staff, committee or subcommittee reserves the right to request a second opinion or diagnosis.)

(b) A copy of the student-athlete's IEP, if applicable.

(5) Contemporaneous medical documentation provided by an individual who is qualified and licensed to diagnose and treat the particular illness (e.g., psychiatrist, psychologist) must be submitted on behalf of student-athletes with psychological or mental health issues (e.g. depression, bipolar disorder).

Critically important to the underlying philosophical basis for accommodating students with education-impacting disabilities is the accountability of member institutions to meet the needs of such students beyond assistance with athletics eligibility. Additional documentation requirements increase institutional accountability.

d. Revision of Progress-Toward-Degree Waiver Policies and Procedures. The cabinet approved revisions to the progress-toward-degree waiver policies and procedures as follows:

(1) An institution filing a progress-toward-degree waiver for a student-athlete with an education-impacting disability must identify if it previously filed a disability initial-eligibility waiver request for the same student-athlete.

(2) If the institution previously submitted a disability initial-eligibility waiver request for the student-athlete, the institution must provide a summary of the support services and/or accommodations that the student-athlete has used at the institution. If the support services and/or accommodations provided differ from the support services and/or accommodations that were described

in the student-athlete's initial-eligibility waiver request, the institution must provide a written statement explaining why the support services and/or accommodations changed. If the student-athlete did not use any support services and/or accommodations, the institution must provide a statement explaining why the student-athlete did not use available support services and/or accommodations.

Critically important to the underlying philosophical basis for accommodating students with education-impacting disabilities is the accountability of member institutions to meet the needs of such students beyond assistance with athletics eligibility. Requiring the abovementioned additional information for situations in which a previous disability initial-eligibility waiver request was submitted increases institutional accountability.

e. **Use of Repeated Courses for Initial-Eligibility Purposes.** The cabinet received a report from the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Initial-Eligibility Issues regarding its discussion of the use of repeated courses, including the use of credit-recovery programs by prospective student-athletes for initial-eligibility purposes. In such programs, a prospective student-athlete who fails a course may be permitted to retake the final exam or submit assignments that were failed during the first attempt. The grade is "recovered" without requiring the prospective student-athlete to repeat the entire course curriculum. Because there is no current research data on the number of courses repeated by prospective student-athletes, a research-based decision to amend the current legislation is not possible at this time. For this reason, the Eligibility Center staff will continue to identify a prospective student-athlete's academic credentials for review in instances in which the individual has repeated courses to significantly improve his or her core-course grade-point average. Additionally, the Eligibility Center staff will identify a prospective student-athlete's academic credentials for review in instances in which a course is repeated more than one academic year after the individual's initial attempt of the course, in instances in which a prospective student-athlete attempts to repeat a course more than once during his or her high school career, and instances in which a prospective student-athlete has repeated more than two courses during any one academic year (including summer school) and more than eight courses during his or her high school career. If a prospective student-athlete's academic record is reviewed based on any identifier, an institution will be required to provide documented evidence (e.g., official board of education or other appropriate governing body's policy) of the high school policy on repeated courses. The Subcommittee on Initial-Eligibility Issues recommended that the NCAA research

staff and/or the Eligibility Center staff collect data on the use of repeated courses, including the use of credit-recovery programs for future consideration in any recommendation to amend the current legislation. Further, the Subcommittee on Initial-Eligibility Issues recommended that the NCAA Division I Academics Cabinet develop principles regarding the use of repeated courses (e.g., same seat time, curriculum, assessment) and the application of the legislation related to repeated courses to credit-recovery programs.

f. **Use of Nontraditional Courses for Initial-Eligibility Purposes.** The cabinet received a report from the Subcommittee on Initial-Eligibility Issues related to its discussion of the use of nontraditional course work (e.g., courses taught via the Internet, distance learning, correspondence and similar means) for initial eligibility purposes. The Subcommittee on Initial-Eligibility Issues discussed the increased use of nontraditional methods of instruction in secondary schools, particularly in light of the requirement that prospective-student-athletes complete 16 core courses, effective for those initially enrolling full time at a collegiate institution on or after August 1, 2008. The Subcommittee on Initial-Eligibility Issues recommended that the Academics Cabinet review this issue. In its review, the Academics Cabinet should consider an emphasis on the nontraditional course legislation, and amending policies to include the establishment of baseline standards of quality for nontraditional courses and secondary school programs.

g. **Discussion Related to Providing Athletically Related Financial Aid to Nonqualifiers.** The cabinet received a report from the Subcommittee on Initial-Eligibility Issues regarding the concept of providing athletically related financial aid to nonqualifiers in their first academic year in residence. The Subcommittee on Initial-Eligibility Issues forwarded this concept to the Academics Cabinet and the NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet. The Subcommittee on Initial-Eligibility Issues discussed potential rationale to support the concept, including the advantages of providing nonqualifiers earlier access to member institutions, reduced reliance on two-year institutions as an alternative and increased institutional accountability through the NCAA Division I Academic Performance Program (APP), which may encourage institutions to provide aid only to those individuals who are likely to be academically successful at the institution. Other factors to consider include possible increased administrative and financial burdens, the potential effect on institutions or conferences that have rules that preclude or limit the participation of nonqualifiers, current maximum grant-in-aid limits and the well-being of student-athletes who are underprepared for the rigors and expectations of a four-year institution.

l. **Application of Contact Limitations of Bylaw 13 and Benefits of Bylaw 16 to Walk-Ons who Enroll in Summer Courses Prior to Initial Full-Time Enrollment in a Regular Term**. The cabinet received a report from the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Recruiting regarding its discussion of the continued application of recruiting contact restrictions on walk-on prospective-student-athletes who, due to the adoption of Proposal No. 2007-44, are able to access the institution's training room and academic support services and, in football and basketball, participate in voluntary summer workouts conducted by the institution's strength and conditioning coach. The Subcommittee on Recruiting recommended that the NCAA Division I Management Council Administrative Review Subcommittee grant a blanket waiver for the 2008 summer to specify that an individual is no longer considered a prospective student-athlete when he or she officially registers and enrolls in an institution's summer term prior to initial enrollment in a regular term and attends class, and that such an individual shall not be subject to the contact limitations in Bylaw 13 as they relate to contact by the certifying institution and may be considered a student-athlete for purposes of Bylaw 16.

s. **Final Report of the NCAA Division I Academics/Eligibility/Compliance Cabinet Transfer Issues Ad Hoc Group.** The cabinet received a final report of the Transfer Issues Ad Hoc Group and noted that the Academics Cabinet will receive the report for its review and discussion for possible action.

bb. **Academic Fraud/Academic Misconduct.** The cabinet received a report from the Committee on Student-Athlete Reinstatement regarding its discussion related to academic fraud and academic misconduct. During its December 2007 meeting, the Committee on Student-Athlete Reinstatement established the starting point for future cases involving academic misconduct at permanent ineligibility. The Committee on Student-Athlete Reinstatement continued discussion regarding violations in which a student-athlete was knowingly involved in arranging for fraudulent academic credit or false transcripts [Bylaw 10.1-(b)]. The Committee on Student-Athlete Reinstatement confirmed that, as with previous academic fraud/misconduct cases, the reinstatement staff has the ability to provide relief based on mitigating circumstances. The Committee on Student-Athlete Reinstatement discussed several issues, including factors to consider as mitigation in future Bylaw 10.1-(b) requests, the weight of the institution's findings regarding academic fraud/misconduct in the case analysis and situations in which academic misconduct occurs but is not reported on campus via the judiciary

process, but results in an NCAA violation. The Committee on Student-Athlete Reinstatement recognizes and respects that, throughout the membership, violations of campus academic fraud/misconduct policies are adjudicated differently. However, due to the significance of this area as a bedrock principle of the Association and in the interest of academic integrity and competitive equity, the Committee on Student-Athlete Reinstatement reaffirmed the significance of the policy that NCAA reinstatement guidelines should not dictate the outcome of a campus judiciary process. The Committee on Student-Athlete Reinstatement specified that all institutional proceedings must be concluded prior to an institution submitting a request for reinstatement whenever possible. In addition, the Committee on Student-Athlete Reinstatement asked the reinstatement staff to review the use of the phrase "academic misconduct" rather than "academic fraud" as the more appropriate terminology for violations in this area, noting that such terminology is consistent with how most institutions/faculty address these situations.

REPORT OF THE NCAA STAFF WORKING GROUP ON EDUCATION-IMPACTED DISABILITIES

Although the NCAA's history of providing accommodations for prospective and enrolled student-athletes extends to the earliest initiatives to link academic performance to athletics eligibility, the Association's efforts were dramatically formalized in a Consent Decree with the United States Department of Justice in 1998. In the decree, which term expired in May 2003, the NCAA agreed to amend its rules to conform to its practices of accepting courses for students with "learning disabilities" that are substantially comparable, quantitatively and qualitatively, with courses in academic disciplines for all students. The NCAA also clarified that the title of a course that includes a designation such as "remedial," "special education," "special needs," or other similar titles sometimes used for courses designed for students with "learning disabilities," does not by itself disqualify a course from meeting the core curriculum requirements as it would for a student without such a disability.

There were other features of the decree that no longer apply because the Association's standards for initial eligibility and progress toward a degree have changed. Unchanged, however, is the emphasis on providing accommodations for individuals with "learning disabilities," the opportunity for such individuals to receive waivers even when accommodations have been provided, the level of expertise in the field of learning disabilities required by those individuals who populate the waiver subcommittees, and the level of training required for NCAA/Eligibility Center (EC) staff who administer the Association's academic eligibility requirements.

Environmental Changes

There are two other notable changes that have taken place with regard to prospective or enrolled student-athletes who present circumstances that impact their ability to perform academically. The first is a recognition that these circumstances often extend beyond the narrow characterization of "learning disabilities." Other handicapping conditions and disorders, (e.g., sight or hearing limitations, bi-polar or psychological disorders, epilepsy or other conditions that require medication that can alter receptiveness to learning) can affect the educational performance of students. To this end, it is appropriate to broaden the focus of accommodations and waivers to include handicapping conditions and disorders that impact academic performance. Indeed, the working group adopted the term "education-impacted disabilities" (EID) to replace "learning disabilities" in its discussions. Further complicating the issue is the lack of a working "disability" definition in NCAA/EC legislation and publications.

Based on its discussions, the staff working group makes the following recommendations with regard to nomenclature and definition:

- The NCAA and NCAA Eligibility Center in their publications, legislation and language should refer to "education-impacted disabilities" when referencing students whose documented disabilities require reasonable accommodations. This will require some legislative changes in Divisions I, II and III.

- Add a definition for disabilities related to EID issues to NCAA and NCAA Eligibility Center publications and legislation as follows: "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."

The second significant change in the universe of EID administration is the notable, but not fully documented, increase in the number of requests for initial-eligibility waivers (IEW) and progress-toward-degree waivers (PTD) that involve a late diagnosis (either one made during the senior year or the summer after high school or a diagnosis made after the student has already been attending college and has become academically ineligible). These waivers often make the argument that the student's undiagnosed disability was actually causing the academic problems. It is common to see the statement that if the student had been diagnosed earlier and received support, he or she probably would not need the waiver. It is also common to see multiple graduates of the same post-high school institution receive first-time diagnoses, to see the same clinician associated with specific institutions providing late diagnoses, and to see late diagnoses linked to requests for disability status in order to qualify for submission of an unlimited number of post-eight-semester core courses. In addition, these late-diagnosis evaluations are increasingly less well documented and lack clarity in their description of the disability and its educational impact on the student.

Complicating the review of requests for disability status or waivers are changes in relevant federal legislation that affect learning-disabled students, the declining dollars available by public education systems for testing and evaluation, and the differences in economic status of parents or guardians of such students. There have been several significant changes in the Individuals with Disabilities Education Act (IDEA), which apply to elementary and secondary education (IDEA and Section 504 of the Rehabilitation Act of 1973 impact K-12 public schools while only Section 504 and the Americans with Disabilities ACT (ADA) affect postsecondary institutions.), that are affecting the type and timeline of documentation for students when they graduate from high school. For example:

- School systems are not required to re-evaluate students (using formalized testing) prior to high school graduation. Many students with disabilities graduate with test data that is several years old because updated testing using formal assessment is not required when determining continued eligibility.

- Schools must now produce a Summary of Performance (SOP) that details "the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals." The SOP is intended as a transition tool for the student; however, updated standardized testing (which is usually required in the college/university setting to determine eligibility for accommodations) is not a mandated component of the SOP.

- Schools, K-12 (depending on state and district policy), may opt to rewrite the Individual Education Plan (the IEP includes specific goals for the student and often includes test data) every three years instead of annually.

These changes in federal disability law have made it increasingly difficult even for the experts who evaluate the EID requests. The number of waiver requests approved in 2006-07 decreased by 16 percentage points due in large part to the difficulty of evaluating the increased number of poorly documented submissions.

The NCAA/EC currently uses the following policies for documenting disability status for academic eligibility purposes.

Initial-Eligibility

1. There must be a clear indication of the prospective student-athlete's disability/disorder, either in the special education paperwork, 504 Plan or in the private clinical evaluation;

2. The information provided (e.g., IEP, ITP, SOP, 504 Plan, triennial review or private evaluation) must be from the prospective student-athlete's high school years (grades nine through 12, or postgraduate);

3. The information must indicate the types of accommodations/modifications needed for the prospective student-athlete. If the student graduated from a private school, this information must be included on the school's letterhead; and,

4. The student must provide assessment documentation that indicates a current disability (even if the test scores are several years old).

[Note: This is the policy recently adopted by Division I via the NCAA Division I Academics/Eligibility/Compliance Cabinet and NCAA Division II Academic Requirements Committee.]

Enrolled Student-Athlete Eligibility

1. Additional documentation to be provided when evaluating waiver applications submitted by member institutions on behalf of student-athletes with disabilities.

   a. If requesting a less than full-time enrollment waiver for learning-disabled or handicapped student-athletes, written documentation from an appropriate institutional academic authority (e.g., registrar) that the institution has defined the student-athlete's full-time enrollment to be less than 12 hours to compensate for the student-athlete's disability.

   b. A written copy of the institution's policies and curriculum guidelines applicable to all students with disabilities. (Note: The committee or subcommittee on progress-toward-degree waivers will not consider appeals in cases in which the institution does not have an established written policy.)

   c. A summary of support services and other accommodations provided by the applicant institution designed to assist the student-athlete with a disability, in general, and the student-athlete for whom the waiver is being sought in particular. This summary normally would be expected to include accommodations provided by the institution with respect to the student-athlete's athletics responsibilities, as well as the academic and other support services provided and any institutional accommodations related to adjustments of minimum academic performance requirements.

   d. Full and complete documentation of the student-athlete's disability, including:

      (1) A current diagnosis of the disability, including the results of specific measures or tests, which formed the basis of the diagnosis. If specific circumstances of the case indicate that this requirement is unnecessary, a prior diagnosis may be acceptable. (Note: The staff, committee or subcommittee reserves the right to request a second opinion or diagnosis.)

      (2) A copy of the student-athlete's individual education plan, if applicable.

   e. Additional documentation to be provided when evaluating waiver applications submitted by member institutions on behalf of student-athletes with psychological or mental health issues (e.g., depression, bipolar disorder, alcoholism, eating disorder).

      - Contemporaneous or other appropriate medical documentation provided by an individual who is qualified and licensed to diagnose and treat the particular illness (e.g., psychologist).

The working group recommends these requirements be modified to read as follows:

Initial-Eligibility

The policy requires that the following documentation be provided:

1. There must be a clear statement of the prospective student-athlete's disability/disorder, either in the special education paperwork, 504 Plan or in the private clinical evaluation;

2. The documentation provided (e.g., IEP, ITP, SOP, 504 Plan, triennial review or private evaluation) must be from the prospective student-athlete's high school years (grades nine through 12, or postgraduate);

3. The documentation must indicate the types of accommodations/modifications needed for the prospective student-athlete. If the student graduated from a private school, this information must be included on the school's letterhead; and,

4. The student must provide assessment documentation that indicates the current educational impact of the disability (even if the test scores are several years old).

Enrolled Student-Athletes

Additional documentation to be provided when evaluating waiver applications submitted by member institutions on behalf of student-athletes with education-impacted disabilities:

a. If requesting a less than full-time enrollment waiver for student-athletes with an education-impacted disability, written documentation from an appropriate institutional academic authority (e.g., registrar) that the institution has defined the student-athlete's full-time enrollment to be less than 12 hours to compensate for the student-athlete's disability.

b. A written copy of the institution's policies and curriculum guidelines applicable to all students with education-impacted disabilities. (Note: The committee or subcommittee on progress-toward-degree waivers will not consider appeals in cases in which the institution does not have an established written policy.)

c. A summary of support services and other accommodations provided by the applicant institution designed to assist the student-athlete with an education-impacted disability, in general, and the student-athlete for whom the waiver is being sought in particular. This summary normally would be expected to include accommodations provided by the

institution with respect to the student-athlete's athletics responsibilities, as well as the academic and other support services provided and any institutional accommodations related to adjustments of minimum academic performance requirements.

d. Full and complete documentation of the student-athlete's education-impacted disability, including:

   (1) A current diagnosis of the disability, including the results of specific measures or tests, which formed the basis of the diagnosis. If specific circumstances of the case indicate that this requirement is unnecessary, a prior diagnosis may be acceptable. (Note: The staff, committee or subcommittee reserves the right to request a second opinion or diagnosis.)

   (2) A copy of the student-athlete's individual education plan, if applicable.

e. Additional documentation to be provided when evaluating waiver applications submitted by member institutions on behalf of student-athletes with psychological or mental health issues (e.g., depression, bipolar disorder, alcoholism, eating disorder).

   - Contemporaneous or other appropriate medical documentation provided by an individual who is qualified and licensed to diagnose and treat the particular illness (e.g., psychologist).

Accommodations

The staff working group next turned its attention to accommodations provided by the NCAA/EC. Currently, the NCAA/EC provides or recognizes the following accommodations for prospective student-athletes for disability status: (1) use of courses for student-athletes with disabilities; (2) use of a nonstandard ACT or SAT exams; and, (3) use of core courses taken prior to full-time collegiate enrollment. To accommodate enrolled student-athletes with education-impacted disabilities, the NCAA allows for less than full-time collegiate enrollment based on institutional accommodations and if approved through the appropriate process. Additionally, all students with EID, both prospective and enrolled, have academic waiver accommodations per existing policies.

In 2007, the Division I membership adopted legislation that limits the number of core courses that may be used by prospective student-athletes after their eighth semester of high school (i.e., Bylaw 14.3.1.2.1.1). This bylaw applies to all non-disabled student-athletes. Student-athletes with disability status may earn an unlimited number of core courses toward initial-eligibility after their eighth semester. Given this recent change in Division I legislation, the working group

considered whether continuing the unlimited number of courses for student-athletes with disabilities is a reasonable accommodation.

The working group recommends that the accommodations provided to disabled student-athletes for Division I initial-eligibility purposes be legislatively amended to provide the use of three core courses beyond the eighth semester of high school. This provision would require that student-athletes graduate after the eighth semester just as non-disabled student-athletes must do in order to make use of the two-additional courses.

The working group also recommends that for students with education-impacted disabilities, the NCAA initial-eligibility waiver process be amended to permit consideration of all courses taken up to full-time collegiate enrollment as part of the waiver decision determination. This will provide a mechanism for individual review of student-athlete records in which the student-athlete completes more than three courses post-eighth semester of high school and would like such courses considered in the eligibility determination.

Finally, the working group recommends that for students with EID, the NCAA initial-eligibility waiver process be amended to permit waiving the requirement that a student must graduate from high school in order to use core courses beyond the eighth semester of high school based on the disability's impact on the student's education. In such cases, students should generally not be granted a waiver that permits the use of core courses beyond those the student failed to complete through eight semesters of high school.

Institutional Accountability

Critically important to the underlying philosophical basis for accommodating students with education-impacted disabilities is the accountability of member institutions to meet the needs of such students beyond assistance with athletics eligibility. Currently, some institutions file waivers for student-athletes with disabilities and once admitted and enrolled at the institution, make no effort to provide the student-athlete with accommodations in college. In some instances, the student-athlete does not meet the institution's requirements to receive disability accommodations. Essentially, the waiver process is only a means to achieve "qualifier" status, and the student-athlete's ultimate college academic success is not appropriately considered.

The working group recommends that the initial-eligibility waiver process in Divisions I and II be amended to include increased institutional accountability for student-athletes with education-impacted disabilities. This shared responsibility between the NCAA/EC and institutions is critical for student success. The following revisions to the initial-eligibility waiver process are recommended:

1. An institution filing a disability initial-eligibility waiver will be required to provide a statement from its disability services office or the campus equivalent that indicates whether the college or university, per its general student policies, considers the student disabled and the accommodations the institution will provide to this student-athlete. If not, the institution shall indicate why the student-athlete does not qualify for accommodations.

2. An institution filing a disability initial-eligibility waiver must provide any test results and clinical summary the institution used to determine if the student-athlete qualifies for accommodations. In instances in which the student-athlete has not yet been tested by the institution in order to determine appropriate accommodations, the waiver process shall grant, if appropriate, athletics aid only. After the student-athlete has been evaluated and appropriate accommodations have been determined, that information shall be provided to the NCAA and the student's waiver reconsidered to determine if full qualifier status is appropriate. In such instances, this second review shall not result in athletics aid being removed if previously granted.

Additionally, the working group recommends that the progress-toward degree waiver process for Divisions I and II be amended to address institutional accountability for student-athletes with education-impacted disabilities that enroll at a Division I or II member institution. The following revisions to the progress-toward degree waiver process are recommended:

1. An institution filing a progress-toward-degree waiver for a student-athlete with an education-impacted disability must identify if it previously filed a disability initial-eligibility waiver for the same student-athlete.

2. If the institution had previously submitted a disability initial-eligibility waiver for this student-athlete, provide a summary of the support services and/or accommodations that the student-athlete used. If these differ from the support services and/or accommodations that were described in the student-athlete's initial-eligibility waiver, provide a written statement explaining why the support services and or accommodations changed. If the student-athlete did not use any support services and/or accommodations, provide a statement explaining why the student-athlete did not use available support services and/or accommodations.

Changes to the Student-Athlete Statement

The working group recommends that the NCAA Student-Athlete Statement be amended to provide permission for the NCAA/EC to obtain information regarding a student's disability diagnosis, accommodations provided or approved and other information related to the student's disability in all secondary and postsecondary schools. *[NCAA General Counsel will provide specific language for each division to consider.]*

Aid to Non-Qualifiers

The working group discussed the concept of providing athletics aid to non-qualifiers. Essentially this change would result in NCAA initial-eligibility rules governing practice and competition in the first year of collegiate enrollment, while leaving the issue of awarding athletics aid to each campus. There is strong support for this change among working group members. Support for the idea includes the following points of discussion:

1. The NCAA Division I Academic Progress Rate and associated penalties will require institutions to make admissions and aid decisions consistent with academic success;

2. Access to college is an important principle and aid to non-qualifiers provides greater access; and,

3. NCAA scholarship limits and the inability to compete will naturally limit the use of this provision.

However, the working group is not forwarding this as a recommendation because it seems to go beyond the scope of its charge.

Respectfully submitted: Diane Dickman, managing director of membership services
Ann Kearns, associate director of research
Lisa Mills, director of high school review (Eligibility Center)
Stephanie Quigg, director of membership services/Division II liaison
Bill Regan, director of membership services
Wally Renfro, vice president and senior advisor to the president (chair)
Marci Ridpath, NCAA consultant
Charlotte Westerhaus, vice president of diversity and inclusion
Bob Williams, managing director of public and media relations
Lori Williams, director of academic certification (Eligibility Center)

NCAA Staff Working Group on
Education-Impacted Disabilities
Division I Summary

The following is a summary of actions suggested for consideration by the NCAA Division I Academics/Eligibility/Compliance Cabinet:

1. Sponsor legislation that defines an education-impacted disability as follows, "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." [Reference Page No. 2 of the report.]

   [Note: This was adopted by the NCAA Division I Board of Directors in August; NCAA Proposal No. 2008-7.]

2. Sponsor legislation to change all legislative references of "learning disabilities" to "education-impacted disabilities." Such legislative changes could proceed as noncontroversial given that this is a change in nomenclature, not substance. [Reference Page No. 2 of the report.]

   [Note: This was adopted by the Board in August; NCAA Proposal No. 2008-7.]

3. Direct the staff to amend all policy documents and educational material references of "learning disabilities" to "education-impacted disabilities." [Reference Page No. 2 of the report.]

   [Done.]

4. Amend the policy for documenting disability status for initial-eligibility purposes as noted on Page No. 4 of the report.

   [Note: The NCAA Division I Academics/Eligibility/Compliance Cabinet adopted; reference Page No. 7, Supplement No. 8a.]

5. Amend the policy for documenting disability status for enrolled student-athletes as noted on Page No. 5 of the report.

   [Note: The Academics/Eligibility/Compliance Cabinet adopted; reference Page No. 8, Supplement No. 8a.]

6. Sponsor legislation to amend NCAA Bylaw 14.3.1.2.1.2 to provide the use of three core courses beyond the eighth semester of high school, but prior to full-time collegiate enrollment for students with education-impacted disabilities. Additionally, require prospective student-athletes graduate from high school within the core course time limitation in Bylaw 14.3.1.2.1, similar to the exception noted in Bylaw 14.3.1.2.1.1 in order to apply this provision. [Reference Page No. 6 of the report.]

   [Note: Proposal is in the current legislative cycle for membership consideration.]

7. Amend the initial-eligibility waiver policies and procedures to permit consideration of all courses taken up to full-time enrollment as part of the waiver decision determination. This waiver policy change should include the ability to consider and possibly waive the requirement that a student graduate from high school in eight semesters in order to use core courses taken beyond the eighth semester. [Reference Page No. 7 of the report.]

   [Note: Covered by current waiver policy; reference Page No. 5, Supplement No. 8a.]

8. Amend the initial-eligibility wavier policy and procedures as outlined on Page No. 8 of the report to provide for increased institutional accountability.

   [Note: This was not adopted by the Academics/Eligibility/Compliance Cabinet, and was referred to the NCAA Division I Academic Cabinet for further consideration.]

9. Amend the progress-toward-degree waiver policies and procedures as outlined on Page No. 8 of the report to provide for increased institutional accountability.

   [Note: The Academics/Eligibility/Compliance Cabinet adopted; reference Page No. 9, Supplement No. 8a.]

10. Amend the student-athlete statement as noted in Page No. 8 of the report.

    [Done.]

Report of the NCAA Division I Board of Directors meeting
August 7, 2008

Section One

Actions taken on items considered only by the
Board of Directors.

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1. **Opening remarks.**

BD ACTION: Heard from the chair as he shared his thoughts as to five issues impacting intercollegiate athletics today, which are:

- The impact of the ongoing academic reform movement, and the need to stay the course to help effectuate meaningful change.
- The trend of some institutions to rely solely on the NCAA to establish academic policy rather than assuming some of the responsibility at an institutional level.
- The fact financial pressures cannot and should not influence values.
- Early departures from high school without knowing the full implications on students of this action.
- Negative fan behavior and the impact on the collegiate model.

2. **Minutes of the April 24 Board of Directors meeting**. [Reference BD Supplement No. 1]

BD ACTION: Approved the minutes as distributed. (Unanimous Voice Vote.)

3. **Report of April 24 meeting of the NCAA Executive Committee.** [Reference BD Supplement No. 2]

BD ACTION: Received a brief update on actions from the April 24, 2008, Executive Committee meeting along with a preview of that group's August 7, 2008, meeting. As part of the update, learned that the committee would be reviewing a conflict of interest policy and also would be disbanding the Executive Committee Working Group on Life and Work Balance Issues, as that group has completed its work in overseeing implementation of a number of new initiatives in the area of life and work balance.

4. **NCAA president's report.**

BD ACTIONS: Received a report from the NCAA President and discussed a variety of issues pertaining to the Division I agenda.

a. Three-to-five Year National Office Plan.

(1) Heard from the NCAA president as he reviewed the three controlling goals that are directing National Office strategies. These controlling goals are:

(a) Complete this cycle of academic reform;

(b) Subserve all business, corporate and championship efforts and decisions, especially those concerning basketball, to positioning for negotiation new media contracts, and

(c) Focus on issues related to student-athletes and athletics personal well-being.

(2) Requested time at the October 2008 meeting to learn more about the constantly evolving financial challenges and opportunities facing intercollegiate athletics to gain a better understanding of the total context of market driven realities.

(3) Encouraged the Board to review the NCAA Strategic Plan and to keep the themes identified in the plan, along with the three-controlling goals, at the forefront of the Board's discussions.

[Note: The staff will send the members a copy of the NCAA Strategic Plan.]

b. Sportsmanship and problem with negative fan behavior.

(1) Discussed the problem with negative fan behavior and its impact on intercollegiate athletics, and explored what role the NCAA should have (if any) in trying to address this issue.

(2) Requested an opportunity to review research findings regarding fan behavior including a review of current conference regulations regarding this issue; and

(3) Agreed that a subgroup of the Board should be named to help define the issues associated with negative fan behavior and identify the NCAA's role in advance of the Board's October meeting.

c. Fantasy Sports Leagues.

(1) Received an update regarding a recent ruling by the 8th Circuit Federal Court of Appeals in which the court applied Missouri State Law to professional fantasy leagues, which has led fantasy sports games distributors to conclude that

offering a college football fantasy game that includes names and game statistics of college student-athletes would be consistent with the ruling and discussed the fact that the court ruling is in conflict with NCAA bylaws.

(2) Were informed that a July 2008 NCAA rules interpretation states the use of a student-athlete's name in connection with a fantasy sports game, even when there is not an entry fee or prize associated, is a violation of NCAA rules; and that the Association will send a "Cease and Desist" letter on behalf of its members and student-athletes to any distributor who engages in such activities.

(3) Noted that this scenario presents a difficult factual situation, that will have to be monitored, and that ultimately the Board may want to address whether fantasy sports games that adhere to certain parameters necessarily violate the principles of amateurism.

d. Youth Basketball.

- Received an update on the NCAA's initiative with the NBA and other basketball stakeholders, to provide more structure to youth basketball and the precollegiate environment, and learned that they are in the process of seeking to identify an executive director and media partner.

e. Committee on Infractions and Infractions Appeals Committee

(1) Were informed that the staff had a productive meeting with the Infractions Appeals Committee, as that committee seeks to change its policies in keeping with recent legislative changes and that the chairs of both the Committee on Infractions and the Infractions Appeals Committee will appear before the Board at its October meeting to comment on its new policies and provide a status report;

(2) Learned that consistent with the Board's discussion in April, both committees are beginning to discuss accountability measures; and

(3) Made the following appointments: (Unanimous Voice Vote.)

(a) Committee on Infractions:

- Britton Banowsky – Conference USA.
- John Black – Public member.
- Jacqueline Campbell – Atlantic 10 Conference.
- Melissa Conboy – University of Notre Dame, Big East Conference.

(b) Infractions Appeals Committee:

- Jack Friedenthal – Professor of Law and former Dean at Georg Washington University.

5. Litigation update.

BD ACTION: Received a report from the NCAA general counsel regarding current cases involving the Association.

6. Governmental relations report. [Reference BD Supplement No. 4]

BD ACTION: Received a report and took no action.

7. Report of the Division I Presidential Advisory Group. [Reference BD Supplement No. 5.]

BD ACTION: Received a report from the Division I Presidential Advisory Group's August 4, 2008, conference call and heard comments from the group's chair throughout the meeting regarding pertinent points raised by the group during the call.

8. Overview of the preliminary efforts of the Basketball Academic Enhancement Group. [Reference BD Supplement No. 6]

BD ACTIONS:

a. Heard that the Men's Basketball Academic Enhancement Group, which was charged by the Board to think creatively with a focus on academics, to identify ways to improve the academic performance, and ultimately the graduation rates, of Division I men's basketball student-athletes, is scheduled to meet on August 8, 2008, to review membership feedback and continue its work.

b. Were informed that the group is at a difficult juncture in its work as the "ideal is meeting the practical" but discussed the importance of keeping the group's focus on improving academic performance as it is critical that academic performance of men's basketball student-athletes is improved.

c. Learned that it is anticipated that the group will present recommendations to the Board at either its January meeting, and that once received by the Board, there will then be an opportunity for the membership and governance substructure to consider before coming back to the Board for final action.

9. **Overview of the preliminary efforts of the Football Academic Enhancement Group.** [Reference BD Supplement No. 7]

BD ACTIONS:

a. Were informed that the Football Academic Enhancement Group, which is charged with examining the academic performance of football student-athletes identifying strategies for improvement, has had its first in-person meeting, but is currently doing most of its work on subcommittees divided by subdivision as follows:

Football Bowl Subdivision/Football Championship Subdivision

- Eligibility
- Retention
- Finances

b. Learned that the group hopes to submit a status report to the Board in October 2008 and a final report to the Board in April 2009, for review and comment by the governance substructure and membership to follow.

10. **Report of the Committee on Academic Performance (CAP).** [Reference BD Supplement No. 8.]

BD ACTIONS:

a. Committee on Academic Performance composition and appointments.

(1) Receive a report from the chair of the Committee on Academic Performance regarding that group's July 2008 meeting and learned that the committee anticipates an increase in the number of academic performance program penalties appeals as more severe sanctions are implemented.

(2) Used its emergency authority to adopt a number of recommended changes to the committee's composition in preparation for the 2008-09 APP waiver season: (Unanimous Voice Vote – Effective Immediately.)

Proposal No. 2008-8 Academic Performance Program -- Committee on Academic Performance -- Composition and Term of Office of Chair. Intent: To increase the composition of the NCAA Division I Committee on Academic Performance from 11 to 15 members and to specify that the committee shall include a minimum of two chancellors or presidents; further, to specify that after the chair has served two full terms, the NCAA Division I Board of Directors may extend his or her term at two year intervals.

Pursuant to this legislative change:

(a) Extended the term of the current chair, President Walter Harrison, University of Hartford, for an additional two years, to expire in September 2011.

(b) Appointed current member President Melvin Johnson, Tennessee State University, as vice chair of the committee.

(c) Appointed the following ad hoc members to the committee as voting members with appropriate staggered terms:

- Tom Burnett; Commissioner, Southland Conference;
- John Morris; Senior Associate Director of Athletics, University of Washington; and
- Greg Sankey; Associate Commissioner, Southeastern Conference.

(d) Directed the NCAA Division I Administration Cabinet to appoint a faculty athletics representative or provost to the committee to fill the remaining vacancy.

b. APP Policies and Procedures.

- Approved, in principle, the APP policies and procedures, which include the procedures for Occasion-Three and Four Historical Penalty Waivers and Appeals, but asked the committee, the NCAA general counsel's office and selected Board members to further review, and possibly edit, the language setting forth the specific standard of review for such appeals, to ensure the language is crafted to accurately reflect the intention of the CAP and the Board.

c. APP Penalties following coaches.

(1) Learned that while the committee discussed the concept of APP penalties following coaches and the possible development of an academic coaches' rate to be used to track the academic success of individual coaches, did not support the concept due to the administrative and procedural complexities involved.

(2) Appreciated the CAP's perspective and work on this issue, but indicated a level of interest in further exploring this issue mindful that any discussion would need to include the benefit of a legal analysis; and

(3) Suggested the Board establish a subgroup of Board members, working with members of CAP and general counsel to further examine the issue of whether an academic process rate can be assigned to coaches.

(4) Supported the concept of permitting access to archived NCAA Division I Academic Progress Rates (including coaches' names) via the NCAA Web site.

d. Academic Performance Programs Supplemental Support Fund.

- Received an update on the Division I Academic Performance Program Supplemental Support Fund Annual Report and learned that 31 of the 36 eligible institutions applied for the grants and received funds totaling $1,729,212 committed in support of initiatives designed to foster student-athlete academic success at limited resource institutions.

11. Update on the Division I governance transition process and report of the August 6, 2008, Division I Leadership Council. [Reference BD Supplement No. 9]

BD ACTIONS:

a. Received a brief overview of the new Division I governance structure and were reminded that the objective behind, which are, in part:

- Strengthen the foundation for the Board's policy setting role;
- Ensure high quality input/advise from the governance substructure; and
- Reduce/eliminate material and the legislative load on the Board.

b. Enhance the level of communication about governance issues and coordination between governance bodies.

c. Were reminded that the new Leadership Council should serve as a help-mate to the Board, as it is anticipated that the Council will:

- Serve as the primary advisory group to the Board on strategic and policy issues;
- Provide background information, advice and counsel to the Board on legislative and nonlegislative matters;
- Receive authority from the Board and have agendas that mirror the Board of Directors; and
- Have a national focus rather than a local/conference one.

d. Received a report from the chair of the Leadership Council regarding that group's inaugural meeting and heard that the Council is excited for the opportunity to assist the Board in leading Division I, and is eager to start working on the issues assigned to it by the Board, which include developing initiatives that will enhance the level of diversity in the Division I governance structure; offering recommendations concerning Division I membership standards; building on the work of the Task Force on Commercial Activity in Intercollegiate Athletics and considering appropriate strategies to consider certain Division I amateurism issues.

e. Asked the Leadership Council, at some point, to possibly examine the implications associated with early recruitment and enrollment.

12. Legislative Issues.

a. Membership override request regarding Proposal No. 2007-30-C. [Reference BD Supplement No. 10]

Proposal No. 2007-30-C – Recruiting -- Contacts and Evaluations -- Men's Basketball Evaluations -- April Contact Period. Intent: To specify that evaluations of live athletics activities during the April contact period shall be limited to regularly scheduled high school, preparatory school and two-year college contests/tournaments and practices; and regular scholastic activities involving prospective student-athletes enrolled only at the institution at which the regular scholastic activities occur; further, to amend the April contact period to begin at noon on the first Thursday following the Men's Basketball Championship and continue through seven days following the initial date for the spring signing of the National Letter of Intent.

BD ACTIONS:

(1) Were informed that 62 member institutions submitted requests to override the Board of Directors' adoption at its April 24, 2008, meeting of Proposal No. 2007-30-C;

(2) Discussed the proposal and its earlier action, noting concerns about the proliferation of nonscholastic events conducted during the April contact period and the resulting consequences to the well being of the prospective student-athletes who participate in these events;

(3) Were informed that both the Presidential Advisory Group and the Leadership Council recommended that the Board sustain its earlier action in adopting the proposal.

(4) Determined to sustain its earlier adoption of Proposal No. 2007-30-C, accordingly, the override request will be subject to a membership vote at the 2009 NCAA Convention. (Unanimous Voice Vote.)

[NOTE: At least a 5/8 majority vote of individual active members present including conference members in the governance structure, and voting shall be required to override the legislative action taken by the Board of Directors. The vote shall be based on the principal of one institution, one vote and the vote shall be taken by roll call.]

b. Suggested compromise with regard to Proposal No. 2007-109, which was tabled by the Board. [Reference BD Supplement No. 11]

Proposal No. 2007-109 Executive Regulations -- NCAA Properties and Marketing Restrictions -- Exception for Institutions Participating in NCAA Championship Events -- Number of and Access of Videographers and Photographer. Intent: To permit an institution to designate two videographers and one photographer to be present at NCAA championship events involving the institution's teams; further to specify that one videographer shall be permitted access to the area designated for media photographers and shall be limited to capturing video images for nonscouting purposes and to specify that one videographer and the photographer shall have access to the institution's team locker room prior to, during and after the contest, subject to institutional discretion.

(1) Learned that since the April 2008 Board meeting, the staff and central stakeholders to the legislative proposal have worked to identify a potential solution, which includes:

- Revisions to the current championship policies regarding videography to clearly outline the intent and usage guidelines, which includes field level access (including Division I Men's Basketball Championships); penalties for commercial use by an institution of such video; and an attempt to

assure cost controls toward noncommercial video needs of the membership; and

(2) Agreed to leave the proposal on the table until the October Board meeting to allow time to communicate the policy revisions to the Division I conferences and to better assess the impact of the revised policies once implemented.

c. Proposed modification to the composition of the Division I Football Issues Committee. [Reference BD Supplement No. 12.]

(1) Used its emergency authority to adopt Proposal Number: 2008-5 – Committees – Division I Cabinets and Committees – Championships/Sports Management Cabinet – Committees – Football Issues Committee and Football Championship Committee. Intent: To specify that: (a) the Football Championship Committee shall consist of one representative from each conference that is eligible for and applies for an automatic qualification for participation in the Division I Football Championship; (b) if an FCS conference that qualifies for a representative on the Football Issues Committee has a representative on the Football Championship Committee, the same representative shall serve on both committees; (c) the Football Issues Committee shall include one representative from the Football Rules Committee; and (d) the duties of the Football Issues Committee to include postseason bowl licensing responsibilities. (Unanimous Voice Vote.)

(2) Used its emergency authority to adopt Proposal No. 2008-7 – Eligibility – Definitions and Applications – Education-Impacting Disability. Intent: To establish a definition of "education-impacting disability" as a current impairment that has a substantial educational impact on a student's academic performance and requires accommodation; further, to replace all legislative references of "learning disabilities" to "education-impacting disabilities." (Unanimous Voice Vote.)

(3) Used its emergency authority to adopt Proposal Number: PP-2008-9 -- Enforcement Policies and Procedures -- Summary Disposition and Expedited Hearing -- Summary Disposition Election -- Committee on Infractions Review -- Penalties not Approved. Intent: To specify that if the Committee on Infractions accepts the agreed-on findings of the summary disposition process but imposes additional penalties, the institution and/or involved individuals may request an expedited hearing on penalties; further, to specify that the committee shall only consider information relevant to the imposition of penalties during an expedited hearing. (Unanimous Voice Vote.)

(4) **Used its emergency authority to adopt Proposal Number: PP-2008-10 -- Enforcement Policies and Procedures -- Investigative Procedures -- Interview Record -- Access to Recordings and Transcripts -- Summary of Non-Recorded Interview.** Intent: To specify that in order to obtain an interviewee's signature affirming accuracy of a summary of a non-recorded interview, the enforcement staff may provide a copy of the unsigned summary to the interviewee and his or her counsel; further, to specify that after the summary is signed, the interviewee and his or her counsel may receive a signed copy. (Unanimous Voice Vote.)

13. Update on the Division I Task Force on Commercial Activity in Intercollegiate Athletics. [Reference BD Supplement No. 13.]

BD ACTIONS:

a. Reviewed the charge of the task force which is to find the balance point between the two extreme positions of unrealistic idealism and crass commercialism and to develop principles that clearly establish this balanced position. These principles must be sufficiently broad-based so that they cover all sports and all commercial activity associated with athletics and not be so abstract that they do not relate to action. Additionally, these principles must reflect the values of higher education and respect that the participants are college students, not paid professional athletes.

b. Learned that the task force, which has had two in-person meetings to-date, hopes to complete its work of developing principles and instructive guidelines over the course of the next few months in order to report to the Board this fall;

c. Were informed that once the Board receives the work of the Task Force, it is anticipated the Leadership Council, will be asked to fill-in the necessary details and address such issues as whether regulations are needed, if so, with regard to what areas and with what degree of consistency; and

d. Noted that given the importance of work, this values-based examination, will require a substantial period of time as the governance structure and membership seek to find a lasting approach.

14. Report from the Oversight and Monitoring Group (OMG).
BD ACTIONS:

a. Received a status report from the Oversight and Monitoring Group, which was the body charged by the Board with developing suggested strategies for possible consideration of the recommendations identified by the Presidential Task Force on the Future of Division I Intercollegiate Athletics, monitoring consideration of those recommendations; and communicating to the Board regarding consideration of the recommendations.

b. Learned that it appears that the governance structure has truly embraced its charge to examine the initiatives identified by the task force and that of the 62 initiatives identified by the task force, over 50 of them were either completed or are in the process of being addressed by the governance structure or the membership.

c. Determined that the Oversight and Monitoring Group (OMG) has fulfilled its charge and agreed to disband the Division I Oversight and Monitoring Group. (Unanimous Voice Vote.)

d. Noted the good work of both the Presidential Task Force and the Oversight and Monitoring Group in helping to shape the Division I reform agenda and requested that the Leadership Council along with staff assume responsibility for continuing to monitor the progress made on the various task force recommendations.

e. **Agreed to sponsor in to the 2008-09 legislative cycle Proposal No. 2008-09 – NCAA Membership and Championships and Postseason Football – Conditions and Obligations of Membership – Operating and Capital Financial Data Report.** Intent: To specify that an institution shall submit financial data detailing operating revenues, expenses and capital related to its intercollegiate athletics program to the NCAA on an annual basis, as specified, as a condition and obligation of membership and in order to be eligible to enter a team or individual in NCAA championship competition. (Unanimous Voice Vote.)

15. Report of the Executive Committee Subcommittee on Gender and Diversity Issues.

BD ACTION: Did not received a report as there were no Division I issues.

16. Other business.

17. Future meeting dates.

a. October 30, 2008, National Office, Indianapolis, Indiana.

b. January 17, 2009, Washington D.C., held in conjunction with the NCAA Annual Convention.

c. April 30, 2009, National Office, Indianapolis, Indiana.d.August 6, 2009, National Office, Indianapolis, Indiana.

d. August 6, 2009, National Office, Indianapolis, Indiana.

e. October 29, 2009, National Office, Indianapolis, Indiana.

19. Adjournment.

Section Two

Action taken on items considered by the Leadership Council and, if necessary, the Board of Directors on August 6 - 7, 2008

1. **Understanding the new Division I governance structure.** [Reference LDC Supplement No. 1.]

LDC ACTION:

a. Received an overview of the new Division I governance structure to ensure the members had a thorough understanding of the goals and objectives behind restructuring and the importance of the Leadership Council's role in helping the Board of Directors as it seeks to lead Division I; and

b. Learned that the Leadership Council will:

- Serve as the primary advisory group to the Board of strategic and policy issues;
- Provide background information, advice and counsel to the Board on legislative and nonlegislative matters;
- Receive authority from the Board and have agendas that mirror the Board of Directors;
- Suggest concepts for the legislative agenda;
- Have a national focus rather than a local/conference one; and
- Retain much of the former Management Council's jurisdiction, except legislation.

2. **Discussion with NCAA President Myles Brand.**

LDC ACTION:

a. Entered into a conversation with the NCAA President regarding the vitally important role of the Leadership Council as it seeks to think strategically regarding the issues facing Division I and to take a national perspective on behalf of the NCAA; and

b. Were reminded that the Leadership Council must strive to develop a strong relationship with the Board by providing thoroughly developed positions on matters of national concern.

3. Review of three-to-five year national office strategies. [Reference LDC Supplement No. 2.]

LDC ACTION:

a. Received a presentation from the NCAA president in which he reviewed the three controlling goals that should be at the forefront of the Division I governance representatives' thought processes as they seek to develop positions and recommendations. These controlling goals are:

- Complete this cycle of academic reform;
- Subserve all business, corporate and championships efforts and decisions, especially those concerning basketball, to positioning for and negotiating new media contracts; and
- Focus on issues related to student-athletes and athletics personal well-being.

b. Were encouraged to review the NCAA's Strategic Plan in conjunction with consideration of the three controlling goals.

[Note: The staff will send the Leadership Council members a copy of the NCAA's Strategic Plan.]

4. Update regarding Fantasy Sports Leagues.

LDC ACTIONS:

a. Were informed by the NCAA President that a recent ruling by the 8th Circuit Federal Court of Appeals in the case of CSC Distrib. And Mkting. Inc. v. Major League Baseball L.P., in which the court applied Missouri state law to professional fantasy leagues, has led fantasy sports games distributors to conclude that offering a college football fantasy game that includes names and game statistics of college student-athletes would be consistent with the ruling;

b. Were advised that there is an apparent conflict with this ruling and a July 2008 NCAA rules interpretation, which states the use of a student-athlete's name in connection with a fantasy sports game even when there is not an entry fee or prize associated, is a violation of NCAA bylaws; and

c. Learned that a cease and desist letter would be sent by the Association on behalf of its members and student-athletes to any distributor engaged in such activities and that the Board, with the help of the Task Force on Commercial Activities and eventually the

Leadership Council, would be encouraged to address whether fantasy sports games that adhere to certain parameters necessarily violate the principles of amateurism.

5. **Discussion regarding the role and purpose of the Leadership Council (i.e., support the Division I Board of Directors and help to identify and manage the agenda for Division I.)** [Reference LDC Supplement No. 3.]

a. Flow of Council's work.

LDC ACTIONS:

(1) Learned that the meeting schedule for the new Division I governance structure is based on both the Division I Board of Directors' quarterly schedule and the annual Division I legislative cycle, which begins on July 15 with the legislation submission deadline and concludes with the Board's April meeting; and

(2) Discussed how the Leadership Council should seek to develop its meeting schedule so it can be helpful in identifying issues for the governance substructure's examination, while at the same time, seeking to be responsive to the Division I Board of Directors.

b. Structure and timing of meetings.

LDC ACTIONS:

(1) Agreed that given the number of issues the Council has been asked to examine, that the Leadership Council should meet prior to the meeting already scheduled on January 15 at the NCAA Convention; and

(2) Suggested trying to identify a time near the October Legislative Council and Board of Directors meetings, with the caveat, the meeting should be conducted in the early part of the week to avoid conflicts with travel associated with football games.

[Note: The staff will solicit availability calendars so that a meeting can be scheduled in the fall.]

c. Administrative Committee.

LDC ACTIONS:

(1) Were informed that under the new governance structure, while the formation of subcommittees are precluded unless legislatively prescribed, each governance body is permitted to form an administrative committee to help address the interim actions of the group; and

(2) Noted it might be too early to determine whether the Council would have interim work, although some members opined they felt an administrative committee would assist with the efficient administration of this Council.

d. Vice chair.

LDC ACTIONS:

(1) Learned that pursuant to the new Division I governance structure, each council and cabinet has discretion to appoint a vice chair if it is determined that the assignment of such a position would be helpful; and

(2) Determined that given that it was the council's first meeting and the current chair can serve up to two years, it would be prudent to wait before making a determination as to whether a vice chair is needed.

e. Other issues.

LDC ACTIONS:

(1) Discussed the importance of communication within the new governance structure and having a level of familiarity with the work of the committees that report to it; and

(2) Solicited the names of interested Leadership Council members to serve as liaisons to the following committees:

- Division I Student-Athlete Advisory Committee (1 FBS member and 1 Division I member);
- Minority Interests and Opportunities Committee; and
- Sportsmanship and Ethical Conduct.

[Note: Once the interest surveys have been compiled, liaisons will be selected and the Leadership Council notified.]

6. **Review of the functions of the Communications and Coordination Committee.** [Reference LDC Supplement No. 4.]

LDC ACTIONS:

a. Learned that as a feature of the new Division I governance structure, a Communications and Coordination Committee has been established, which is charged with helping to enhance the level of communication between Division I governance bodies and the membership so that there is a more cohesive approach to managing the Division I agenda; and

b. Were informed that the committee will convene via conference call before/after the grouping of councils and cabinets meetings to help coordinate the consideration of issues and that this committee's report will be shared with Leadership Council members.

7. **Reviewed agenda items identified by the Division I governance structure, including the Division I Board of Directors, for consideration and discussion by the Leadership Council.**

LDC ACTION: Were informed that the Division I Board of Directors has identified the following four issues as being appropriate for Leadership Council examination and that over the course of its next few meetings, the Leadership Council will be asked to engage in some hard work to offer recommendations to the membership and Board regarding these important issues.

a. Recommend initiatives that will enhance the level of diversity in the Division I governance structure. [Reference LDC Supplement No. 5.]

LDC ACTION:

(1) Received an overview of the governance subcommittee's efforts to enhance the level of ethnic, gender and positional diversity serving in the Division I governance structure and reviewed the legislative diversity requirements;

(2) Learned that the Board of Directors now plays a keen oversight role in the governance appointment process and has charged the Leadership Council with examining ways to enhance the level of diversity serving within the structure; and

(3) Entered into a preliminary discussion, in which individual members shared ideas to enhance diversity, including:

- Efforts need to focus on broadening the pool from which representatives are selected. There needs to be a focus on developing talent to ready representatives for leadership roles.

- The governance cabinets and the committee structure provides a good opportunity for young professionals to gain experience.

- Conferences may be able to provide assistance by including more and different representatives in their meeting structure.

- The NCAA Convention can serve as a forum to provide development opportunities to young professionals.

- Identifying minority and female professionals for additional exposure to NCAA meetings.

- Increased efforts to discuss employment opportunities in intercollegiate athletics with minority and female student-athletes should be pursued.

- Efforts should be made to learn from successful programs in higher education and elsewhere, as lack of diversity is a societal problem.

- Mentoring efforts, including providing access to reading materials, a dedicated web site and meetings, may be beneficial.

- An assessment of current NCAA professional development programs for females and minorities should be conducted.

[Note: The NCAA Diversity and Inclusion staff will be called upon to assist with this examination. For future discussions the Council asked to see governance service histories by conference.]

b. Update regarding preliminary plans to examine Division I membership standards.

LDC ACTION: Learned that as a result of the two-year moratorium in 2000, Division I developed a more detailed educational assessment program and standards to more clearly distinguish football playing institutions among subdivisions, but that the migration to Division I has not slowed down. Accordingly, in August 2007, the Division I Board of Directors established a four-year membership moratorium to take

time to assess and study the impact of this membership migration and develop reasonable philosophical expectations and legislative requirements that should be adhered to by all institutions desiring to transition to or remain in Division I; and

- Were informed that the Leadership Council has been charged with engaging in that study and offering recommendations concerning Division I membership standards.

- Were advised that the chair of the former Membership and Governance Subcommittees of the Management Council and the current chair of the Administrative Cabinet would be called upon to assist in this project.

[Note: Leadership Council members will be sent reading materials regarding current Division I membership standards in advance of the next meeting.]

c. Following review by the Board of Directors, offer recommendations concerning the report of the Task Force on Commercial Activity in Intercollegiate Athletics.

LDC ACTIONS:

(1) Were informed that the Task Force's charge is to develop guiding principles and instructive guidelines that clearly identify the balance point between unrealistic idealism and crass commercialism; and

(2) Learned that it is anticipated the Task Force will seek to complete its charge within the next few months, at which time the Leadership Council, in keeping with the three controlling goals, will be asked to provide additional strategic thinking by possibly addressing such questions as "should there be an attempt to regulate the environment?" and "if so, by whom, and with what level of consistency?"

d. Discuss appropriate strategies to consider certain Division I amateurism issues. [Reference LDC Supplement No. 6.]

LDC ACTIONS:

(1) Received a brief presentation from the vice president for Membership Service regarding the history of Division I amateurism legislation and the standard of review for amateurism cases, which has evolved over time as more international student-athletes have enrolled in Division I institutions; and

(2) Were informed that:

- The new Division I Amateurism Cabinet plans to review amateurism issues, with specific attention given to the definition of a professional team (and how one may become ineligible based on benefits received by a teammate), as well as issues related to actual and necessary expenses.

- The NCAA student-athlete reinstatement staff and the NCAA Division I Committee on Student-Athlete Reinstatement will discuss with the Legislative Council a desire for additional flexibility from the NCAA Division I Management Council directive regarding competition with professionals.

- The Committee on Student-Athlete Reinstatement (ultimately the NCAA Division I Legislative Council) will review and consider implementing more flexible application of Management Council amateurism directives.

8. **Identification of additional issues and themes of importance to the Leadership Council.**

LDC ACTIONS:

a. Were provided an opportunity to share ideas regarding other issues that Council members would like to see examined by the Leadership Council; and

b. Members shared the following areas for review:

- The issues of ethics in sports and how Division I and the Association as a whole can assist coaches associations and other constituent groups in having meaningful conversations regarding ethics and professionalism.

- A broad examination of time demands on student-athletes based on recent research findings, including consideration of restructuring or eliminating the non-championship segment.

- Hiring practices in intercollegiate athletics and whether there is adequate transparency in the process, consistent with typical hiring practices on campus.

- The need for additional professional development for coaches and the possible need for a coaching certification program whereby coaches receive education on a wide array of issues that are designed to assist coaches in focusing on the overall well-being of student-athletes.

- The problem of early recruitment and commitments.

9. News from the National Office.

a. Review of significant agenda items from the August 7, 2008, Division I Board of Directors meeting. [Reference Supplement No. 7.]

LDC ACTION: Learned that in addition to the items listed on the Leadership Council's agenda, the Board is scheduled to receive a brief overview regarding the preliminary efforts of the Football Academic Enhancement Group, an update from the Oversight and Monitoring Group and a report from the Committee on Academic Performance in which the committee is asking the Board to examine its role in the appellate process for Occasion Three and Four Penalties.

b. Status report on the work of the Men's Basketball Academic Enhancement Working Group. [Reference Supplement No. 8.]

LDC ACTIONS:

(1) Received an update on the ongoing work of the Men's Basketball Academic Enhancement Group, which was charged by the Board to think creatively to identify ways to improve the academic performance, and ultimately the graduation rates, of Division I men's basketball student-athletes;

(2) Heard from staff and members of the group that the basketball community appears committed to seeking to have meaningful, cultural change in the sport, mindful that the Academic Progress Rate is here to stay; and

(3) Learned that the Basketball Academic Enhancement Group will continue its work at its August 8, 2008, meeting, with the goal of providing the Board with a series of recommendations by October 2008, and that once the Board receives these recommendations, the Leadership Council will be asked to offer its guidance regarding the consideration of the recommendations.

c. Update regarding the membership's override request with regard to Proposal No. 2007-30-C. [Reference Supplement No. 9.]

LDC ACTIONS:

(1) Learned that 62 member institutions have submitted override requests regarding the adoption of Proposal No. 2007-30-C, which is intended to prohibit Division I men's basketball coaches from observing "non-scholastic events" during the April contact period;

(2) Were informed that the staff plans to recommend to the Board that it sustain its earlier action in adopting the proposal as the proposal is designed to address concerns about the increase in nonscholastic influences in the sport in the spring and poor academic performance and preparation; and

(3) Voted to recommend to the Division I Board of Directors that it sustain its earlier adoption of Proposal No. 2007-30-C, as the Leadership Council has concerns about the proliferation of nonscholastic events conducted during the April contact period and the resulting consequences to the well being of the prospective students who participate in these events. (Unanimous Voice Vote.)

10. Discussion of appropriate process to evaluate reports from committees that report to the Leadership Council.

LDC ACTION: Mindful that enhanced communication and more coordination between governance groups are key objectives of the Division I governance restructuring, discussed how it wants to receive information from committees that report to the Leadership Council; and noted it hopes to receive succinct reports that highlight salient points.

a. Committee on Women's Athletics. [Reference Supplement No. 10.]

LDC ACTION: Received the report and heard from the chair that the committee plans to broadly examine ways to enhance diversity both at the coaching and administrative levels, which, in turn, should assist the Leadership Council in its examination of ways to enhance diversity in the Division I governance structure.

b. Minority Opportunities and Interests Committee. [Reference Supplement No. 11.]

LDC ACTION: Received the report and learned that the Division I Management Council Administrative Committee declined to sponsor legislation in the 2008-09 legislative cycle to provide that each active member would be responsible for submitting annual data demonstrating that their employment practices are in compliance with their institutional employment practices when filling open positions within their athletics department. [Note: In deciding not to sponsor the legislation, the Administrative Committee suggested that MOIC should be encouraged to work

on the legislative concept over the course of this next year in an attempt to provide more detail and clarity to the recommendation.]

c. Sportsmanship and Ethical Conduct. [Reference Supplement No. 12.]

LDC ACTION: Received the report and took no action.

d. Division I Student-Athlete Advisory Committee. [Reference Supplement No. 13.]

LDC ACTIONS:

(1) Received the report and learned that the Division I SAAC will seek to provide feedback to the working group examining issues surrounding "at risk" student-athletes.

(2) Were invited to send representatives to the Division I Student-Athlete Regional Leadership Conference scheduled for November 7 – 9, 2008, in La Jolla, California.

11. Other business and issues for discussion.

LDC ACTION: Reviewed the draft 2009 NCAA Convention schedule, and learned the Leadership Council is scheduled to meet as follows:

Thursday, January 15

- Joint Leadership Council/Collegiate Commissioners Association (CCA) meeting – 10 – 11:30 a.m..
- Leadership Council/Legislative Council/CCA Luncheon – 11:30 a.m. – 1 p.m..
- Leadership Council meeting – 1 – 3:30 p.m.

Friday, January 16

- Leadership Council/Legislative Council/SAAC breakfast – 8 – 9:30a.m.
- Division I Issues Forum (suggested) 9:30 – 11:30 a.m.
- Leadership Council/Legislative Council/BOD luncheon 11:30 a.m. – 1 p.m.
- Legislative Forum (suggested) 1:30 – 3:30 p.m.

[Note: If there is a membership vote required with regard to the override request on Proposal No. 2007-30-C, it will occur in the Division I Business Session, which will be held at the conclusion of the Division I Legislative Forum.]

12. Adjournment.

[NOTE: This version of the report does not contain all of the attachments.]

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE JULY 10, 2008, MEETING

***ACTION ITEMS*.**

1. Legislative Items.

- **Composition of the NCAA Division I Committee on Academic Performance.**

(1) Recommendation. The NCAA Division I Committee on Academic Performance recommends the NCAA Division I Board of Directors sponsor emergency legislation as follows:

(a) To increase the size of the committee from 11 members to 15 members;

(b) To require the committee to include a minimum of two chancellors or presidents serving at all times; and

(c) To establish an exception to the committee's term limits to permit the chair of the committee to serve at the discretion of the Board of Directors, with reconsideration of the chair's term extension to occur at least every two years. [Attachment A]

(2) Effective Date. Immediate.

(3) Rationale. The committee anticipates an increase in the number of NCAA Division I Academic Performance Program (APP) penalty waiver appeals as more severe penalties are implemented in 2008-09. An increase in the size of the committee is necessary to effectively and expeditiously review waivers and appeals submitted by the membership. In addition, an increase in size will improve the committee's ability to maintain a sufficient number of members as people recuse themselves as needed during waiver and appeals deliberations and hearings. Further, the recommendation to require at least two chancellors or presidents to serve on the committee at all times will increase the likelihood that a chancellor or president will be available for all committee meetings, including hearings of Occasion-Three and –Four Historical Penalty waivers. Finally, the exception to the committee's term limit will enable the chair to provide continuity of knowledge and service as the committee moves through this critical phase of the academic reform cycle. As such, it is in the best interest of the Association to permit the chair to serve beyond the current legislative term limit as the Board of Directors deems appropriate.

The committee recommends this proposal be considered as emergency and noncontroversial legislation so that the recommended change can take effect immediately, in preparation for the 2008-09 APP waiver season.

(4) Estimated Budget Impact. Minimal, expenses for four additional committee members.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

a. Committee Appointments.

(1) Recommendation. The committee recommends the Board of Directors take the following actions regarding to committee members and terms:

(a) Extend the term of the current chair, President Walter Harrison of the University of Hartford, for an additional two years, to expire in September 2011.

(b) Appoint President Melvin Johnson, Tennessee State University, as vice chair of the committee. President Johnson is a current committee member.

(c) Due to the time-sensitive nature of the committee expansion, immediately appoint the following current ad hoc members to the committee as regular members with appropriate staggered terms:

i. Tom Burnett; Commissioner, Southland Conference;

ii. John Morris; Senior Associate Director of Athletics, University of Washington; and

iii. Greg Sankey, Associate Commissioner, Southeastern Conference.

(d) Direct the NCAA Division I Administration Cabinet to appoint a faculty athletics representative or provost to the committee to fill the remaining vacancy.

(2) Effective Date. Immediate.

(3) Rationale. The extension of the current chair's term and the appointment of a president as vice chair will emphasize presidential leadership of academic reform and will provide practical benefits to the committee's operational activities (e.g., vice chair will serve in the chair's absence during any meetings, teleconferences, and/or penalty waiver proceedings). The appointment of the ad hoc members noted above will formalize the role of individuals who already are familiar with the committee's work and policies and procedures, and will be prepared to fully participate in waiver and appeals work. The experience of these ad hoc members is critical as the committee hears appeals of serious penalties this year. Finally, the committee's current composition, including the ad hoc members, includes a diverse blend of individuals with various backgrounds, perspectives, expertise and job responsibilities; however, the group believes at this time additional faculty representation would be helpful.

(4) Estimated Budget Impact. None.

(5) Impact on Student-Athlete Well-Being. None.

b. Committee Policies.

(1) Recommendation. The committee recommends the Board of Directors approve the APP policies and procedures (Attachment B) which include updates to the Occasion-Three and -Four Historical Penalty waivers and appeals. The rationale highlights some of the more significant updates which include designation of specific roles and authority of the staff, committee and the subcommittee of the Board of Directors, and the definition of the review standard for institutional appeals by the subcommittee of the Board of Directors and flexibility in the Occasion-Four waiver process.

(2) Effective Date. Immediate.

(3) Rationale. These policies and procedures have been updated with routine changes the committee has made throughout the year. Additionally, in anticipation of the number of teams that could be subject to Occasion-Three and -Four Historical Penalties, the policies provide for greater staff authority to render approvals and conditional approvals to help ensure efficient use of committee time and institutional resources. Further, the committee noted that teams or institutions desiring to appear before the committee will be afforded that opportunity. These appeal policies require

the appointment of a subcommittee of the Board of Directors to hear appeals of committee waiver decisions when such cases meet a rigorous standard for review. If the subcommittee or the subcommittee chair determines the standard for Board of Directors review has not been met, the committee's decision will be upheld. If the subcommittee or its chair determines the standard for Board of Directors review has been met, the appeal will be heard by the appointed subcommittee via teleconference and an alternative decision (e.g., approve, conditionally approve, partially approve or deny) may be rendered.

The updated policies and procedures also provide for the review of Occasion-Four Historical Penalties that permit the committee to provide relief to teams with acceptable academic performance, while still holding a poor-performing team in restricted membership. In developing the Occasion-Four restricted-membership penalty, the Incentives/ Disincentives Working Group noted the importance of severe penalties serving as deterrents within the historical-penalty structure. As such, the penalty was designed so that restricted membership status shall apply to the institution's entire athletics program (i.e., all sports teams), rather than only to the low-performing team, for a period of one year. While the committee noted a penalized institution would not have to discontinue its varsity sports programs and, thus, could continue to award athletics scholarships and sponsor sports teams, it is certain to face challenges in scheduling competitions and in public relations. Further, it is possible conference sanctions could apply if the institution loses full membership status. Given the severe nature of the penalty and the potential consequences for the penalized institution, including teams that may be performing well academically, the committee supports the addition of this flexible option within the waiver process.

Lastly, the policies and procedures specify that an institution or team that did not satisfy the condition(s) of a previous waiver be required to impose the penalties in the year subsequent to its failure to meet the specified conditions. Further, this penalty shall be taken in addition to any other historical penalties the team incurs. Conditional relief of penalties is provided based on the premise the team will meet the specified conditions during the subsequent academic year. Teams not meeting the specified conditions and continuing to progress in the historical penalty structure should be accountable for all accumulated penalties (i.e., waived penalty from the previous year and penalty of subsequent year). Further, the staff/committee may consider the specified timing to impose the full penalties during the waiver process of the subsequent penalty.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

1. Criteria for Transfer Adjustments. The committee codified within the NCAA Division I Academic Progress Rate (APR) Adjustment Directive the Board of Directors' approval of a modification to the APR calculation that permits a "1/1" adjustment for transfer students who meet specified criteria. Further, the committee continued its discussions regarding the criteria for review of adjustment requests for student-athletes who transfer with a grade-point average below 2.600 and agreed that the student-athlete must present a cumulative grade-point average of at least 2.000 and meet all other transfer adjustment criteria for the adjustment to be considered. In addition, the staff will review academic factors (e.g., number of transferable credit hours accepted by the next institution and applicable to the student-athlete's designated degree program, positive trends in the student-athlete's academic performance, student-athlete's academic success compared to other students with similar admissions profiles) to determine whether an adjustment is warranted. The committee directed the staff to apply a very high standard of review for these requests and noted this will be a rigorous standard to meet for approval. The committee also requested additional data related to transferable degree credit that may be informative to staff in its review of these adjustments requests and agreed to monitor transfer adjustments throughout the year. Finally, the NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting considered a request from a member institution to amend the criteria for the automatic adjustment for the retention point when a student-athlete transfers. The member institution proposed that the retention point be automatically adjusted (i.e., "1/1") for a student-athlete who transfers, provided he or she leaves the institution after meeting all applicable requirements to be eligible in the following academic term. In addition, if such a student-athlete transfers to another Division I institution and later becomes academically ineligible, that institution would be "double penalized" for accepting the transfer student-athlete and APR points would be added to the denominator. For example, a student-athlete who withdraws over the summer would be "1/1" for the spring term at the initial institution, provided he or she earned the "E" point before departing. If the student-athlete transfers to another institution and subsequently fails to meet eligibility requirements and withdraws, he or she would earn "0/4" points, rather than "0/2" points for his or her final term. The member institution noted this proposal would require institutions to carefully consider accepting transfer student-athletes at their respective institutions and would not penalize the first institution that ensured the student-athlete maintained eligibility. The Subcommittee on Data Collection and Reporting requested the staff gather data regarding the potential impact of this concept for additional discussion at its next meeting. [Attachment C]

2. **Coaches' Rate and APP Penalties Following Coaches.** The committee discussed APP penalties following coaches and the development of an academic coaches rate to be used to track the academic success of a particular head coach. The committee explored the following options:

   a. Creation of an academic rate of measure specifically attributed to each head coach throughout his/her career.

   b. Creation of an identified prescribed penalty applicable to all head coaches leaving a team with an APR lower than a specified benchmark, regardless if the institution incurred a penalty in that academic year.

   c. Requiring institutions hiring a coach employed by a penalized institution to apply all penalties to which the coaches' previous team is subject.

   d. Creation of a database that tracks the APR "record" of all head coaches for all applicable academic years.

   e. Publishing the names of coaches of those teams subject to APP penalties in connection with the current publication of high- and low-performing teams.

   f. Publishing the name of the "head coach of record" for each team for the academic year on each institution's public APR report.

   g. Requiring institutions hiring a coach employed by a penalized institution to present rationale to the committee defending the hiring.

   Due to administrative and procedural complexities involved, the committee did not support any of the proposed concepts. Additionally, the committee noted that while coaches play a critical role in academic success, many other campus personnel impact a team's APR (e.g., director of athletics, faculty athletics representative, academic support personnel, president). However, the committee did refer to the Subcommittee on Data Collection and Reporting the concept of permitting access to archived APR reports via the NCAA Web site to provide easier access for institutions conducting research during a coaching search.

3. **Progression within the Historical-Penalty Structure.** The committee amended its policies and procedures to provide the committee and staff discretion to waive the progression to Occasion-Four Historical Penalties when making decisions regarding Occasion-Three penalty waivers. In such cases, an institution could repeat Occasion-Three Historical Penalties if it fails to meet the stated conditions in the following year, rather than advancing to Occasion-Four Historical Penalties. The Occasion-Four Penalty

includes restricted membership status for the institution and is the most severe APP penalty. In some cases, the committee or staff may determine a team has significantly underperformed academically and Occasion-Three penalties should not be waived. However, the team's performance and mitigating circumstances may offer some rationale for not advancing the team in the next year to Occasion-Four penalties, but instead repeating Occasion-Three penalties. Once a team is subject to Occasion-Three penalties, the authority to waive progression to Occasion-Four Historical Penalties provides the staff and committee more flexibility to apply the appropriate penalty relief for a team. Additionally, the committee discussed the role of APR Improvement Plans in the APP penalty waiver process and whether institutions should be required to submit multiyear APR goals that outline how the team plans to reach the APR penalty benchmarks (i.e., achieve a multiyear APR above 900). The committee requested the NCAA Division I Committee on Academic Performance Subcommittee on Appeals review this concept further in October.

4. **Occasion-Two Historical Penalties.** The committee reviewed the application of Occasion-Two penalties (e.g., financial aid restrictions, playing and practice seasons restrictions) and the reporting requirement for institutions imposing the penalties. The committee approved an educational column that provides information regarding the practice penalties and a list of acceptable academic support activities in which penalized teams may engage to replace reduced practice time. [Attachment D]

5. **Amendments to the APP Penalty Waiver Directive.** The committee approved specified amendments to the penalty waiver directive. The recommended amendments to the directive are based on increased experience reviewing APP waivers and the guidance provided by the Subcommittee on Appeals to the staff while reviewing APP waivers over the past three years. The more significant changes include elimination of the tiered review criteria for contemporaneous penalties; addition of review factors based on single-year APR trends and student-athlete "0/2" information; and updates to the APR Improvement Plan section. [Attachment E]

6. **Partial Approval of APP Penalties.** The committee amended its policy regarding partial approval for all APP penalty waivers to reflect that the staff/subcommittee may require a team to satisfy specified conditions in order to receive relief from the portion of the penalty that is waived. All teams subject to penalties have APRs below the established benchmarks and should be held accountable for implementing the team's APR Improvement Plan and potentially meeting other conditions. However, on rare occasions, circumstances warrant relief from a portion of the penalty without needing to hold the team to meeting a condition. The amendment to the policy will allow the committee/staff the flexibility to provide partial relief from a penalty and to determine whether the team shall meet condition(s) in order to receive that relief. Generally, the committee supports requiring a team to satisfy specified conditions as part of the waiver process.

7. APP Data Collection and Reporting Policy for Institutions that Reinstate Dropped Sports in Subsequent Years. The committee approved an amendment to its policies and procedures to require an institution that reinstates a dropped sport(s) to submit APP data according to the following guidelines:

a. If a sport has been inactive at the Division I level for three or more years, the institution would be required to submit APP data for the academic year in which the sport team was reinstated and competition was resumed at the Division I level. The team would be considered to have submitted APP data for the first time, APP data submitted from previous years would no longer be used to calculate the team's (APR) and the team would have the benefit of the squad-size adjustment until four years of APR data is collected, provided the team has a multiyear cohort of 30 or more student-athletes. Additionally, if an institution was subject to an APP penalty at the time the team was discontinued or transitioned to another division, the institution would not be required to impose the penalty.

b. If a sport has been inactive at the Division I level for a period of less than three academic years, the institution would be required to submit APP data for the academic year in which the sport team was reinstated and competition was resumed at the Division I level. Any years of APR data that are within the four-year APR cohort will be used to calculate the new multiyear APR and any penalties the team incurred at the time the team was discontinued will need to be taken at the earliest opportunity. The staff/subcommittee also will determine any additional requirements on a case-by-case basis.

The committee noted that once an institution has reinstated a sport and competed at the Division I level, it is reasonable that the institution should submit APR data for that team for the academic year and any subsequent years the team competes as a Division I sport. In addition, the committee believes if a sport is reinstated within three years, the composition of the team's APR cohort should be determined based on that team's individual circumstances. This will permit the staff/Subcommittee on Data Collection and Reporting to consider the number of student-athletes that remained at the institution, the reasons for the sport being discontinued and other relevant information. However, if a sport is reinstated after a period of three years, the APR cohort will no longer consist of many of the same student-athletes that were part of the team when the institution had to submit APP data for the team. In addition, the committee agreed this revision to the APP data collection and reporting policy will facilitate the transition process as institutions decided to reinstate a sport at the Division I level.

8. **Definition of the APR Cohort for Student-Athletes Receiving Athletics Aid Contingent on Academic Performance.** The committee considered a member institution's request that it determine whether the APP cohort should include a student-athlete who was offered and accepted athletically related financial aid contingent on the student-athlete satisfying various academic criteria before receiving any athletics aid. The committee issued an interpretation to clarify the APR cohort should include any student-athlete who signs an athletically related financial aid agreement for a term and is enrolled full time as of the census date or the fifth week of classes, whichever is earlier, even if the student-athlete does not receive any athletics aid because he or she does not satisfy some contingency within the financial aid agreement. [Attachment F]

9. **Early Graduation Bonus Concept.** The Subcommittee on Data Collection and Reporting initially discussed the possible development of an early graduation bonus point (e.g., "3/2") for student-athletes who graduate with eligibility remaining. However, given time constraints, full committee discussion was delayed until the October 2008 meeting.

10. **Impact of Conference and Institutional Academic Requirements on the APR.** The Subcommittee on Data Collection and Reporting reviewed a summary of the reasons institutions indicated student-athletes did not earn the eligibility point in 2006-07 to determine the potential APR impact when student-athletes satisfy NCAA requirements, but are ineligible for competition under conference requirements. At this time, the subcommittee did not support a change to the definition of academic eligibility to exclude conference requirements, noting its continued support of the committee's previous position that the NCAA has set minimal requirements and that conferences and institutions are permitted to develop their own academic benchmarks.

11. **Revised 2008-09 APR and Penalty Reporting Forms.** The Subcommittee on Data Collection and Reporting approved the final version of the institutional APR and Penalty Reports for the 2008-09 academic year. The reports are intended to provide institutions with their teams' APR, a summary of the teams subject to contemporaneous and/or historical penalties, and detailed worksheets explaining how the penalties were calculated.

12. **APP Focus Groups Conducted at the 2008 Regional Rules Seminars.** The Subcommittee on Data Collection and Reporting received an update from the staff related to focus groups conducted at each regional rules seminar with a select group of athletics personnel from member institutions and conferences. The group was asked to provide feedback and suggestions to improve the APP data collection, the Committee on Academic Performance Web site, the LSDB*i* waiver portal and other APP-related areas. The staff has compiled the focus groups' recommendations and will attempt to implement several of the group's recommendations over the course of the next academic year.

13. **Access to Athletics Activities (e.g., Summer Workouts) Incentive Concept for Women's Basketball.** The Committee on Academic Performance reviewed a report from the May 2008 meeting of the NCAA Division I Women's Basketball Issues Committee, which noted the Women's Basketball Issues Committee is no longer pursuing the incentive-based model of increased athletics access to women's basketball student-athletes during the summer for those teams achieving an identified level of academic success. Instead, the Women's Basketball Issues Committee agreed to consider a broader academic-access model, which would place focus on improving the academic performance of women's basketball student-athletes and on increasing athletics access during the summer. It is anticipated that the Women's Basketball Issues Committee will continue its consideration of this concept at its next meeting and will further define the potential terms of the summer access concept, in addition to the possible academic enrollment requirements (if any) for continuing students.

14. **NCAA Division I Men's Basketball Academic Enhancement Group.** The committee reviewed the April 29, 2008, progress report of the NCAA Division I Men's Basketball Academic Enhancement Group and particularly focused on possible recommendations that, if formally endorsed, may be referred to the committee for further development and implementation. In addition, the committee discussed the potential recommendation to require men's basketball student-athletes to successfully complete a minimum of six hours of acceptable degree credits during the summer term in order to be eligible for competition in the fall and preliminarily agreed to include this requirement when determining spring term "E" points for men's basketball student-athletes, should this recommendation be adopted by the membership. The committee indicated this approach would be consistent with the current application of the awarding of the eligibility point within the APR calculation.

Committee Chair: Walter Harrison, University of Hartford, America East Conference
Committee Liaisons: Julie Cromer, Membership Services
Diane Dickman, Membership Services
Kevin Lennon, Membership Services
Todd Petr, Research
Bill Regan, Membership Services

ATTACHMENT D

Occasion-Two Historical Penalties Educational Column

Pursuant to NCAA Bylaw 23.2.1.2.2 and the NCAA Division I Academic Performance Program policies, teams subject to an Occasion-Two Historical Penalty are subject to restrictions in the areas of financial aid and playing and practice seasons.

Specific to the playing and practice season penalty, any team subject to practice restrictions must reduce practice time four hours per week during the playing season and replace that time with four hours of academic activities. Additionally, teams that did not demonstrate meaningful NCAA Division I Academic Progress Rate (APR) improvement in the most recent academic year must reduce practice activities to five days per week during the playing season. Finally, institutions/teams are required to report to the NCAA Division I Committee on Academic Performance how the penalties were imposed.

The following will assist institutions in ensuring the practice penalties are imposed correctly:

Q: Does the practice restriction apply during the entire academic year?

A: No, the practice restriction only applies during the period when the team is subject to the 20 hour per week limitation.

Q: Does the practice restriction apply only to the championship segment of the playing season?

A: No, it applies to the team's entire playing season including football spring practice and baseball fall nonchampionship segment.

Q: Do the hour or additional day off restrictions apply when there are no daily and weekly hour limits per the NCAA bylaws (e.g., vacation periods)?

A: No, the practice restriction only applies during the time period when the team is subject to the daily and weekly hour limits (e.g., 20 hours per week, required day off). Because the reduced practice time is to be supplemented with academic activities the restriction does not apply when no classes are in session.

Q: Do the hour and/or additional day off restrictions apply to practice and participation in conference and/or postseason championships?

A: The weekly hour restrictions and day off restriction does apply during a week in which a team is participating in conference and/or postseason championships. The exception to the one day off per week does not apply to the required day off per the team's historical penalty.

Q: In the sport of basketball, does the additional day off restriction apply when a team is participating in three contests a week?

A: The exception to the one day off per week does not apply to the team's historical penalty. Therefore, a basketball team subject to an additional day off as part of its Occasion-Two Historical Penalties must take that day off during a week in which the team participates in three contests.

Q: Do the weekly practice restrictions apply to a student-athlete who is also a member of another team at the institution that is not subject to an Occasion-Two Historical Penalty?

A: No, the practice restriction applies to the team's weekly practice limitations and does not apply to the individual student-athlete limitations for those student-athletes who are members of more than one team at the institution.

The following will assist institutions in ensuring that the policy of replacing practice time with academic activities is imposed correctly:

Q: What are acceptable academic activities?

A: The following activities are acceptable academic activities:

a. Study hall.

b. Tutoring.

c. Meeting with academic support personnel.

d. Meeting with departmental academic advisor.

e. Meeting with professor.

f. Meeting with formal study group.

g. Meeting with informal study group.

h. Faculty mentoring.

i. Peer mentoring.

j. Meeting with career counselor.

k. Career development seminar.

l. Life skills development session.

m. Campus seminars.

n. Supplemental instruction session.

o. Study skills seminars.

The following activities would **NOT** be considered acceptable academic activities:

a. Meeting with coaches in their offices to study.

b. Academic activity while traveling (e.g., on a bus, plane, at hotel).

c. Academic meetings with coaches.

d. Community service with athletic team/department.

e. Promotional activities.

f. Hosting recruits for official or unofficial visits.

g. Team meetings (not related to academics).

Q: Does the institution have to document the academic activities for student-athletes who are not in the APR cohort?

A: No.

Q: Do all student-athletes on the penalized team have to complete the same academic activity?

A: No, institutions can determine what academic activities are most appropriate for each student-athlete on the penalized team.

Q: Should the academic activities be related to the elements included in the team's/institution's APR Improvement Plan?

A: It is not necessary that the activities be specifically related to the issues identified within the APR Improvement Plan, however, this is encouraged.

Q: Can individual student-athletes be exempt from the academic activities if they are doing everything they can to meet the mission of the athletics department, university, and the NCAA (e.g., student-athletes meeting all progress-toward-degree requirements, institutional requirements)?

A: No. The intent of the penalty structure is for all student-athletes on a penalized team to engage in more academic activities and less athletics time.

Q: Who is responsible for monitoring the academic activity?

A: Each institution must designate the staff member(s) responsible for monitoring the activities.

The following outlines the reporting requirements for historical penalties:

Q: When does an institution have to report how the team applied the penalty?

A: All materials must be submitted to the NCAA national office by July 1 following the academic year in which the penalty was applied. For example, teams applying the penalty during the 2008-09 academic year must submit a report to the Committee on Academic Performance by July 1, 2009.

Q: What if a team does not impose all or part of the penalty?

A: The institution shall report a violation to the NCAA enforcement staff.

Q: What will an institution have to report regarding the academic activities the team participated in place of practice time?

A: The team will need to report a narrative to the NCAA national office by July 1 following the academic year in which the penalty was applied. The narrative must describe the academic activities the student-athletes on the team participated in to replace the reduced practice time.

[References: Bylaws: 17.1.1 (playing season), 17.1.6.3.6 (vacation periods and between terms), 17.1.6.3.8 (multisport participant); 17.1.6.4 (required day-off – playing season), 17.1.6.4.7 (exceptions – basketball), 17.1.7 (general regulations for computing playing seasons applicable to all sports), 23.2.1 (penalties), 23.2.1.2.2 (financial aid, playing and practice seasons and recruiting limitations)]

Including Student-Athletes Receiving Athletics Aid Contingent on Academic Performance in the NCAA Division I Academic Performance Program Cohort

Background.

In April, the NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting considered a request from a member institution to determine if a student-athlete who was offered and accepted athletically related financial aid contingent on the student-athlete satisfying various academic criteria before receiving any athletics aid should be included in the NCAA Division I Academic Performance Program (APP) cohort for purposes of calculating the NCAA Division I Academic Progress Rate (APR). The subcommittee determined that a student-athlete signed to athletically related financial aid in this manner who is enrolled full time as of the institution's census date or the fifth week of classes, whichever is earlier, should be included in the APP cohort regardless if the student-athlete eventually meets the contingency within the financial aid agreement and is awarded the athletics aid. The subcommittee considered changing the definition of the APP cohort for purposes of calculating the APR to address this scenario, but ultimately elected to issue an interpretation to clarify this issue. The NCAA Division I Committee on Academic Performance was supportive of this solution.

Interpretation.

The committee determined that when an institution offers and signs a student-athlete to athletically related financial aid contingent on the student-athlete subsequently satisfying some nonathletics criteria prior to receiving any athletics aid, that student-athlete shall be included in the APP cohort for that term, whether the stated criteria are met or not. Provided the student-athlete meets all other criteria to be included in the APP cohort. The committee noted that offering athletics aid with a contingency is indicative of the institution's intention to provide the student-athlete with athletically related financial aid. Therefore, the institution should include the student-athlete in the APP cohort, based on the current definition of the cohort for institutions that offer athletically related financial aid (student-athletes who received institutional financial aid based in any degree on athletics ability and who are enrolled full time as of the institution's fifth week of class or official census date).

SUPPLEMENT NO. 11

REPORT OF THE NCAA DIVISION I WORKING GROUP

TO REVIEW AT-RISK STUDENT-ATHLETE ISSUES

Renaissance Hotel June 10, 2008
Dallas, Texas

Participants:

Jean Boyd, Arizona State University
Kim Callicoatte, Sacred Heart University
Jim Castan□eda,Rice University
Barbara Church, Metro Atlantic Athletic Conference
David Dosser, East Carolina University
Kim Durand, University of Washington
Brian Evans, Utah State University
Dr. Robert Gundlach, Northwestern University
Pat Howey, University of North Carolina, Wilmington
Kathy Keene, Sun Belt Conference
Chris Massaro, Middle Tennessee State University
Ann Maxim, University of Maine
Steve McDonnell, Texas A&M University
Sidney McPhee, Middle Tennessee State University, chair
Mary Mulvenna, Missouri Valley Conference
Harold Pace, University of Notre Dame
Terry Don Phillips, Clemson University
Dr. William Ravenell, Florida A&M University
Steve Clar, NCAA
Julie Cromer, NCAA
Jennifer Lane, NCAA
Carrie Leger, NCAA, recording secretary

Ruth Darling, University of Tennessee; Kelvin Koong, Oregon State University; Ron Slaughter, Alabama A&M University; and Heather Smith, University of Texas at El Paso, were unable to participate in the meeting.

NCAA staff members Diane Dickman and Todd Petr were also present during portions of the meeting.

The NCAA Division I Working Group to Review At-Risk Student-Athletes convened in Dallas Tuesday, June 10, 2008. The following information provides a summary of the pertinent discussion during the meeting.

1. **Charge of the NCAA Division I Working Group to Review At-Risk Student-Athlete Issues.** The group noted its charge is to:

   a. Identify factors and characteristics that may cause a student-athlete to be "at-risk" of not graduating from his or her institution.

   b. Establish a data-driven definition of "at-risk" that allows for local differences among the diverse NCAA Division I membership.

   c. Develop a tool for campuses to use to examine special admissions of scholarship student-athletes and to measure whether campus systems can adequately support the number of student-athletes admitted via special admissions review each year.

   d. Identify model practices in academic and life-skill programs that support "at-risk" student-athletes in their academic endeavors.

   e. Develop mechanisms to assist institutions in evaluating the level of academic and life-skill support provided to "at-risk" student-athletes and in determining if changes or enhancements are necessary.

2. **Factors and characteristics that may cause a student-athlete to be "at-risk" of not graduating from his or her institution.**

   a. Factors present at the time of entry.

      (1) The group heard a presentation from Dr. Gerald Gurney, Senior Associate Athletics Director at the University of Oklahoma regarding an institutional study dealing with issues of academic performance, persistence and graduation among specially admitted student-athletes. In the study, trace data on over 50 variables were examined among student-athletes. Variables significantly related to first-semester grade-point average include gender, first-semester grade-point average, revenue- or nonrevenue–producing sports category, grades earned in core courses in the social science category, NCAA core grade-point average, ACT reading score, ACT English score, diagnosed learning disability status and the number of high school math courses taken.

      (2) The group heard a presentation from the NCAA research staff and noted the following key research findings:

(a) **Academic Preparation**. High school core grade-point average and standardized test scores are the strongest predictor of academic performance in college (for graduation and first-year grade-point average).

(b) **Academic Impacts of Transferring**. In aggregate, transfers into Division I from two-year institutions enter with weaker academic backgrounds and perform less well academically than incoming freshmen. Even after controlling for academic preparation, Division I student-athletes who transfer have been shown to be at greater risk of negative academic outcomes (e.g., lower probability of graduation, longer time to degree, higher likelihood of leaving as a "0/2").

(c) **Pre-College Attitudinal Factors**. Perceived effort in coursework and self-identification as a student, rather than just as an athlete, are shown to be independently related to academic success (as measured by current cumulative grade-point average). A student-athlete's own perceived academic efforts are a strong predictor of academic success and later in life positive outcomes. Student-athletes' perceptions of their own efforts tend to differ by sport groups. Football Bowl Subdivision (FBS) players tend to indicate the lowest satisfaction with their own academic effort, which may be related to time demands of their sport.

(3) The group developed a preliminary list of characteristics present at the time of entry that may impact eventual academic success and agreed to further examination of these factors, including:

(a) High school core grade-point average;

(b) Core course distribution;

(c) Identify as athlete versus student;

(d) Perceived academic efforts;

(e) Standardized test scores;

(f) Having transferred from another school;

(g) Gender;

(h) Ethnicity;

(i) Family income;

(j) Importance of graduation;

(k) Education impacting disability;

(l) First-generation status; and

(m) Number of high schools attended.

b. Factors inherent to student-athlete's institution, program or sports team.

(1) The group heard a presentation from the research staff and noted the following key research findings:

(a) **Time Demands.** Data indicate that student-athletes in the FBS spend more time per week in sport-related activities (~45 hours) than any other sport group. This amount of time includes other risk-inducing behaviors (e.g., attitudes are less positive, more guilt, more likely to be in counseling). FBS student-athletes also report more time spent on academic pursuits (approximately 40 hours per week) than would be expected given their athletics time demands. Higher time demands had a negative impact on grade-point average, but not degree attainment.

(b) **Team-Related Attitudinal Risk-Factors.** Data indicate that positive feelings regarding the academic influence of coaches can be an important predictor of academic and longer-life outcomes. There are differences in sport group regarding these attitudes. Additionally, there seems to be a diminishing belief in how positive the influence of the coach is as students progress through college (i.e., seniors believe coaches to be less of a positive influence on academics than do freshmen).

(c) **Missed Class Time.** Men's basketball student-athletes report missing more classes per week than any other sport group. FBS student-athletes miss relatively few classes and spend less time away from campus than other student-athletes.

(d) **Graduation Rates.** Of the factors that are inherent in the institution, program or sports team, the school and team historical graduation rates are both important predictors of eventual Bachelor of Arts degree attainment.

(2) The group developed a preliminary list of factors inherent to student-athlete's institution, program or sports team that may impact eventual academic success and agreed to further examination of these factors, which include:

(a) Institutional resources allocated for academic support programming/life skills programming;

(b) Graduation rate of institution;

(c) Graduation success rate of team and NCAA Division I Academic Progress Rate (APR) of team;

(d) Time demands of sport;

(e) Perceived social support;

(f) Perceived influence of coach on academic success;

(g) Faculty perception of student-athletes/campus climate;

(h) Policies and procedures related to class time, progress toward degree;

(i) Location and programming (cultural climate);

(j) Missed class time; and

(k) Perceptions of academic support programming on campus.

c. Factors that develop during student-athlete's collegiate career.

(1) The group heard a presentation from the research staff and noted the following key research findings:

(a) **Grade Point Average.** College grade-point average is the most significant predictor of eventual Bachelor of Arts degree attainment.

(b) **Academic Impact of Coaching Change**. Increases in the number of head coaching changes have been seen recently in football and men's basketball. The relationship between coaching change and APR appears stronger in men's basketball than in football. Coaching changes in men's basketball appear to be associated with a two to three year APR dip (last one to two years under old staff, first year with new staff). In men's basketball, these APR dips appear to be due primarily to retention issues, while in football APR drops appear to be related more to eligibility problems occurring in the last year of the former coach.

(c) **Exhausting Eligibility**. Student-athletes in certain sport groups (e.g., football and men's basketball) seem to be at greater risk for academic failure as they exhaust their athletics eligibility. This is especially true for two-year transfer student-athletes, but the phenomenon occurs across both transfers and nontransfers.

(d) **Transfers.** Research indicates the act of transferring increases the length of time to graduation by approximately seven months. The longer a student remains separated from continuous enrollment, the greater the likelihood the student-athlete will not earn their four-year degree.

(e) **Attitudinal Risk-Factors that Develop in College.** Student-athletes' attitudes about their academic majors appear to be correlated with academic success and life satisfaction. There are differences among sport groups in terms of the number of student-athletes indicating dissatisfaction with FBS student-athletes (both current and former) most likely to be dissatisfied.

(2) The group developed a preliminary list of factors that develop during a student-athlete's collegiate career that may impact eventual academic success including:

(a) College grade-point average;

(b) Credits earned;

(c) Progress-toward-degree status;

(d) Term-by-term eligibility;

(e) Exhausting athletics eligibility;

(f) Coaching change;

(g) Dropout/stop out;

(h) Attitude toward academic major;

(i) Attitude toward overall athletics experience;

(j) "Light bulb" effect;

(k) Red-shirting;

(l) Injury;

(m) Professional/Olympics sport opportunities;

(n) Playing time;

(o) Athletic team's success;

(p) Having a child/marriage;

(q) Life changing personal events; and

(r) Opportunities available for mentoring.

3. **Academic Readiness Continuum.** In an effort to fulfill its charge to develop a data-driven definition of the term "at-risk," at its September meeting the group will develop and discuss in more detail the Academic Readiness Continuum (ARC). The concept would create a baseline measurable standard evaluation to be applied to all student-athletes entering the institutions and would provide a process for continued academic assessment and evaluation throughout a student-athlete's collegiate career.

4. **Reviewed a summary of special admissions policies.** The group received a report summarizing special admissions policies reported by institutions going through the Athletics Certification process. The group generally agreed that while the broad-based evaluation employed during athletics certification is beneficial, it may not be enough to serve as a mechanism for determining whether student-athletes admitted via special admissions will be appropriately supported. The group will continue to examine this issue during its September meeting.

5. **Received an overview of the NCAA CHAMPS/Life Skills Program from NCAA staff.** The group heard a presentation from NCAA staff on the history and mission of the CHAMPS/Life Skills program. Future discussion will include how life skills programming can assist student-athletes identified as "at-risk" to progress toward graduation.

6. **Development of a mechanism to assist institutions in evaluating the level of academic and life-skill support provided to "at-risk" student-athletes and in determining if changes or enhancements are necessary.** The group noted the importance of assessment at both the individual and program levels and agreed that optimal support must be designed to meet assessed needs of individual student-athletes. The group will continue its work to develop enhancements to existing programs and processes to fulfill its charge of developing an appropriate mechanism to evaluate campus academic and life-skills support programs.

NCAA Division I Academics/Eligibility/Compliance Cabinet Transfer Issues Ad Hoc Group Final Summary

June 2008

Background: The NCAA Division I Academics/Eligibility/Compliance Cabinet Transfer Issues Ad Hoc Group began its review of issues impacting the academic performance of transfer student-athletes in June 2007.

The ad hoc group's responsibility was to review and address transfer issues in order to:

1. Follow up academic reform efforts to determine the impact of the new progress-toward-degree requirements on transfer student-athletes;

2. Address references to transfer issues in the report of the NCAA Presidential Task Force on the Future of NCAA Division I Intercollegiate Athletics; and

3. Respond to requests from the two-year college community.

Over the past twelve months, the ad hoc group met in person three times in conjunction with the NCAA Division I Academics/Eligibility/Compliance Cabinet meetings and conducted several teleconferences to review and address the transfer issue. The ad hoc group determined to focus its review on transfer student-athletes from two-year institutions based on research indicating that this cohort of student-athletes, particularly those who were nonqualifiers after high school, are less successful academically on transfer to a four-year institution than are transfers from a four-year institution and nontransfers. The ad hoc group reviewed available data on transfer student-athletes from the NCAA research staff, met with an expert panel on two-year institution transfer student-athletes' issues and surveyed the NCAA Division I membership related to two-year transfer student-athlete issues.

In June 2007, the cabinet recommended that the new governance structure include a component clearly assigning jurisdiction over issues related to transfer student-athletes, including oversight of waivers, appropriate review of research related to student-athlete transfer activity and the academic performance of transfer student-athletes. This document identifies the key research findings, guiding principles and relevant points for the cabinet to consider as it continues the review of transfer issues to develop legislative recommendations and best practices.

Key Research Findings.

The ad hoc group received several presentations from the research staff related to the academic performance of transfer student-athletes and identified the following as the most significant research findings:

1. Academic Impact of Transferring. Student-athletes who transfer typically take longer to graduate than those who do not transfer. The act of transferring extends a student-athlete's time to graduation by an average of seven months. In addition, student-athletes who transfer one time during their collegiate career graduate at a rate that is 10-percentage points lower than those who do not transfer.

2. Transfer Volume. In recent years, about 13 percent of all Division I student-athletes were transfers from another two- or four-year institution. Of the transfers in all sports, approximately 46 percent transferred from two-year institutions. In 2005-06, nearly eight percent of all football student-athletes and nearly 20 percent of all men's basketball and baseball student-athletes were two-year college transfers. Contrary to what has been hypothesized, the equity conferences - Atlantic Coast, Big East, Big Ten, Big 12, Pacific-10, and Southeastern Conferences - generally have lower rates of incoming transfers versus other conferences. Further, there are large between-sport differences in the number of student-athlete transfers entering Division I athletics programs. Baseball and men's basketball have a relatively higher proportion of transfer student-athletes compared to other sports groups.

3. 2-4 Transfer Academic Performance. Two-year transfer student-athletes generally do not do as well academically as native student-athletes, while four-year transfers tend to graduate at a similar rate as nontransfers. Most two-year transfer student-athletes departed high school less academically prepared than nontransfer student-athletes at their four-year institutions and tend to have lower first-year academic performance (both grade-point average and credit hours earned) at the certifying institution when compared to the native population.

4. Predictors of Academic Performance at Four-Year Institution. High school academic achievement is the strongest predictor of first-year institutional grade-point average for two-year transfer student-athletes. The number of transferable credit hours does add slightly to the prediction that the student-athlete will remain eligible. Specifically, those student-athletes who earn more credits at the two-year institution are less likely to experience eligibility problems at the four-year institution.

5. "0/2." Native student-athletes have the lowest rate of departing an institution while academically ineligible (resulting in a "0/2" in the NCAA Division I Academic Progress Rate) while two-year transfer student-athletes have the highest rate. Fifteen percent of two-year transfers in men's basketball eventually depart the institution while academically ineligible. In football 12 percent of two-year transfers and 11 percent of

four-year transfers eventually depart the institution academically ineligible. Two-year transfers are more than twice as likely to leave as "0/2" than nontransfers. The rates for four-year transfers fall in between the other groups. Two-year transfers are much more likely to leave as a "0/2" after exhausting eligibility than nontransfers. Approximately one in five men's basketball and football 2-4 transfers who exhaust their athletics eligibility depart their four-year institutions as "0/2."

2-4 Transfer Student-Athlete Survey Findings.

The ad hoc group conducted a survey to gather information about institutional policies and practices related to transfer student-athletes. The survey was distributed to all Division I directors of athletics, senior woman administrators, faculty athletics representatives and compliance coordinators. Each institution was asked to provide one response. A total of 197 usable responses were received, which was a 60 percent response rate.

1. Most institutions (70 percent) reported no policy changes regarding the evaluation and admissions process for two-year institution transfer student-athletes due to the implementation of the NCAA Division I Academic Performance Program (APP); however, many reported general changes to their evaluation and or admissions process.

2. Institutions reported that total institutional credits earned and percentage of degree completed in the student-athlete's intended field of study are the primary considerations when advising a two-year transfer on selection of a major. However, nearly 85 percent of institutions responded it is likely that a two-year transfer will have barriers to meeting progress-toward-degree requirements and almost 50 percent attributed this difficulty to an excess of elective courses on the student-athlete's two-year institution transcript.

3. Approximately 40 percent of institutions report adding academic support requirements (study hours, advisor meetings, tutors) for transfers from two-year institutions due to the APP. Further, 40 percent of institutions report adding academic support personnel due to the APP.

4. The survey revealed a split regarding the frequency with which 2-4 transfer student-athletes undergo additional remediation at their four-year institutions, with about one-third of 2-4 transfers "often" or "sometimes" undergoing remediation and one-third "never." For those student-athletes that do receive remediation, the majority of respondents believes the remediation is similar to what the student might have had if they had entered the four-year institution as a freshman.

Outcomes of Panel on Two-Year Institution Transfer Student-Athletes.

At its February 2008 meeting, the ad hoc group met with representatives of the two- and four-year college communities who have experience and expertise with two-year institution transfer student-athletes. Panelists included:

1. Wayne Baker, executive director of the National Junior College Athletic Association (NJCAA).

2. Carlyle Carter, executive director of the California Community College Commission on Athletics.

3. Sam Baker, athletics director, Georgia Southern University, NCAA Division I Football Issues Committee.

4. Mike Gaski, head baseball coach, University of North Carolina, Greensboro.

5. Phil Hughes, associate athletics director, Kansas State University, president of the National Association of Academic Advisors for Athletics (N4A).

6. Evans Roderick, Mt. Sac Community College, past president of the Community College Counselors Association in Academic Advising for Athletes (3C4A).

The panel discussion included the following topics:

1. Appropriate requirements and accommodations for underprepared two-year transfer student-athletes, including remediation at the two- and four-year institutions;

2. Courses taken at the two-year institution, specifically courses that transfer to a four-year institution and the impact of core academic and activity courses.

3. The impact of NCAA progress-toward-degree legislation on two-year transfer student-athletes; and

4. Legislative proposals in the 2007-08 cycle.

Among the opinions expressed by panelists:

1. Student-athletes enroll at a two-year institution for a variety of reasons and should not all be treated the same. Legislation should not apply to all student-athletes equally and consideration should be given to legislation specific to the sports with less academic success.

2. Prospective student-athletes currently at two-year institutions should not be held accountable for changes in the rules. A delayed effective date with an accompanying educational effort related to any changes in the legislation is appropriate.

3. The current system is not adequate. A number of the 2-4 transfer student-athletes are not prepared to succeed academically during the first semester and/or the first year at the four-year institution.

4. Potential recommendations should consider delaying the onset of the five-year eligibility clock and percentage-of-degree requirements to allow for student-athletes to be remediated at either the two- or four-year institution.

5. Increasing the number of core academic courses completed at the two-year institution may help with the preparedness of incoming transfers.

6. For those students not yet prepared for college-level requirements, the two-year institutions' goal is to remediate those students and prepare them for college-level courses.

7. There are differences among the two-year college systems by state in what is required to complete the associate degree. These differences may impact the number of transferable courses a student completes; particularly if the student is transferring to a four-year institution out of state.

Future Research Needs.

During its review of data related to transfer student-athletes from two-year institutions, the ad hoc group identified the following areas of future research that may help to better inform changes to transfer requirements and other policy recommendations.

1. Examination of major selection of two-year transfers compared to nontransfers at the same institution.

2. Collect more data related to academic profile (e.g., transferable courses, grade-point average earned at two-year institution, number of remedial credits earned at two-year institution) to identify the profile of successful 2-4 transfer student-athletes who graduate from the four-year institution.

3. Work with admissions professionals to better understand how they evaluate incoming transfer student-athletes.

Guiding Principles and Questions to Consider for Addressing Transfer Issues.

Guiding Principles.

1. High school academic achievement is the strongest predictor of first-year institutional grade-point average for two-year transfer student-athletes.

2. The educational experience varies from two-year institution to two-year institution.

3. Taking excess electives at the two-year institution negatively impacts a 2-4 transfer student-athlete's ability to meet progress-toward-degree requirements at the four-year institution. Other potential effects are limited choice of institution and degree program, and extended time to graduation.

4. The current data available does not allow the staff to identify the academic profile of a successful 2-4 transfer student-athlete. Efforts should be made to gather more information to identify the academic factors that are predictive of academic success for 2-4 transfers.

5. Four-year institutions often have increased resources as compared to two-year institutions to provide academic support services to academically underprepared student-athletes.

6. Ongoing dialogue with representatives of the two-year institution relations panel and other advising groups should continue to be part of the solution defining process as the transfer issues are discussed and legislative concepts are considered. As proposals are developed, appropriate time for education outreach to the two-year college community should be allotted.

Questions to consider.

The ad hoc group identified the following questions that it believes should be taken into consideration when possible changes to the two-year transfer requirements are evaluated.

1. Does the associate degree contribute to the academic success of 2-4 transfer student-athletes who were nonqualifiers?

2. Should the eligibility clock be extended for student-athletes requiring significant remediation to allow for the 2-4 transfer student-athlete to "catch up" academically?

3. If a student-athlete needs significant remediation, should this occur at the two-year institution or at the four-year institution?

4. Should alternate paths be developed for a nonqualifier to get to the four-year institution?

5. How does the academic coursework taken at the two-year institution impact a transfer student-athlete's academic performance/retention at the four-year institution?

Best Practices.

The ad hoc group recommended the development of best practices documents specific for two-year transfers to be shared with both two- and four-year institutions that would identify ways to provide effective academic support for student-athletes at the two-year institution and for two-year institution transfer student-athletes at the four-year institution.

Possible Legislative Concepts.

The group evaluated a variety of potential legislative concepts for recommendation. Provided below is a summary of each of the concepts and additional information that the group felt was relevant for consideration.

1. Core Curriculum/Credit Hours.

   a. Increase Academic Course Requirements for Transfer Eligibility. Increase the required academic coursework that a two-year institution transfer must complete to be immediately eligible on transfer (e.g., three credits of social sciences, three credits of foreign language).

      While the group is not making a formal legislative recommendation, it believes that additional academic course requirements is the most important and promising concept it evaluated and should receive the most consideration. The group feels that academic coursework is the best way to prepare two-year transfers for academic work at a four-year institution and has the greatest potential for an immediate effect on the preparation of two-year college transfers. The group does not have research to suggest what additional academic courses should be required, but discussed a social or behavioral science requirement.

   b. Limit Use of Activity Coursework to Meet Transfer Requirements. Limit the number of physical education activity courses a two-year institution transfer student-athlete can use to meet two-year institution transfer requirements (e.g., two credit hours).

   Additional Information.

   1. Not all two-year institutions offer a sufficient number of transferable courses to meet increased academic course requirements (e.g., a second course of English or algebra that is accepted by four-year institutions).

   2. Some two-year institutions require student-athletes to enroll in activity courses as their team's practice time.

   3. Institutions develop their own standards to evaluate transfer coursework that differ from campus to campus.

4. In the survey on two-year institution transfers, the membership identified excess electives as the most significant barrier for a transfer to meet progress-toward-degree requirements.

5. The group wonders whether one or two additional courses at a two-year institution adequately compensate for an underprepared student.

2. Multiple Alternatives for Transfer Eligibility. This model could provide alternate paths for a transfer student-athlete to become immediately eligible at the four-year institution by satisfying a specified number of credit hours and grade-point average. The required number of credit hours and grade-point average would vary based on the length of enrollment at the two-year institution: longer enrollment requires more hours, but a lower grade-point average. The model could also provide an extended timeline to graduation (e.g., six years) for those student-athletes who are most underprepared and require significant remediation.

Additional Information.

1. On one hand, multiple alternatives provide flexibility and relief for student-athletes who are more academically prepared and demonstrate they can succeed academically in the college environment.

2. On the other hand, multiple alternatives may complicate certification of eligibility for four-year institutions and serve as a barrier to understanding the requirements for prospective student-athletes and personnel at the two-year institution.

3. Academic Year in Residence. The group considered a variety of residence concepts, including a year in residence at either a two-year or four-year institution. Additional elements to be considered along with a residence requirement are whether to delay the onset of the five-year clock and/or percentage-of-degree requirements, whether or not the four-year institution could provide financial aid to nonqualifiers or allow them to practice during the year in residence, and whether to limit remedial and tutorial courses during the initial year.

Additional Information.

1. The group wonders whether one year in residence is sufficient to remediate an underprepared student.

2. The group wonders whether student-athletes who enroll immediately at a four-year institution are more likely to be academically successful than student-athletes who enroll initially at a two-year institution?

3. Percentage-of-degree requirement presents a significant barrier for two-year college transfers who were enrolled at the two-year institution for six semesters and must transfer to the four-year institution with 60-percent degree completion.

4. Residence requirement at two-year institution would require significant collaboration and with the two-year college community and may be difficult for some two-year institutions to implement.

5. Student-athletes often feel pressure to transfer earlier rather than later to preserve athletics eligibility, which may not be the preferred educational outcome.

6. Nonqualifiers may feel a sense of "double-jeopardy" by having to serve a year in residence after initially attending a two-year institution.

4. Summer Financial Aid at Four-Year Institutions (Summer Bridge). Permit two-year college transfer student-athletes to enroll and receive financial aid at the four-year institution in the summer prior to initial full-time enrollment, even if the student-athlete has not satisfied the two-year college transfer requirements.

The group noted the research supports the positive impact on first-year academic performance when incoming freshman student-athletes receive financial aid to attend summer school, and wonders whether the same benefit would be realized by two-year transfers. The ability to begin taking courses at the four-year institution would allow time for transition and academic skill development without the time demands of full-time enrollment and in-season athletics responsibilities.

Additional Information.

- The group wonders if a recruiting advantage will be gained by allowing institutions to provide financial aid before transfer requirements have been met or to contact prospective transfers earlier in their career at the two-year institution.

Additional Questions to Consider.

In addition to the guiding principles established by the group, there are several additional questions that merit consideration as the concepts are discussed.

1. Are student-athletes who enroll immediately at a four-year institution more likely to be academically successful than student-athletes who enroll initially at a two-year institution?

2. Do the current transfer requirements (i.e., required three terms in attendance, credit hour requirement, grade-point average, associate degree) assist nonqualifiers to become academically prepared for the academic rigors of the four-year institution?

3. Should any changes to transfer requirements for two-year institution student-athletes who were qualifiers be considered?

4. Should academic requirements be developed to allow a nonqualifier initially enrolled at a two-year institution to transfer to a four-year institution after one semester, two semesters or three semesters if defined academic requirements are met (e.g., transferable credit hours, grade-point average)?

5. Currently transfer requirements impact a student-athlete's ability to practice, receive aid or compete immediately, should recommendations be considered to allow a two-year institution student-athlete to practice and or receive aid regardless of their academic profile at the time of transfer?

6. Is there potential for abuse of any of the concepts?

7. What is the impact of the concepts on more limited resource institutions?

Concluding Thoughts.

The ad hoc group completed its work while recognizing that a proposal adopted by the NCAA Division I Board of Directors in April 2008 should positively impact the academic preparation of 2-4 transfer student-athletes. NCAA Proposal No. 2007-66 is set to become effective for student-athletes initially enrolling in a collegiate institution full time after August 1, 2009. This new rule requires a 2-4 transfer student-athlete who was a nonqualifier to have six semester/eight quarter hours of English and three semester/four quarter hours of math at the two-year institution that are transferable degree credit toward any baccalaureate degree program at the certifying institution. The ad hoc group believes the course requirements may provide student-athletes who were not qualifiers with additional academic tools needed for success and that a student-athlete who completes the required coursework will be better prepared to succeed academically.

Finally, while the ad hoc group takes very seriously the immediate need for improvement of the academic performance of 2-4 transfer student-athletes, proposals should be implemented in a timeframe that provides student-athletes and two- and four-year institutions with a realistic and fair opportunity to adjust their behaviors.

NCAA Division I Proposals for Review

Proposals Forwarded to the NCAA Division I Academic Cabinet. The cabinet should review each proposal as designated on the review chart, make a recommendation and/or forward it to the governance body to which it reports. In making a recommendation for each proposal, three options are available:

Option 1: Support as written with no suggested modification.

Option 2: Oppose and do not suggest any modification.

Option 3: Oppose and suggest modification to the proposal. As part of this option, a cabinet should indicate whether it wishes to sponsor an alternative proposal if the sponsor does not choose to modify its proposal as suggested. If no indication is provided, no alternative proposal will be sponsored.

Cabinets will include their positions (and any suggested modifications and position on a possible alternative proposal) and any rationale in their reports to the Legislative Council.

2008-09 NCAA Division I Proposal Review Chart

Note: All proposals in the 2008-09 Publication of Proposed Legislation are listed in this proposal review chart. Cabinets or committees that sponsored or recommended legislation have an opportunity to review their proposals and recommend any changes during the sponsor modification period (July 15 - October 21, 2008).

Proposal Number	Title	Source	Groups Responsible for Review
2008-9	NCAA MEMBERSHIP AND CHAMPIONSHIPS AND POSTSEASON FOOTBALL -- CONDITIONS AND OBLIGATIONS OF MEMBERSHIP -- OPERATING AND CAPITAL FINANCIAL DATA REPORT	NCAA Division I Board of Directors.	
2008-10	PERSONNEL -- DEFINITIONS AND APPLICATIONS -- MINORITY GRADUATE ASSISTANT COACH -- CHAMPIONSHIP SUBDIVISION FOOTBALL	Southern Conference.	Recruiting and Athletics Personnel Issues Cabinet. Football Issues Committee. Minority Opportunities and Interests Committee.
2008-11	PERSONNEL -- LIMITATIONS ON THE DUTIES OF COACHES -- NONCOACHING ACTIVITIES -- EXCEPTION -- STUDENT MANAGER -- BASEBALL	Pacific-10 Conference.	Recruiting and Athletics Personnel Issues Cabinet. Baseball Committee.
2008-12	PERSONNEL -- LIMITATIONS ON NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME -- EXCEPTION -- WOMEN'S BASKETBALL -- JULY EVALUATION PERIODS	Big East Conference.	Recruiting and Athletics Personnel Issues Cabinet. Women's Basketball Issues Committee.

Proposal Number	Title	Source	Groups Responsible for Review
2008-13	AMATEURISM -- EXCEPTION FOR PRIZE MONEY FOR STUDENT-ATHLETES -- OUTSIDE THE PLAYING SEASON DURING AN OFFICIAL VACATION PERIOD -- INDIVIDUAL SPORTS	Pacific-10 Conference.	Amateurism Cabinet.
2008-14	RECRUITING -- DEFINITIONS AND APPLICATIONS -- PROSPECTIVE STUDENT-ATHLETE -- ENROLLMENT AND ATTENDANCE IN SUMMER CLASSES PRIOR TO INITIAL FULL-TIME ENROLLMENT	NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Recruiting).	
2008-15	RECRUITING -- DEFINITIONS AND APPLICATIONS -- PROSPECTIVE STUDENT-ATHLETE -- INSTITUTIONAL ORIENTATION SESSION	Southeastern Conference.	Recruiting and Athletics Personnel Issues Cabinet.
2008-16	RECRUITING -- CONTACTS AND EVALUATIONS -- CONTACTABLE INDIVIDUALS -- STUDENT-ATHLETE WITHDRAWN FROM FOUR-YEAR COLLEGE -- EXCEPTION -- OFFICIAL CHURCH MISSION	Western Athletic Conference.	Recruiting and Athletics Personnel Issues Cabinet.
2008-17	RECRUITING -- CONTACTS AND EVALUATIONS -- PERMISSIBLE RECRUITERS -- BOWL SUBDIVISION FOOTBALL -- HEAD COACH RESTRICTIONS -- SPRING EVALUATION PERIOD -- OTHER OFF-CAMPUS ACTIVITIES	Southeastern Conference.	Recruiting and Athletics Personnel Issues Cabinet. Football Issues Committee.

Proposal Number	Title	Source	Groups Responsible for Review
2008-18	RECRUITING -- TELEPHONE CALLS INITIATED BY A PROSPECTIVE STUDENT-ATHLETE AT HER OWN EXPENSE -- WOMEN'S LACROSSE	Ivy Group.	Recruiting and Athletics Personnel Issues Cabinet. Women's Lacrosse Committee.
2008-19	RECRUITING -- CONTACTS AND EVALUATIONS -- FOOTBALL -- ONE CONTACT WITH JUNIORS OR SENIORS -- SPRING EVALUATION PERIOD	Big Ten Conference.	Recruiting and Athletics Personnel Issues Cabinet. Football Issues Committee.
2008-20	RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- EVENTS ORGANIZED AND CONDUCTED BY SCHOLASTIC ATHLETICS GOVERNANCE BODIES -- OTHER EVALUATION EVENTS	Southeastern Conference.	Recruiting and Athletics Personnel Issues Cabinet. Football Issues Committee.
2008-21	RECRUITING -- ADMISSIONS AND GRADUATION DATA, BANNED DRUG LIST AND INITIAL-ELIGIBILITY STANDARDS -- REPORTS AND NOTIFICATION -- ELIGIBILITY CENTER	Big 12 Conference.	Academics Cabinet. Recruiting and Athletics Personnel Issues Cabinet.
2008-22	RECRUITING -- PRINTED RECRUITING MATERIALS -- INSTITUTIONAL POSTCARDS	Big 12 Conference.	Recruiting and Athletics Personnel Issues Cabinet.
2008-23	RECRUITING -- RECRUITING MATERIALS -- ELECTRONIC TRANSMISSIONS -- AFTER NATIONAL LETTER OF INTENT SIGNING OR OTHER WRITTEN COMMITMENT	Southern Conference.	Recruiting and Athletics Personnel Issues Cabinet.

Proposal Number	Title	Source	Groups Responsible for Review
2008-24	RECRUITING -- RECRUITING MATERIALS -- OTHER RECRUITING MATERIALS POSTED TO INSTITUTION'S WEB SITE	Atlantic Coast Conference.	Recruiting and Athletics Personnel Issues Cabinet.
2008-25	RECRUITING -- OFFICIAL VISIT AND LETTER OF INTENT PROGRAMS -- REQUIREMENTS FOR OFFICIAL VISIT AND OFFERS OF ATHLETICALLY RELATED FINANCIAL AID -- COMPLETION OF AMATEURISM CERTIFICATION QUESTIONNAIRE	NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Agents and Amateurism and Subcommittee on Recruiting).	
2008-26	RECRUITING -- OFFICIAL VISIT -- MEALS ON OFFICIAL VISIT -- MEALS AT AIRPORT OR BUS OR TRAIN STATION	Big 12 Conference.	Recruiting and Athletics Personnel Issues Cabinet.
2008-27	RECRUITING -- UNOFFICIAL VISIT -- HOUSING -- LODGING IN DORMITORIES -- ADDITIONAL RESTRICTION -- WOMEN'S LACROSSE	Ivy Group.	Recruiting and Athletics Personnel Issues Cabinet. Women's Lacrosse Committee.
2008-28	RECRUITING -- FINANCIAL AID AGREEMENTS -- OFFERS OF AID BEFORE JULY 1 FOLLOWING JUNIOR YEAR -- WOMEN'S LACROSSE	Ivy Group.	Recruiting and Athletics Personnel Issues Cabinet. Women's Lacrosse Committee.
2008-29	RECRUITING -- TRYOUTS -- EXCEPTIONS -- VOLUNTARY SUMMER CONDITIONING -- SPORTS OTHER THAN FOOTBALL AND BASKETBALL	Southeastern Conference.	Recruiting and Athletics Personnel Issues Cabinet.

Proposal Number	Title	Source	Groups Responsible for Review
2008-30	RECRUITING -- SPORTS CAMPS AND CLINICS -- EMPLOYMENT AT CAMP OR CLINIC -- HIGH SCHOOL, PREPARATORY-SCHOOL TWO-YEAR COLLEGE COACHES OR OTHER INDIVIDUALS INVOLVED WITH PROSPECTIVE STUDENT-ATHLETES -- EMPLOYMENT AS SPEAKER -- MEN'S BASKETBALL	NCAA Division I Championships/Competition Cabinet (Men's Basketball Issues Committee).	Recruiting and Athletics Personnel Issues Cabinet. Women's Basketball Issues Committee.
2008-31	RECRUITING -- USE OF RECRUITING FUNDS -- RECRUITING SERVICES -- VIDEO SERVICES	Big 12 Conference.	Recruiting and Athletics Personnel Issues Cabinet.
2008-32	ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- NONTRADITIONAL COURSES	NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Continuing Eligibility).	
2008-33	ELIGIBILITY -- SEASONS OF COMPETITION -- FIVE-YEAR RULE -- CRITERIA FOR DETERMINING SEASON OF ELIGIBILITY -- DELAYED ENROLLMENT -- WOMEN'S VOLLEYBALL	NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Continuing Eligibility).	Women's Volleyball Committee.
2008-34	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE CURRICULUM TIME LIMITATION -- STUDENTS WITH EDUCATION IMPACTING DISABILITIES	NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Initial-Eligibility Issues).	

Proposal Number	Title	Source	Groups Responsible for Review
2008-35	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- REGULATIONS FOR ADMINISTRATION OF PROGRESS TOWARD DEGREE -- NONTRADITIONAL COURSES	NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Continuing Eligibility).	
2008-36	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- INTERNATIONAL COMPETITION WAIVER -- USE OF CREDITS EARNED	Big 12 Conference.	Academics Cabinet.
2008-37	ELIGIBILITY -- TRANSFER REGULATIONS -- EXCEPTIONS FOR TRANSFERS FROM FOUR-YEAR COLLEGES -- CHURCH MISSION	Western Athletic Conference.	Academics Cabinet.
2008-38	ELIGIBILITY -- TRANSFER REGULATIONS -- FOUR-YEAR COLLEGE TRANSFERS -- COMPETITION AND RECEIPT OF ATHLETICALLY RELATED FINANCIAL AID IN YEAR OF TRANSFER -- TENNIS	NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Continuing Eligibility).	Men's and Women's Tennis Committee.
2008-39	ELIGIBILITY -- OUTSIDE COMPETITION, EFFECTS ON ELIGIBILITY -- EXCEPTION -- CONFERENCE ALL-STAR COMPETITION AGAINST U.S. NATIONAL TEAM -- WOMEN'S ICE HOCKEY	Ivy Group.	Academics Cabinet. Women's Ice Hockey Committee.
2008-40	FINANCIAL AID -- MAXIMUM INSTITUTIONAL GRANT-IN-AID LIMITATIONS BY SPORT -- WOMEN'S VOLLEYBALL	Pacific-10 Conference.	Awards, Benefits, Expenses and Financial Aid Cabinet. Women's Volleyball Committee.

Proposal Number	Title	Source	Groups Responsible for Review
2008-41	FINANCIAL AID -- MAXIMUM INSTITUTIONAL GRANT-IN-AID LIMITATIONS BY SPORT -- BASEBALL	Southeastern Conference.	Awards, Benefits, Expenses and Financial Aid Cabinet. Baseball Committee.
2008-42	AWARDS, BENEFITS AND EXPENSES -- COMPLIMENTARY ADMISSIONS AND TICKET BENEFITS -- POSTSEASON EVENTS	Big Ten Conference.	Awards, Benefits, Expenses and Financial Aid Cabinet.
2008-43	AWARDS, BENEFITS AND EXPENSES -- HOUSING AND MEALS -- NUTRITIONAL SUPPLEMENTS -- FRUIT, NUTS AND BAGELS	Atlantic Coast Conference.	Awards, Benefits, Expenses and Financial Aid Cabinet. Committee on Competitive Safeguards and Medical Aspects of Sports.
2008-44	AWARDS, BENEFITS AND EXPENSES -- EXPENSES PROVIDED BY THE INSTITUTION FOR PRACTICE AND COMPETITION -- DEPARTURE/RETURN EXPENSE RESTRICTIONS -- EXCEPTIONS -- TRAVEL FOLLOWING CHAMPIONSHIPS EVENTS AND POSTSEASON FOOTBALL GAMES	Atlantic Coast Conference.	Awards, Benefits, Expenses and Financial Aid Cabinet.
2008-45	PLAYING AND PRACTICE SEASONS -- GENERAL REGULATIONS -- SKILL INSTRUCTION -- SPORTS OTHER THAN FOOTBALL -- CONCURRENT SESSIONS	Big 12 Conference.	Championships/Sports Management Cabinet. Women's Basketball Issues Committee.

Proposal Number	Title	Source	Groups Responsible for Review
2008-46	PLAYING AND PRACTICE SEASONS -- BASEBALL -- PRESEASON PRACTICE AND FIRST CONTEST -- CHAMPIONSHIP SEGMENT	Conference USA.	Championships/Sports Management Cabinet. Baseball Committee.
2008-47	PLAYING AND PRACTICE SEASONS -- BASEBALL -- MAXIMUM NUMBER OF CONTESTS -- 52 DURING THE CHAMPIONSHIP SEGMENT AND FOUR DURING THE NONCHAMPIONSHIP SEGMENT	Pacific-10 Conference.	Championships/Sports Management Cabinet. Baseball Committee.
2008-48	PLAYING AND PRACTICE SEASONS -- BASEBALL -- MAXIMUM NUMBER OF CONTESTS -- 52 DURING THE CHAMPIONSHIP SEGMENT	Pacific-10 Conference, Big South Conference and West Coast Conference.	Championships/Sports Management Cabinet. Baseball Committee.
2008-49	PLAYING AND PRACTICE SEASONS -- MEN'S BASKETBALL -- FIRST CONTEST -- EXCEPTIONS -- INFORMAL PRACTICE SCRIMMAGES -- NO MISSED CLASS TIME	NCAA Division I Championships/Competition Cabinet (Men's Basketball Issues Committee) (Playing and Practice Seasons Subcommittee).	Women's Basketball Issues Committee.
2008-50	PLAYING AND PRACTICE SEASONS -- WOMEN'S BASKETBALL -- FIRST CONTEST EXCEPTIONS AND ANNUAL EXEMPTIONS -- FOREIGN TEAM IN U.S. AND USA BASKETBALL CLUB	Big East Conference.	Championships/Sports Management Cabinet. Women's Basketball Issues Committee.

Proposal Number	Title	Source	Groups Responsible for Review
2008-51	PLAYING AND PRACTICE SEASONS -- PRESEASON PRACTICE -- CROSS COUNTRY, FIELD HOCKEY, WOMEN'S RUGBY, SOCCER, WOMEN'S VOLLEYBALL AND MEN'S WATER POLO	West Coast Conference.	Championships/Sports Management Cabinet. Field Hockey Committee. Men's Soccer Committee. Women's Soccer Committee. Men's and Women's Track and Field Committee. Women's Volleyball Committee. Men's Water Polo Committee.
2008-52	PLAYING AND PRACTICE SEASONS -- FOOTBALL -- PRESEASON PRACTICE -- LIMIT ON NUMBER OF PARTICIPANTS -- REPLACEMENT OF STUDENT-ATHLETE DUE TO INJURY OR ILLNESS	Southeastern Conference.	Championships/Sports Management Cabinet. Football Issues Committee.
2008-53	PLAYING AND PRACTICE SEASONS -- GOLF -- MAXIMUM CONTEST LIMITATIONS -- DETERMINATION OF DATE OF COMPETITION	Big 12 Conference.	Championships/Sports Management Cabinet. Men's Golf Committee. Women's Golf Committee.

Proposal Number	Title	Source	Groups Responsible for Review
2008-54	PLAYING AND PRACTICE SEASONS -- GOLF -- ANNUAL EXEMPTIONS -- HAWAII OR ALASKA	Western Athletic Conference.	Championships/Sports Management Cabinet. Men's Golf Committee. Women's Golf Committee.
2008-55	PLAYING AND PRACTICE SEASONS -- WOMEN'S SOCCER -- FIRST CONTEST OR DATE OF COMPETITION -- 12-WEEK SEASON	Atlantic Coast Conference.	Championships/Sports Management Cabinet. Women's Soccer Committee.
2008-56	PLAYING AND PRACTICE SEASONS -- TENNIS -- MAXIMUM NUMBER OF DATES OF COMPETITION -- INDIVIDUAL SINGLES OR DOUBLES TOURNAMENT LIMITATIONS -- NUMBER OF PARTICIPANTS	NCAA Division I Championships/Competition Cabinet (Playing and Practice Seasons Subcommittee).	Men's and Women's Tennis Committee.
2008-57	PLAYING AND PRACTICE SEASONS -- TRACK AND FIELD -- SAFETY EXCEPTION -- HURDLES AND STEEPLECHASE	Big 12 Conference.	Championships/Sports Management Cabinet. Men's and Women's Track and Field Committee.

Proposal Number	Title	Source	Groups Responsible for Review
2008-58	CHAMPIONSHIPS AND POSTSEASON FOOTBALL -- CRITERIA FOR ESTABLISHMENT OR CONTINUATION OF CHAMPIONSHIPS -- MINIMUM SPONSORSHIP FOR CHAMPIONSHIPS -- WOMEN'S SPORTS	NCAA Division I Management Council (Administrative Committee) (Committee on Women's Athletics).	Championships/Sports Management Cabinet.
2008-59	DIVISION MEMBERSHIP -- DEFINITIONS AND APPLICATIONS -- EMERGING SPORTS FOR WOMEN -- ARCHERY, BADMINTON, SYNCHRONIZED SWIMMING, TEAM HANDBALL AND SAND VOLLEYBALL	NCAA Division I Management Council (Administrative Committee) (Committee on Women's Athletics).	Championships/Sports Management Cabinet.
2008-60	DIVISION MEMBERSHIP -- PROVISIONAL MEMBERSHIP PROCESS AND REQUESTING RECLASSIFICATION -- INSTITUTIONS SUBJECT TO ACADEMIC PERFORMANCE PROGRAM PENALTIES	NCAA Division I Management Council (Membership Subcommittee).	Committee on Academic Performance.
2008-61	COMMITTEES -- DIVISION I CABINETS AND COMMITTEES -- WOMEN'S SOCCER COMMITTEE -- COMPOSITION -- REGIONS	NCAA Division I Championships/Competition Cabinet.	
2008-62	COMMITTEES -- COMMITTEES REPORTING TO BOARD OF DIRECTORS -- DIVISION I PRESIDENTIAL ADVISORY GROUP -- DUTIES -- LEGISLATIVE ISSUES	NCAA Division I Management Council (Governance Subcommittee).	
2008-63	DIVISION MEMBERSHIP -- MEMBERSHIP REQUIREMENTS -- MINIMUM PARTICIPANTS REQUIREMENTS FOR SPORTS SPONSORSHIP -- TRACK AND FIELD -- MULTI-DAY MEETS	Big East Conference.	Administration Cabinet. Men's and Women's Track and Field Committee.

Proposal Number	Title	Source	Groups Responsible for Review
2008-64	DIVISION MEMBERSHIP -- MEMBERSHIP REQUIREMENTS -- FOOTBALL BOWL SUBDIVISION REQUIREMENTS -- WAIVERS	Conference USA.	Administration Cabinet. Football Issues Committee.
2008-65	ADMINISTRATIVE REGULATIONS -- FOREIGN TOURS AND COMPETITION -- TIMING OF TOUR -- PROHIBITION DURING ACADEMIC YEAR LABOR DAY VACATION PERIOD	NCAA Division I Management Council (Administrative Review Subcommittee).	Championships/Sports Management Cabinet.
2008-66	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- FOOTBALL -- DEAD PERIOD	Big Ten Conference.	Recruiting and Athletics Personnel Issues Cabinet. Football Issues Committee.
2008-67	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- SOFTBALL -- CONTACT PERIOD AUGUST 1 THROUGH THE DAY PRIOR TO THANKSGIVING DAY	Big East Conference.	Recruiting and Athletics Personnel Issues Cabinet. Women's Softball Committee.
2008-68	ADMINISTRATIVE REGULATIONS -- RECRUITING CALENDARS -- WOMEN'S LACROSSE -- FALL EVALUATIONS	Ivy Group.	Recruiting and Athletics Personnel Issues Cabinet. Women's Lacrosse Committee.
2008-69	ADMINISTRATIVE REGULATIONS -- SUMMER BASKETBALL LEAGUES AND CERTIFIED BASKETBALL EVENTS -- ADDITIONAL CRITERIA -- APPROVAL OF EVENT AND LEAGUE OPERATORS -- MEN'S BASKETBALL	NCAA Division I Championships/Competition Cabinet (Men's Basketball Issues Committee).	Women's Basketball Issues Committee.

Proposal Number	Title	Source	Groups Responsible for Review
2008-70	EXECUTIVE REGULATIONS -- SELECTION OF TEAMS AND INDIVIDUALS FOR CHAMPIONSHIPS PARTICIPATION -- AUTOMATIC QUALIFICATION -- ADDITIONAL REQUIREMENTS, SPORTS OTHER THAN MEN'S BASKETBALL -- MULTISPORT CONFERENCE -- DEFINITION OF CORE INSTITUTION	Mid-American Conference.	Administration Cabinet. Championships/Sports Management Cabinet.
2008-71	EXECUTIVE REGULATIONS -- SELECTION OF TEAMS AND INDIVIDUALS FOR CHAMPIONSHIPS PARTICIPATION -- AUTOMATIC QUALIFICATION --ADDITIONAL REQUIREMENTS, SPORTS OTHER THAN MEN'S BASKETBALL -- MULTISPORT CONFERENCE -- EXCEPTION -- MEMBER THAT HAS SPONSORED THE SPORT AT THE DIVISION I LEVEL THE EIGHT PRECEDING YEARS	Mid-American Conference.	Administration Cabinet. Championships/Sports Management Cabinet.
2008-72	EXECUTIVE REGULATIONS -- SELECTION OF TEAMS AND INDIVIDUALS FOR CHAMPIONSHIPS PARTICIPATION -- AUTOMATIC QUALIFICATION -- ADDITIONAL REQUIREMENTS, SPORTS OTHER THAN MEN'S BASKETBALL -- MULTISPORT CONFERENCE -- EXCEPTION -- SPORTS SPONSORSHIP	Mid-American Conference.	Administration Cabinet. Championships/Sports Management Cabinet.

Proposal Number	Title	Source	Groups Responsible for Review
2008-73	EXECUTIVE REGULATIONS -- NATIONAL STATISTICS PROGRAM	NCAA Division I Championships/Competition Cabinet.	

Proposal Number: 2008-21

Title: RECRUITING — ADMISSIONS AND GRADUATION DATA, BANNED DRUG LIST AND INITIAL-ELIGIBILITY STANDARDS — REPORTS AND NOTIFICATION — ELIGIBILITY CENTER

Intent: To specify that the NCAA Eligibility Center shall provide the information contained within the disclosure reports related to admissions, graduation-rate data, academic progress rate data, graduation success rate, as well as notification of initial-eligibility standards, the NCAA banned drug list and information about nutritional supplements to a prospective student-athlete and his or her parents or legal guardians after he or she has registered with the Eligibility Center or after the Eligibility Center has received an institution's request to add the prospective student-athlete to the institution's institutional request list, whichever occurs first.

Bylaws: Amend 13.3, as follows:

13.3. ADMISSIONS AND GRADUATION DATA, BANNED DRUG LIST AND INITIAL-ELIGIBILITY STANDARDS.

13.3.1 Disclosure Reports.

[13.3.1.1 unchanged.]

13.3.1.2 Report Distribution. *Member institutions* **The NCAA Eligibility Center** shall provide *to prospective student-athletes and to prospective student-athletes' parents or legal guardians* the information contained within the report **to a prospective student-athlete and his or her parents or legal guardians after he or she has registered with the Eligibility Center or after the Eligibility Center has received an institution's request to add the prospective student-athlete to the institution's institutional request list, whichever occurs first.** The NCAA shall provide a compilation of graduation data to the prospective student-athletes' guidance offices and high school and two-year college coaches. *The information shall be provided at the earliest opportunity after the institution's first arranged in-person encounter with the prospective student-athlete or upon request; however, in no event shall an institution provide the information later than the day prior to a prospective student-athlete's signed acceptance of the National Letter of Intent or signed acceptance of the institution's written offer of admission and/or financial aid. An institution may provide the information in hard copy or electronic form (e.g., electronic mail, link to Web site). Violations of this bylaw shall be considered institutional violations per Constitution 2.8.1; however, such violations shall not affect the prospective student-athlete's eligibility.*

13.3.2 Banned Drug List and Information about Nutritional Supplements.

[13.3.2.1 unchanged.]

13.3.2.2 Report Distribution. *Member institutions* **The NCAA Eligibility Center** shall provide *to all incoming prospective student-athletes and to prospective student-athletes' parents* the NCAA banned drug list, *or the NCAA Web site address at which the list is located,* and information about nutritional supplements (see Bylaw 31.2.3.4) **to a prospective student-athlete and his or her parents or legal guardians after he or she has registered with the Eligibility Center or after the Eligibility Center has received an institution's institutional request list, whichever occurs first.** *The information shall be provided at the earliest practical opportunity (e.g., after the institution's first arranged in-person encounter with the prospective student-athlete) or upon request; however, in no event shall an institution provide the information later than July 1 before the prospective student-athlete's initial enrollment at the institution. For a prospective student-athlete whose recruitment in initiated after July 1, the institution must send the banned drug and information about nutritional supplements at the earliest opportunity. Violations of this bylaw shall be considered institutional violations per Constitution 2.8.1; however, such violations shall not affect the prospective student-athlete's eligibility.*

13.3.3 Notification of Initial-Eligibility Standards. *Member institutions* **The NCAA Eligibility Center** shall provide *to high school prospective student-athletes and their parents or legal guardians* information regarding the initial-eligibility standards contained in Bylaw 14.3 **to a prospective student-athlete and his or her parents or legal guardians after he or she has registered with the Eligibility Center or after the Eligibility Center has received an institution's request to add the prospective student-athlete to the institution's institutional request list, whichever occurs first.** *The information shall be provided at the earliest opportunity after the institution begins recruiting the prospective student-athlete, but not later than the day prior to the prospective student-athlete's signed acceptance of the National Letter of Intent or institution's written offer of admission and/or financial aid. An institution may provide the information in hard copy or electronic form (e.g., electronic mail, link to Web site). Violations of this bylaw shall be considered institutional violations per Constitution 2.8.1; however, such violations shall not affect the prospective student-athlete's eligibility.*

Source: Big 12 Conference.

Effective Date: August 01, 2010

Category: Amendment

Topical Area: Recruiting

Rationale: Current legislation places an unnecessary administrative burden on institutions to distribute information that could be efficiently provided to prospective student-athletes by the Eligibility Center. This is particularly true in the case of initial-eligibility standards. The necessary information related to admissions and graduation-rate data, academic progress rate data and graduation success rate is already collected and published by the NCAA. The creation of the Eligibility Center has provided increased efficiency and customer service to prospective student-athletes and their parents. This proposed role in the central coordination and distribution of required reports would greatly enhance the Eligibility Center's service to the membership. The close relationship between the NCAA national office and the Eligibility Center will facilitate the sharing of the necessary data. The required information could be provided to prospective student-athletes by the most efficient method (e.g., through e-mail or other technology), as determined by the Eligibility Center. This shift in report distribution is merely administrative in nature. Institutions would remain responsible for responding to any questions raised by prospective student-athletes and their parents or legal guardians regarding initial-eligibility, academic rates, the NCAA banned drug list and nutritional supplements.

Budget Impact: Potential increased cost for the Eligibility Center.

Impact on S-A's Time: None.

Position Statement(s)
none

History
Jun 26, 2008 Submit; Submitted for consideration.

Proposal Number: 2008-36

Title: ELIGIBILITY — PROGRESS-TOWARD-DEGREE REQUIREMENTS — ELIGIBILITY FOR COMPETITION — INTERNATIONAL COMPETITION WAIVER — USE OF CREDITS EARNED

Intent: To specify that credits earned by a student during the term or terms to which an international competition waiver applies may be used to satisfy the 24/36 hour, percentage-of-degree and grade-point average progress-toward degree requirements.

Bylaws: Amend 14.4.3.6, as follows:

14.4.3.6 Waivers of Progress-Toward-Degree Rule. The Division I Progress-Toward-Degree Waiver Committee shall establish appropriate criteria for waivers of this legislation. The following waivers shall be administered by the conference members of the Association or, in the case of an independent institution, by the Division I Progress-Toward-Degree Waiver Committee.

[14.4.3.6-(a) unchanged.]

(b) International Competition. The credit hours required under the progress-toward-degree regulation of Bylaws 14.4.3.1 and 14.4.3.5-(c) may be prorated at nine hours per term of actual attendance during an academic year in which a student is not enrolled for a term or terms or is unable to complete a term **as a full-time student** as result of participation in the FIFA World Youth Championship, Pan American Games, Olympic Games, World Championships, World Cup or World University Games (including final Olympic tryouts and the officially recognized training program that directly qualifies participants for those tryouts). This waiver provision may be applied to no more than two semesters or three quarters. **Credits earned by the student during the term or terms to which the waiver applies may be used to satisfy the 24/36 hour [see Bylaw 14.4.3.1-(a), percentage-of-degree (see Bylaw 14.4.3.2) and grade-point average requirements (see Bylaw 14.4.3.3).**

Source: Big 12 Conference.

Effective Date: August 01, 2009

Category: Amendment

Topical Area: Eligibility

Rationale: Currently, credits earned by a student during the term or terms to which a medical absence waiver applies may be used to satisfy the 24/36 hour, percentage-of-degree and grade-point average progress-toward-degree requirements. This proposal affords student-athletes who participate in the specified international competition the same benefit. Currently, hours earned during the term or terms associated with an international competition waiver may not be used to satisfy progress-toward-degree requirements. Permitting the use of such hours to satisfy these elements of the progress-toward-degree requirements is consistent with the NCAA's intent to ensure that students are progressing toward completion of a degree. Moreover, such hours still would not be applicable toward the six hour or 18/27 credit hour requirement.

Budget Impact: None.

Impact on S-A's Time: None.

Position Statement(s)
none

History

Jun 25, 2008 Submit; Submitted for consideration.

Proposal Number: 2008-37

Title: ELIGIBILITY — TRANSFER REGULATIONS — EXCEPTIONS FOR TRANSFERS FROM FOUR-YEAR COLLEGES — CHURCH MISSION

Intent: To eliminate the church mission exception to the transfer residence requirement for transfers from four-year colleges.

Bylaws: Amend 14.5.5.2, as follows:

14.5.5.2 Exceptions for Transfers from Four-Year Colleges. A transfer student (other than one under disciplinary suspension per Bylaw 14.5.1.3) from a four-year collegiate institution is not subject to the residence requirement for intercollegiate competition, provided the student does not have an unfulfilled residence requirement at the institution from which he or she is transferring (except for the return to original institution without participation or with minimal participation exception) and any of the following exceptions is satisfied. During the student-athlete's first academic year of full-time collegiate enrollment, such conditions may serve as a basis for an exception to the residence requirement only for transfer students who, at the time of initial collegiate enrollment, met the requirements for "qualifiers" (set forth in Bylaw 14.3.1) in Division I. In basketball, a student-athlete who initially enrolls at the certifying institution as a full-time student after the conclusion of the first term of the academic year and qualifies for an exception to the one-year residence requirement shall not be eligible for competition until the ensuing academic year.

[14.5.5.2.1 through 14.5.5.2.4 unchanged.]

14.5.5.2.5 Military Service, *Church Mission* Exception. The student returns from at least 12 months of active service in the armed forces of the United States, *or from at least 12 months of active service on an official church mission.*

14.5.5.2.5.1 Collegiate Enrollment Concurrent with Military Service. The amount of time that an individual is enrolled as a regular student in a collegiate institution while concurrently on active military duty *or engaged in active service on an official church mission* may not be counted as a part of the 12-month active-duty period that qualifies a student for an exception to the transfer-residence requirement.

[Remainder of 14.5.5.2 unchanged.]

Source: Western Athletic Conference.

Effective Date: August 01, 2009

Category: Amendment

Topical Area: Eligibility

Rationale: Current legislation provides an exception to the residence requirement for a transfer student from a four-year institution if the student-athlete actively serves at least 12 months on an official church mission. The exception essentially makes a student-athlete who is serving an official church mission a "free agent," because he or she is not required to fulfill a year in residence on returning and transferring to another institution. Since the current legislation provides an exception to the transfer residence requirement, many institutions are discouraged from investing the time, energy and finances into recruiting prospective student-athletes who plan to serve missions. As a result, an individual who would otherwise serve a mission may choose not to do so in order to receive a scholarship offer, which may be contingent on not serving a mission. Legislation affecting official church mission service should be

distinguished from active military service due to a recent increase in the recruitment of student-athletes who serve official church missions.

Budget Impact: None.

Impact on S-A's Time: None.

Position Statement(s)
none

History
Jul 15, 2008 Submit; Submitted for consideration.

Proposal Number: 2008-39

Title: ELIGIBILITY — OUTSIDE COMPETITION, EFFECTS ON ELIGIBILITY — EXCEPTION — CONFERENCE ALL-STAR COMPETITION AGAINST U.S. NATIONAL TEAM — WOMEN'S ICE HOCKEY

Intent: In women's ice hockey, to specify that a student-athlete may compete during the academic year as a member of a conference all-star team in up to two contests against the U.S. Women's National Ice Hockey Team in the 12 months prior to the Winter Olympic Games.

A. Bylaws: Amend 14.7.1, as follows:

14.7.1 Outside Competition — Sports Other Than Basketball. A student-athlete in any sport other than basketball who participates during the academic year as a member of any outside team in any noncollegiate, amateur competition becomes ineligible for intercollegiate competition unless eligibility is restored by the Committee on Student-Athlete Reinstatement. A student-athlete is permitted to practice on such a team.

[14.7.1.1 through 14.7.1.2 unchanged.]

14.7.1.3 Exception — Conference All-Star Competition Against U.S. National Team — Women's Ice Hockey. In women's ice hockey, a student-athlete may compete during the academic year as a member of a conference all-star team in up to two contests against the U.S. Women's National Ice Hockey Team in the 12 months prior to the Winter Olympic Games.

[14.7.1.3 through 14.7.1.5 renumbered as 14.7.1.4 through 14.7.1.6, unchanged.]

B. Bylaws: Amend 17.14.8.1, as follows:

17.14.8.1 Noncollegiate, Amateur Competition.

17.14.8.1.1 During Academic Year. A student-athlete in ice hockey who participates during the academic year as a member of any outside ice hockey team in any noncollegiate, amateur competition (e.g., tournament play, exhibition games or other activity) except while representing the institution in intercollegiate ice hockey competition shall be ineligible for intercollegiate ice hockey competition unless eligibility is restored by the Committee on Student-Athlete Reinstatement (see Bylaw 14.7.3 for exceptions).

[17.14.8.1.1.1 unchanged.]

17.14.8.1.1.2 Exception — Conference All-Star Competition Against U.S. National Team. In women's ice hockey, a student-athlete may compete during the academic year as a member of a conference all-star team in up to two contests against the U.S. Women's National Ice Hockey Team in the 12 months prior to the Winter Olympic Games.

Source: Ivy Group.

Effective Date: Immediate

Category: Amendment

Topical Area: Eligibility

Rationale: In previous years leading up to the Winter Olympic Games, NCAA Division I Subcommittee for Legislative Relief (formerly Administrative Review Subcommittee) waivers have been granted for conference women's ice hockey all-star teams to play a maximum of two contests each against the U.S. women's national team. In granting the waiver related to the 2006 Winter Olympic Games, the subcommittee encouraged the applicant conferences to propose

legislation to address the issue. This proposal will decrease bureaucracy by permitting participation in such contests without requiring institutions or conferences to request a waiver.

Budget Impact: Costs related to two contests every four years potentially involving a few students per institution.

Impact on S-A's Time: Time related to two contests every four years potentially involving a few students per institution.

Position Statement(s)
none

History
Jul 03, 2008 Submit; Submitted for consideration.

NCAA DI Legislative Proposals

Proposal Number: 2008-32

Title: ELIGIBILITY — GENERAL ELIGIBILITY REQUIREMENTS — FULL-TIME ENROLLMENT — REQUIREMENT FOR COMPETITION — NONTRADITIONAL COURSES

Intent: To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) offered by the certifying institution may be used to satisfy the full-time enrollment requirement for competition, provided the specified conditions are met.

Bylaws: Amend 14.1.8.2, as follows:

14.1.8.2 Requirement for Competition. To be eligible for competition, a student-athlete shall be enrolled in at least a minimum full-time program of studies leading to a baccalaureate or equivalent degree, which shall not be less than 12 semester or quarter hours.

[14.1.8.2.1 through 14.1.8.2.4 unchanged.]

14.1.8.2.5 *Extension Courses. A student-athlete may use a combination of hours taken in residence during a regular term and extension courses taken from the certifying institution during that term to meet the minimum 12-hour enrollment requirement, provided the institution considers enrollment in such extension courses as regular course enrollment for all students during term time.* **Nontraditional Courses. Enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) offered by the certifying institution may be used to satisfy the full-time enrollment requirement for competition, provided the following conditions are met:**

(a) Evaluation of the student's work in the course is conducted by the appropriate academic authorities in accordance with the certifying institution's established academics policies;

(b) The course is available to any student at the certifying institution:

(c) Enrollment in the course occurs within the institution's regular enrollment periods pre-registration or drop-add period) in accordance with the institution's academic calendar and applicable policies and procedures;

(d) The course is conducted during the institution's regular academic schedule (term time) in accordance with the institution's academic calendar and applicable policies and procedures;

(e) The course involves regular interaction with the instructor (in-person or electronically);

(f) The institution uses a conventional grading scale consistent with similar courses offered by the institution and in accordance with applicable policies and procedures; and

(g) The course is acceptable for degree credit (no remedial or noncredit course) and is reflected on the student's official academic record.

14.1.8.2.6 Correspondence Courses. A student-athlete may not use a correspondence course to meet the minimum 12-hour enrollment requirement.

[14.1.8.2.7 renumbered as 14.1.8.2.6, unchanged.]

Date Printed: August 18, 2008

Source: NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Continuing Eligibility).

Effective Date: August 01, 2009

Category: Amendment

Topical Area: Eligibility

Rationale: After extensive review of traditional and nontraditional courses, the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility defined traditional courses as those involving regular in-person, classroom-based instruction. Nontraditional courses were defined as those involving little or no classroom-based instruction (e.g., distance-learning, correspondence, extension, Internet courses, independent study and any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student). Technological trends within postsecondary instruction require a modernization of the language used to refer to various methods of course delivery. Generally, a student-athlete should be permitted to use nontraditional courses to satisfy the full-time enrollment requirement, provided the institution considers enrollment in such a course as regular course enrollment for all students; however, this proposal establishes minimum standards that must be met in order for nontraditional courses to be used for purposes of full-time enrollment for competition.

Budget Impact: None.

Impact on S-A's Time: None.

Position Statement(s)
none

History
Jun 10, 2008 Submit; Submitted for consideration.

) *Jun 11, 2008* Academics/Eligibility/Compliance Cabinet, Sponsored

Proposal Number: 2008-33

Title: ELIGIBILITY — SEASONS OF COMPETITION — FIVE-YEAR RULE — CRITERIA FOR DETERMINING SEASON OF ELIGIBILITY — DELAYED ENROLLMENT — WOMEN'S VOLLEYBALL

Intent: In women's volleyball, to specify that a student-athlete who does not initially enroll full time in a collegiate institution within one year following the high school graduation date of the student-athlete's class and participates in organized events after the one-year period, shall be charged with a season of intercollegiate competition for each year of participation and shall fulfill an academic year in residence on matriculation at the certifying institution before being eligible to represent the institution in intercollegiate competition.

Bylaws: Amend 14.2.3.2, as follows:

> 14.2.3.2 **Delayed Enrollment** —Tennis, *and Swimming and Diving*, **and Women's Volleyball**. After the high school graduation date of the student-athlete's class (as determined by the first year of high school enrollment or the international equivalent as specified in the NCAA Guide to International Academic Standards for Athletics Eligibility), a student-athlete shall have one year in order to be immediately eligible and retain the opportunity for four seasons of competition on initial, full-time collegiate enrollment. Graduation from high school or secondary school shall be based on the student-athlete's prescribed educational path in his or her country. The student also must meet all applicable NCAA, institutional and conference eligibility requirements. A student who does not enroll in a collegiate institution as a full-time student during that one-year time period shall be subject to the following:
>
> (a) The student-athlete shall be charged with a season of intercollegiate *tennis or swimming and diving* eligibility for each calendar year after the one-year time period (the next opportunity to enroll after one calendar year has elapsed) and prior to full-time collegiate enrollment during which the student-athlete has participated in organized *tennis or swimming and diving* events per Bylaw 14.2.3.5.3.
>
> (b) After the one-year time period, if the student-athlete has engaged in organized *tennis or swimming and diving* events per Bylaw 14.2.3.5.3, on matriculation at the certifying institution, the student-athlete must fulfill an academic year in residence before being eligible to represent the institution in intercollegiate *tennis or swimming and diving* competition.

Source: NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Continuing Eligibility).

Effective Date: August 1, 2010, for student-athletes, initially enrolling full time in a collegiate institution on or after August 1, 2010.

Category: Amendment

Topical Area: Eligibility

Rationale: There is support among members of the American Volleyball Coaches Association (AVCA) for this legislation to address concerns regarding the current organized competition legislation. It is becoming increasingly common for women's volleyball prospective student-athletes to intentionally delay initial collegiate enrollment in order to compete and train at an elite level. Under the current legislation, these prospective student-athletes may delay enrollment until age 21 and train and compete for three to four years before entering college. This proposal adds women's volleyball to the legislation by which tennis and swimming and diving have addressed similar concerns.

Budget Impact: None.

Impact on S-A's Time: None.

Position Statement(s)
none

History
Jun 10, 2008 Submit; Submitted for consideration.

) *Jun 11, 2008* Academics/Eligibility/Compliance Cabinet, Sponsored

Proposal Number: 2008-34

Title: ELIGIBILITY — FRESHMAN ACADEMIC REQUIREMENTS — CORE CURRICULUM TIME LIMITATION — STUDENTS WITH EDUCATION IMPACTING DISABILITIES

Intent: To specify that if a prospective student-athlete with a diagnosed education-impacting disability graduates from high school within the core-curriculum time limitation, he or she may use up to three core courses completed after high school graduation to satisfy the core-curriculum or minimum grade-point average requirements, or both.

Bylaws: Amend 14.3.1.2.1.2, as follows:

> 14.3.1.2.1.2 **Exception —** Students with Education-Impacting Disabilities. *The Eligibility Center, pursuant to policies and procedures prescribed by the Academics Cabinet, may approve the use of all core courses completed by a student diagnosed with an education-impacting disability prior to initial full-time enrollment at a collegiate institution.* **If a prospective student-athlete with a diagnosed education-impacting disability graduates from high school within the core-curriculum time limitation, he or she may use up to three core courses completed after high school graduation to satisfy the core-curriculum or minimum grade-point average requirements, or both. The prospective student-athlete may complete the core courses at a location other than the high school from which he or she graduated and may initially enroll full time at a collegiate institution at any time after completion of the core courses. A prospective student-athlete may not use a core course completed after graduation if he or she receives institutional financial aid while enrolled in the course during the summer after the high school graduation date of his or her class (see Bylaw 15.2.8.1.4).**

Source: NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Initial-Eligibility Issues).

Effective Date: August 1, 2009, for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2009.

Category: Amendment

Topical Area: Eligibility

Rationale: Current legislation permits a prospective student-athlete with a diagnosed education-impacting disability to use all core courses up to the individual's initial full-time enrollment to satisfy the core-curriculum or minimum grade-point average requirements or both. This proposal provides a more consistent application of the core-curriculum time limitation legislation for all prospective student-athletes, while still providing reasonable accommodation for individuals with diagnosed education-impacting disabilities. This proposal also would protect the well-being of prospective student-athletes with education-impacting disabilities, particularly those individuals who require accommodations to complete their course work, by limiting the number of core courses they are completing in a short amount of time. Pursuant to current initial-eligibility waiver policies and procedures, consideration may be given to all courses taken by a prospective student-athlete with an education-impacting disability up to initial full-time enrollment. Consideration of all courses taken would continue as a part of the waiver process under this proposed change to the legislation.

Budget Impact: None.

Impact on S-A's Time: None.

Position Statement(s)
none

History

Jun 10, 2008 Submit

) *Jun 11, 2008* Academics/Eligibility/Compliance Cabinet, Sponsored

Proposal Number: 2008-35

Title: ELIGIBILITY — PROGRESS-TOWARD-DEGREE REQUIREMENTS — REGULATIONS FOR ADMINISTRATION OF PROGRESS TOWARD DEGREE — NONTRADITIONAL COURSES

Intent: To specify that nontraditional courses (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) completed at a four-year institution other than the certifying institution, may be used to meet credit hour and percentage-of-degree requirements, provided the specified conditions are met.

Bylaws: Amend 14.4.3.4, as follows:

14.4.3.4 Regulations for Administration of Progress Toward Degree.

[14.4.3.4.1 through 14.4.3.4.2 unchanged.]

14.4.3.4.3 Correspondence and Extension Courses From *Another* **a Two-Year Institution**. Correspondence, extension and credit-by-examination courses taken from *an* **a two-year** institution other than the one in which a student-athlete is enrolled as a full-time student shall not be used in determining a student's academic standing or progress toward degree.

14.4.4.3.1 Waivers. Waivers of this restriction may be granted by the Progress-Toward-Degree Waiver Committee in response to written requests from member institutions.

14.4.4.3.2 Centralized Correspondence-Course Exception. In a state that centralizes the offering of correspondence courses through one state institution, a student enrolled in another of the state's institutions may use a correspondence course from the institution authorized to offer such courses in determining the student's academic standing or progress toward degree.

[14.4.3.4.4 through 14.4.3.4.7 unchanged.]

14.4.3.4.8 Distance-Learning Courses **From a Two-Year Institution**. Credit hours earned via distance learning **from a two-year institution** may be used to meet all progress-toward-degree requirements provided:

[14.4.3.4.8-(a) through 14.4.3.4.8-(b) unchanged.]

14.4.3.4.9 Nontraditional Courses from Another Four-Year Institution. Nontraditional courses (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) completed at a four-year institution other than the certifying institution, may be used to meet credit hour and percentage-of-degree requirements, provided the following conditions are met:

(a) Evaluation of the student's work in the course is conducted by the appropriate academic authorities in accordance with the offering institution's established academic policies;

(b) The course is available to any student at the certifying institution;

(c) Enrollment in the course occurs within the offering institution's regular enrollment periods (pre-registration or drop-add period) in accordance with the institution's academic calendar and applicable policies and procedures;

(d) The course involves regular interaction with the instructor (in-person or electronically);

(e) The offering institution uses a conventional grading scale consistent with similar courses offered by the institution and in accordance with applicable policies and procedures; and

(f) The course is acceptable for degree credit (no remedial or noncredit courses) and is reflected on the student's official academic record at the certifying institution.

[14.4.3.4.9 renumbered as 14.4.3.4.10, unchanged.]

Source: NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Continuing Eligibility).

Effective Date: August 01, 2009

Category: Amendment

Topical Area: Eligibility

Rationale: After extensive review of traditional and nontraditional courses, the Academics/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility defined traditional courses as those involving regular in-person, classroom-based instruction. Nontraditional courses were defined as those involving little or no classroom-based instruction (e.g., distance-learning, correspondence, extension, Internet courses, independent study and any other course or credit that is not earned in a typical face-to-face classroom environment with regular in-person interaction between the instructor and the student). Technological trends within postsecondary instruction require a modernization of the language used to refer to various methods of course delivery. Generally, a student-athlete should be permitted to use nontraditional courses from any four-year institution to satisfy progress-toward-degree requirements, provided they are accepted by the certifying institution and satisfy graduation requirements for all students at the certifying institution. It is important to respect institutional discretion and authority in setting course content and curriculum and to trust institutional integrity with regard to use of nontraditional courses. However, this proposal establishes minimum standards that must be met in order for nontraditional courses to be used for progress-toward-degree requirements.

Budget Impact: None.

Impact on S-A's Time: None.

Position Statement(s)
none

History
Jun 10, 2008 Submit; Submitted for consideration.

) *Jun 11, 2008* Academics/Eligibility/Compliance Cabinet, Sponsored

Proposal Number: 2008-38

Title: ELIGIBILITY — TRANSFER REGULATIONS — FOUR-YEAR COLLEGE TRANSFERS — COMPETITION AND RECEIPT OF ATHLETICALLY RELATED FINANCIAL AID IN YEAR OF TRANSFER — TENNIS

Intent: In tennis, to specify that a transfer student from a four-year institution who enrolls at the certifying institution as a full-time student after the conclusion of the first term of the academic year and qualifies for an exception to the one-year residence requirement shall not be eligible for competition until the following academic year if he or she has competed during the same academic year and received athletically related financial aid during the same academic year from the previous four-year institution.

Bylaws: Amend 14.5.5.3, as follows:

14.5.5.3 Competition in Year of Transfer. A transfer student from a four-year institution, who has received a waiver of or exception to the transfer residence requirement (per Bylaw 14.5.5.2), is not eligible to compete at the certifying institution during the segment that concludes with the NCAA championship if the student-athlete has competed during that segment of the same academic year in that sport at the previous four-year institution.

14.5.5.3.1 Competition and Receipt of Athletically Related Financial Aid in Year of Transfer — Tennis. In tennis, a transfer student from a four-year institution who enrolls at the certifying institution as a full-time student after the conclusion of the first term of the academic year and qualifies for an exception to the one-year residence requirement shall not be eligible for competition until the following academic year if he or she has competed during the same academic year and received athletically related financial aid during the same academic year from the previous four-year institution.

Source: NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Continuing Eligibility).

Effective Date: August 01, 2010

Category: Amendment

Topical Area: Eligibility

Rationale: Current legislation precludes a student-athlete from engaging in competition in a particular sport at two different institutions in the championship segment of the same academic year. In tennis, the season of competition is typically divided into two segments, but the Intercollegiate Tennis Association (ITA) is concerned about situations in which a student-athlete may compete for two different institutions in the same academic year and the difficulty some institutions have in replacing a student-athlete midyear. Accordingly, the ITA supports this proposal, which limits the ability of a midyear tennis transfer student-athlete to compete for two four-year institutions in the same academic year if the student-athlete received athletically-related financial aid at the first institution. Additionally, this proposal encourages and promotes more careful consideration by the coach and the student-athlete during the recruiting process and helps to solidify the commitment made by both parties.

Budget Impact: None.

Impact on S-A's Time: None.

Position Statement(s)
none

History

Jun 10, 2008 Submit; Submitted for consideration.

) *Jun 11, 2008* Academics/Eligibility/Compliance Cabinet, Sponsored

NCAA Division I
Academics Cabinet

Policies and Operating Procedures

DRAFT

June 2008

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Cabinet Responsibilities

Legislated Duties of the NCAA Division I Academics Cabinet (NCAA Bylaw 21.7.6.1.2)

The cabinet shall: *(Adopted: 11/1/07 effective 8/1/08)*

(a) Be responsible for review and consideration of the portions of Division I legislation that relate to principles of sound academic requirements;

(b) Work with the Division II governance structure to ensure that consistent policies exist, when possible, while maintaining each division's philosophy and legislative intent;

(c) Study issues and make policy or legislative recommendations concerning transfer student-athletes, including maintaining relationships between the Association and the nation's two-year colleges as represented by established regional and national organizations;

(d) Oversee academic policies;

(e) Establish, manage and monitor eligibility standards and related policies; and

(f) Serve as the final appellate body for academic waivers as specified by legislation and/or policy.

Cabinet Composition

Full Cabinet Membership. Pursuant to Bylaw 21.7.6.2.1, the composition of the cabinet shall be composed of 21 members. Of the 21 members, each of the 11 Football Bowl Subdivision conferences will be represented and the other 10 members will come from among the 20 Football Championship Subdivision/Division I conferences on a rotating basis. The conferences will be responsible for developing a rotation schedule.

One member of the NCAA Division I Student-Athlete Advisory Committee shall serve as a member of the cabinet in an advisory capacity and may serve on the cabinet up to one year after completion of his or her intercollegiate athletics eligibility (Bylaw 21.7.6.2.1.2).

Appointments. The conferences represented in each subdivision shall review the open cabinet positions in the subdivision and coordinate the appointments to those positions to assure consistency with the compositional requirements of each cabinet and with the diversity requirements. As a minimal goal, the combined membership of the Academics Cabinet, NCAA Division I Administration Cabinet, NCAA Division I Agents and Amateurism Cabinet, NCAA Division I Awards, Benefits and Financial Aid Cabinet and NCAA Division I Recruiting Cabinet

shall include representatives that comprise of at least 20 percent persons who are ethnic minorities and at least 35 percent persons of each gender. The NCAA Division I Leadership Council shall assure that there is a fair rotation among those conferences of representation on more than two cabinets at any one time, and that over any period of time there is a fair rotation of representation on each cabinet. The NCAA Division I Board of Directors shall review the appointments from each subdivision and may direct any subdivision or conference to revise its appointments.

Cabinet Terms

1. **Four-Year Term.** Members of the cabinet shall be appointed for one four-year term. A member's term of service shall commence on the first day of July following the member's appointment, and a former cabinet member may be appointed to an additional term on the cabinet after three years have elapsed. An individual who has served two terms on the cabinet may not serve further on that cabinet or committee. The terms of office of Football Bowl Subdivision positions and Football Championship Subdivision and Division I Subdivision positions shall expire on a staggered basis to provide for continuity. Members may be appointed for less than full terms. A conference may remove its representative to a cabinet during a term.

2. **The NCAA Division I Administrative Committee.** The NCAA Division I Administrative Committee is empowered to act on behalf of the full cabinet to transact necessary and routine items of business clearly required to promote the normal and orderly administration of cabinet business.

   The Administrative Committee consists of five or six members, including the chair of the cabinet (who also serves as chair of the Administrative Committee), chair-elect (when applicable), and four other members appointed by the chair (each of the subdivisions must be represented). All Administrative Committee members, including the chair, may vote on items of business before the committee.

   The Administrative Committee is authorized to:

   a. Act for the cabinet on routine and noncontroversial matters (e.g., site recommendations) between cabinet meetings.

   b. Act for the cabinet on matters of an emergency nature.

   c. Organize and structure meeting agendas subsequent to the submission of agenda items by cabinet members and conferences.

d. Appoint ad hoc members to the cabinet.

e. Serve as the appellate body for waivers outside the responsibilities of the existing waiver subcommittees.

f. Appoint cabinet members to waiver subcommittees.

g. Submit nominations for the position of cabinet chair to the Leadership Council and NCAA Division I Legislative Council for final approval by the Board of Directors.

h. Recommend to the Administrative Cabinet that a member be replaced if he or she is not properly discharging his or her duties.

i. Establish cabinet meeting dates.

The full cabinet will receive all Administrative Committee minutes.

Cabinet Organization

Generally, each cabinet member shall be appointed to one waiver subcommittee, on which that member will normally serve for the duration of the member's term on the cabinet. On occasion a cabinet member may be asked to serve on two waiver subcommittees.

Waiver Subcommittees. The following standing waiver subcommittees shall report directly to and help facilitate the work of the cabinet:

Subcommittee	Duty
NCAA Division I Initial-Eligibility Waiver Appeals Subcommittee	Serve as the final appellate body for the review of Division I initial-eligibility waivers.
NCAA Division I Progress-Toward-Degree Waiver Appeals Subcommittee	Serve as the final appellate body for the review of Division I progress-toward-degree waivers.
NCAA Division I Transfer Waiver Appeals Subcommitee	Serve as the final appellate body for the review of Division I waiver cases involving transfer issues.

The Administrative Committee will serve as the appellate body for waivers outside the responsibilities of the existing waiver subcommittees.

Committee Appointment Policies and Requirements for Committees Appointed by the Cabinet

Committees/Review Groups Appointed by the Administration Cabinet – Report to Academic Cabinet

Committee	Composition	Duty
NCAA Division I Initial-Eligibility Waivers Commitee	20 members appointed by the cabinet. (Bylaw 21.7.6.2.3.1.1)	To review requests for waivers of the initial-eligibility requirements in accordance with Bylaw 14.3.1.6. (Bylaw 21.6.6.2.3.1.3)
NCAA Division I Progress-Toward-Degree Waivers Committee	Eight members appointed by the cabinet. (Bylaw 21.7.6.2.3.3.1)	To review requests for waivers of all progress-toward-degree requirements set forth in Bylaw 14.4.3.
NCAA Division I Foreign Student Records Committee	The committee shall consist of eight members including three Division I representatives, three Division II representatives and two ex-officio members, one of whom shall be the NCAA Eligibility Center's primary foreign-student records consultant.	To assist in reviewing initial-eligibility standards for international students. (Bylaw 21.6.3.2)
NCAA Division I High School Review Committee	Nine members; one admissions officer from a Division I or II member institution, one Division I or II member institution or conference office staff member, one cabinet member, one NCAA Division II Academic Requirements Committee member, four members from the secondary-school community, one at-large member (can be high school or college member). Additionally, there must be at	To establish policies and procedures related to the academic review of high schools and to determine the validity of a high school (e.g., core courses, curriculum, grades) for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a high school shall not be used for the purpose of meeting initial-eligibility requirements. The policies and procedures for the review and determination of the validity of a high school shall be approved by the Division I Academic Cabinet and the Division II Academic Requirements Committee.

	least one Division I and Division II member.	
NCAA Division I Student Records Review Committee	Nine members; one admissions officer from a Division I or II member institution, one Division I or II member institution or conference office staff member, one cabinet member, one Academic Requirements Committee member, four members from the secondary-school community, one at-large member (can be high school or college member).	To establish policies and procedures related to the review of a prospective student-athlete's academic credentials and to determine the validity of a prospective student-athlete's academic credentials for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a prospective student-athlete's academic credentials shall not be used for the purpose of meeting initial-eligibility requirements. The policies and procedures for the review of academic credentials and the determination of the validity of such credentials shall be approved by the Division I Academic Cabinet and the Division II Academic Requirement Committee.

Selection of Cabinet Chair

The cabinet chair serves a two-year term as chair. The cabinet shall nominate two of its members to the Board of Directors for possible selection as the cabinet chair. The chair shall not be eligible for immediate re-election to that position or to the position of vice-chair. At least once in every three term rotation, there shall be an NCAA Football Championship Subdivision or Division I representative serving as chair.

A cabinet member is eligible for nomination for the position of chair if:

1. His or her cabinet term expiration date will permit service as chair for the two-year term, and

2. A particular subdivision must be represented due to the rotation requirement, he or she represents a conference in that division.

The process for identifying the two chair nominees is as follows:

In years in which a chair is to be selected, during or prior to the February meeting, cabinet members eligible to serve as chair shall nominate themselves or another cabinet member by

communicating with the current chair. When nominating another cabinet member, the person nominating should confirm that the nominee would accept the chair position. The cabinet's Administrative Committee shall consider all the nominees and forward two names to the Board of Directors for consideration.

Agenda Development

1. Any cabinet member or conference may submit an agenda item for a full cabinet meeting. (Conferences not represented on the cabinet may submit agenda items only with the knowledge of their conference commissioner.) Agenda items should be sent to the cabinet's primary staff liaison at the NCAA national office. The staff will consult with the cabinet member or conference to determine how best to handle the item and what supplementary material should be provided, if any. The item will be placed on the agenda, with the name of the member or conference that submitted the item.

2. Items should be submitted eight weeks prior to the meeting, and the agenda and supplements will be mailed and placed on the NCAA Web site three to four weeks prior to the meeting.

3. The full cabinet will receive agendas and supplements in advance of the meetings to ensure that each cabinet member has an opportunity to comment on issues being addressed by those groups. All actions, except where otherwise legislated (e.g., waivers) or determined by policy (e.g., referrals to other committees), are subject to review and final approval by the full cabinet.

Meeting Participation by Noncabinet Members

1. Generally, appearances before the full cabinet are by invitation only. Exceptions may be made by the Administrative Committee or cabinet chair on a case-by-case basis.

2. The chair can invite subject matter experts to participate in meetings based on topics included in the agenda.

Processing Committee Recommendations

The cabinet follows these policies in processing recommendations from committees that report to it:

1. Committees shall provide a written report from thier meeting to the full cabinet (or designated subcommittee) prior to the meeting. These reports shall include any recommendations for which the committee requests full cabinet action.

2. Any change in a Division I bylaw that is recommended by a committee shall be presented to the full cabinet for discussion and action. If approved by the cabinet, the recommendation will be forwarded to the Legislative Council for review. In cases of cross-committee collaboration, recommendations may be forwarded to other relevant committees or cabinets within the governance structure.

3. The cabinet may elect to alter the recommendation, requiring a vote of the full cabinet.

4. If further deliberations are required, the cabinet may table the recommendation or refer it back to the committee for additional discussion.

Cross-Cabinet Consultations

For topics or agenda items under the purview of more than one committee or cabinet within the governance structure, joint review by two or more bodies may be necessary. Such topics and issues shall be handled on a case-by-case basis, as determined by the cabinet chair and/or the relevant chair(s). When issues are reviewed by multiple groups within the structure, such groups should work together to coordinate the communication of their recommendation(s).

Voting Procedures

The method of voting on issues considered by the cabinet shall be by show of hands, except for actions taken by the unanimous or obvious consent of the cabinet members present and voting.

Speaking Agent Policy

The NCAA speaking agent policy is as follows:

"The president of the Association and the chair of the Executive Committee are the only individuals authorized to speak on behalf of the Association except as outlined below.

An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the Executive Committee of the Association as a speaking agent of the Association on that issue.

Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees' jurisdiction on which there is consensus, except that positions of advocacy on behalf of the committee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the NCAA Executive Committee or the president of the Association. For purposes of this policy, 'committees' includes all NCAA committees, cabinet, boards, councils, subcommittees and special or ad hoc groups.

The president of the Association is hereby granted authority to designate additional speaking agents of the Association."

Cabinet members are expected to adhere to this policy.

Absences

The cabinet meets three times annually (February, June and September). If a cabinet member is unable to attend a cabinet meeting for a compelling reason, a conference may appoint an alternate for that individual. Alternates may attend, participate fully in and vote in any cabinet meeting or activity in which the regular member is unable to participate (excluding Administrative Committee meetings and waiver subcommittees).

Early Academic Qualifiers – Legislative Standard

14.3.1.1 Qualifier.

14.3.1.1.1 Exception -- Early Academic Certification. Effective Date: Aug 01, 2008

A prospective student-athlete shall be certified as a qualifier, provided he or she has achieved the following academic criteria: *(Adopted: 1/14/08 effective 8/1/08 for those student-athletes first entering a collegiate institution full time on or after August 1, 2008)*

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

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

Early Academic Qualifier Statistics

As of August 10, 2008:

17,293	Prospective student-athletes who are early academic qualifiers on any Institutional Request List (IRL). (Divisions I or II)
23,093	Prospective student-athletes are early academic qualifiers, Divisions I or II.
53,637	All prospective student-athletes with certification decisions.
49,107	Prospective student-athletes on any IRL with a final academic certification decision.
43%	Of all prospective student-athletes to date are early academic qualifiers.
35%	Of all prospective student-athletes on IRLs are early academic qualifiers.

Estimate 72,000 final certifications, which would be approximately 30 percent early academic qualifiers.

Early Academic Certification
Receipt of Final Transcripts
- Discussion Document -

NCAA legislation includes a provision to freshman academic requirements allowing early academic certification for prospective student-athletes in Divisions I and II. As such, the NCAA Eligibility Center certifies prospective student-athletes as qualifiers, provided they have achieved specific academic criteria using six-semester core courses, grades and test scores. The purpose of this document is to outline the need to address an unintended consequence of this new provision and to ensure that an adequate number of final transcripts are obtained for early certification qualifiers in order to maintain a sound academic data set for future policy decisions.

Background.

After a discussion with the NCAA Division I Executive Committee, in January 2007, the NCAA transitioned from the initial-eligibility certification process administered by American College Testing (ACT) to the Eligibility Center, an LLC of the NCAA. The Eligibility Center is charged with determining the initial academic and amateurism eligibility of all NCAA Divisions I and II prospective student-athletes. During discussions relative to the formation of the Eligibility Center, the NCAA staff also considered two concerns echoed often by Divisions I and II membership institutions:

1. Final initial-eligibility certifications occur in a narrow timeframe, mostly in July through August, which is extremely close to reporting dates for preseason practice and the start of fall classes.

2. Preliminary certifications occur too late to be helpful for prospective student-athlete advising purposes (i.e., mid-senior year).

In response to these concerns raised by Divisions I and II membership institutions, both NCAA Divisions I and II Management Councils endorsed the early academic certification concept.

The early certification concept provides a standard, which if met, allows prospective student-athletes to become qualifiers after six semesters of high school. The process is similar to the college early admissions process whereby institutions frequently admit students after receipt of a six-semester high school transcript and standardized test score.

As a pilot, the Division I and II Management Councils, the NCAA Division I Board of Directors and the NCAA Division II Presidents Council approved an automatic initial-eligibility waiver for the class of 2007. This waiver permitted the immediate movement of approximately 25 percent of the prospective student-athletes to final certification, based on academic information currently in the NCAA Initial-Eligibility Clearinghouse database. Included in the discussion of the pilot early certification concept were the Division I Management Council's charge to the NCAA Division I Academics/Eligibility/Compliance Cabinet and the NCAA Division II Management Council's charge to the NCAA Division II Academic Requirements Committee to propose

legislation for the 2008 legislative cycle that would legislate early certification initial-eligibility criteria. The criteria for the proposed legislation would use a prospective student-athlete's six-semester core courses, grade and test score.

In addition to the core course, grade and test score requirements, the NCAA Division II Management Council and Presidents Council meeting summary from the April 2007 quarterly meetings detailed that the proposal "shall include a process for ensuring that an adequate number of final transcripts are obtained for early certification qualifiers in order to maintain sound academic data." The Division I consideration also included discussion about the importance of obtaining final transcripts for research purposes. [See Attachment for relevant excerpt.]

Current Early Academic Certification Legislation Summary.

Division I Requirements.

NCAA Division I Bylaw 14.3.1.1.1 (Exception - Early Academic Certification).

A prospective student-athlete shall be certified as a qualifier, provided he or she has achieved the following academic criteria:

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

(b) A core-course grade-point average of 3.00 or higher (based on a maximum of 4.00) in a minimum of 13 core courses on completion of six semesters (or the equivalent), including three core courses in English, two in mathematics, two in natural or physical science, and six additional core courses in any NCAA core area.

Division II Requirements.

NCAA Division II Bylaw 14.3.1.1.1 (Exception -- Early Academic Certification).

A prospective student-athlete shall be certified as a qualifier, provided he or she has achieved the following academic criteria:

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

(b) A core-course grade-point average of 3.000 (based on a maximum of 4.000) in a minimum of 12 core courses on completion of six semesters (or the equivalent). The 12 core courses shall include three core courses in English, two in mathematics (at the level of Algebra I or higher), two in natural or physical science (including at least one

laboratory course if offered at the high school) and five additional core courses in any NCAA core area.

Current State.

In the first year of the newly legislated early academic certification, approximately 18,000 prospective student-athletes on Institutional Request Lists have become early qualifiers. Of these 18,000 prospective student-athletes, the Eligibility Center has received roughly 10,000 final transcripts.

That data set therefore, is missing approximately 40 percent of the final transcripts. This is a significant gap that threatens the ongoing academic research in both divisions.

Points to Consider.

Based on discussions during the Divisions I and II Management Councils, Division I Board of Directors and Division II Presidents Council meetings, there was the expectation that a process would be developed to ensure collection of final transcripts. In particular, the Division II meeting summary stated that the proposal "shall include a process for ensuring that an adequate number of final transcripts are obtained for early certification qualifiers in order to maintain sound academic data." The Division I meetings included a similar discussion.

Research Purposes.

The NCAA research staff's mission is to provide broad, high-quality, reliable information to the membership, the media and the general public, and the staff is responsible for all research endeavors conducted by the Association. Requiring an eight-semester transcript would further staff efforts to identify any trends that might exist as a result of early certification. Listed below are some impacts on the research staff's efforts:

1. Eligibility Center data form the backbone of the research staff databases on the academic performances of student-athletes. It is important not to underestimate the value of this data to the Association. It is well established that academic preparation in high school is a significant predictor of success in college. Data from the Eligibility Center have been vital in establishing that link and in understanding how the components of a student's high school academic work (e.g., core grade-point average, test score, number of core courses taken, etc.) help to predict collegiate success.

2. Without complete data on thousands of student-athletes who receive early certification, an extremely large hole exists in the data that will jeopardize the research staff's ability to conduct analyses. These students-athletes are the most academically capable within the student-athlete population, so descriptions of that population without these students will

dramatically underestimate the academic capabilities of the overall student-athlete population.

3. To accurately assess the impact on new academic legislation (e.g., 16 core-course requirement in Division I Bylaw 14.3.1.1 and 14 core-course requirement in Division II Bylaw 14.3.1.1) the research staff must have complete data files on the vast majority of student-athletes. Without the complete data files, the research staff will be unable to assess exactly how many student-athletes were impacted by this rule, and how subsequent changes to these rules might affect future student athletes. Further, it will be extremely difficult to understand the impacts of the 16 and 14 core-course requirements without specific information about the total number and type of courses taken for close to half of all student-athletes.

4. The absence of the data also will impact research staff ability to fairly judge progress-toward-degree rules. The accurate assessment of progress toward degree depends on the research staff's ability to control for incoming academic preparation. Without the complete set of high school data on this population of student-athletes, the research staff will be unable to take those issues into account. This will lead to a much poorer understanding of the actual impacts of progress-toward-degree rules on student-athletes.

Transcript Source.

Because the member institution's registrar's office often receives final high school transcripts with proof of graduation, they could serve as the logical source of the transcript. Providing all or a sample of transcripts for student-athletes meeting early certification standards would place little burden or cost on institutions. Further, because the receipt of the final transcript has no bearing on the early academic certification of prospective student-athletes, transcripts could come from any source (e.g., high school, institution, official and unofficial). Faxed and copied transcripts also could be acceptable for research purposes.

Reporting Mechanism.

The Eligibility Center could provide a reporting mechanism to ensure institutions know which final transcripts are needed. In particular, through use of the Web Status Report, the Eligibility Center could provide visibility to a missing final transcript for those prospective student-athletes that met the early academic qualifier standard. In particular, the membership could quickly identify the early academic qualifiers based on the presence of an eligibility code (H02), which indicates that the Eligibility Center has received a final transcript for the early academic qualifier. This code (H02) is not present on the Web Status Report for prospective student-athletes who were not early academic qualifiers. Using this information, the membership has the ability to acknowledge that the needed final transcript has been received.

Staff Recommendation.

The collection of all final transcripts would provide information necessary to forming academic policy decisions and would be critical to the study of the 16 core-course completion requirement in the Division I Bylaw 14.3.1.1 and the 14 core-course completion requirement in Division II Bylaw 14.3.1.1.

Therefore, the staff recommends that the NCAA Division I Academic Cabinet and NCAA Division II Academic Requirements Committee sponsor legislation that would require the membership to submit final transcripts for early academic certification qualifiers. Specifically, submission of final transcripts shall occur not later than November 15 following enrollment at the certifying institution and will be accepted in any form (e.g., high school, institution, official, unofficial, faxed and copied). Violations of this legislation shall be considered de minimis in nature. Further, violations of this legislation are institutional violations per NCAA Division II Constitution 2.8.1, and will not affect student-athlete's eligibility.

Lastly, the staff recommends that both divisions consider adopting this legislation with an effective date of August 1, 2009. This may require emergency or noncontroversial adoption based on each division's legislative cycle. Given that two years of research is already missing, it is imperative the Association not lose another year. In this regard, the staff is working with the Eligibility Center and member institutions to obtain as many final transcripts from the two missing years as possible.

Rationale.

The absence of data derived from final transcript review will significantly hamper the research staff's ability to understand the long-term academic successes of student-athletes. Additionally, the quality of data on which the membership has come to rely will not be available as we move forward with academic reform. The staff views this as a very significant issue, and one that the membership should develop a solution to resolve.

ATTACHMENT

Excerpt from the NCAA Division II Management Council and Presidents Council Meeting Summary from the April 2007 Quarterly Meetings

- NCAA Divisions I and II prospective student-athletes in the class of 2007 being certified for initial academic eligibility shall be deemed qualifiers via an initial-eligibility waiver per NCAA Bylaw 14.3.1.5, if they meet one of the following two criteria:

  1. Prospective student-athlete has achieved a test score, per Bylaw 14.3.1.3, equal to or greater than 1100 SAT or 95 ACT Sum.

  2. Prospective student-athlete has a preliminary certification report which indicates the student has achieved a minimum 12 core courses whit a core grade-point average of 3.000 or higher in Divisions I and II and a test score of at least 1000 SAT or 85 ACT Sum.

  Prospective student-athletes who do not meet either of these criteria may be certified as qualifiers by meeting the initial-eligibility legislative requirements for Divisions I and/or II. Additionally, the review of prospective student-athletes' records for academic irregularities will continue to be conducted and may result in a prospective student-athlete not being granted this waiver.

  In addition, the NCAA Division I Academics/Eligibility/Compliance Cabinet and NCAA Division II Academic Requirements Committee are charged with proposing legislation for the 2008 legislative cycle that will legislate early certification initial-eligibility criteria, which uses a prospective student-athlete's six-semester core courses, grade and test score. Such a proposal, if adopted, would be effective for the high school class of 2008 and beyond. The cabinet and committee shall work with the NCAA research staff to consider available research in arriving at the proposed early certification standard. This recommendation shall include a process for ensuring that an adequate number of final transcripts are obtained for early certification qualifiers in order to maintain sound academic data. The collection of such final transcripts shall not result in changes to a students' early qualifier status.

  The Presidents Council approved the early certification process, as recommended by the Management Council.

REPORT OF THE NCAA FOREIGN STUDENT RECORDS COMMITTEE MARCH 6-7, 2008, MEETING

***ACTION ITEMS*.**

1. Legislative Action Items.

- None.

2. Nonlegislative Items.

- None.

***INFORMATIONAL ITEMS*.**

1. **Grading Scale Changes.** The NCAA Foreign Student Records Committee reviewed and approved grading scale additions to Cape Verde, Burundi and South Africa (Higher International General Certificate of Secondary Education).

2. **South Africa -- Preliminary Results of Senior Certificate**. The committee was asked to determine if the NCAA Eligibility Center could immediately proceed with the initial-eligibility certification of a prospective student-athlete from South Africa who presents preliminary exam results of the senior certificate, rather than waiting until the final senior certificate is issued to the prospective student-athlete. The committee noted that a grade from a preliminary exam result would not change or be lowered with a negative effect on a prospective student-athlete when the final results are noted. The committee noted this information was confirmed by the South African Independent Examinations Board. Thus, the committee determined the Eligibility Center staff may proceed with the initial certification when preliminary exam results are presented to determine the initial-eligibility certification of a prospective student-athlete from South Africa who wishes to enroll in the spring term at an NCAA institution. The committee will still require prospective student-athletes who wish to enroll at an NCAA institution the following fall to present the final senior certificate in order to be certified for initial eligibility.

3. **Quebec, Canada and the Increase to 16 Core Courses in NCAA Division I**. The committee noted there are concerns among the Division I membership with the increase to 16 core courses in Division I initial-eligibility requirements. The committee was asked to determine if Quebec, Canada should be re-evaluated to address the new changes in initial-eligibility requirements for prospective student-athletes may face challenges in presenting 16 core courses.

The committee determined that a prospective student-athlete from Quebec, Canada should follow one of the four prescribed educational paths below in order to meet initial-eligibility requirements.

The four educational paths noted by the committee include:

a. Prospective student-athletes to achieve their *diplôme d'études secondaires* (DES);

b. Prospective student-athletes to complete two years of *College d´Enseignement Général et Professionnel (*CEGEP) program and be awarded the *Diplôme d'études collégiales* [DEC (diploma of collegial studies)];

c. Prospective student-athletes to complete their DES plus the first year of CEGEP (must be enrolled full time = 14 courses during the academic year); and

d. Prospective student-athletes to complete their DES plus the one-year grade 12 – preuniversity year.

The committee noted these pathways must be continuous without any breaks/delays or part-time enrollment. If a prospective student-athlete follows one of the four prescribed paths, their expected date of high school graduation will be extended to reflect their timely completion of one of these four educational paths noted above. The committee noted these changes will be effective immediately for those achieving their DES in 2007. The committee also noted that this change needs to be reflected in the NCAA Guide to International Academic Standards for Athletics Eligibility and notification sent to the membership.

4. **Use of Eighth Grade Course Work from 10- and 11-Year Educational Systems**. The committee determined that eighth grade coursework completed in 10- and 11-year educational systems that have Category Two documents can be used for initial-eligibility certification if the coursework meets the NCAA definition of a core course. These countries would include Armenia, Azerbaijan, Belarus, Brazil, Columbia, Costa Rica, El Salvador, Georgia, Guatemala, Kyrgystan, Moldova, Nicaragua, Peru, Philippines, Russian Federation, Turkey and Venezuela. The committee noted that in order for the coursework to be used, the prospective student-athlete must provide additional documentation demonstrating that the coursework completed in the eighth grade was taught at the secondary level and meets the NCAA definition of a core course under NCAA Bylaw 14.3.1.2. In addition, the committee noted the prospective student-athlete is not required to present a Category Three document if the work appears on grade sheets. Generally, the Category Three document is a decorative certificate/document that does not contain any coursework (i.e., high school diploma).

5. **Australia**. The committee determined that Australia should no longer be considered a subject pass country but rather a prospective student-athlete must present 14 or 16 core

courses that satisfy the core-curriculum distribution in order to meet core-curriculum requirements. The committee noted the leaving certificate would be considered proof of high school graduation and the grades or marks in academic areas appearing on the leaving certificate would be used to determine the prospective student-athlete's core-course grade-point average. The committee noted this procedure will be effective immediately.

6. **British-Patterned Educational Systems**. The committee was asked to reconsider the concept of high school graduation within British-patterned educational systems. The committee confirmed that high school graduation is determined to be the timely completion of General Certificate of Secondary Education (GCSE) exams at the end of form five. If a prospective student-athlete sits for these exams earlier, then this issue would be examined and taken into consideration for both amateurism and initial-eligibility certification. The committee noted that if a prospective student-athlete sits for the GCSE exams earlier than his or her expected completion, this will be evaluated by the Eligibility Center.

Committee Chair: Robert Watkins, University of Texas at Austin
Committee Liaisons: A. Frank Arredondo, Membership Services
Binh Nguyen, Membership Services

REPORT OF THE APRIL 1-2, 2008
NCAA STUDENT RECORDS REVIEW COMMITTEE

ACTION ITEMS

1. Legislative action items.

   - None

INFORMATIONAL ITEMS

1. The committee asked the staff to develop a system, accessible only to the committee and staff, to house all prospective student-athlete review appeal decisions. This measure will help ensure the consistent application of its policies, procedures and principles.

2. The committee received a summary of prospective student-athlete review cases from the 2007-08 academic year.

3. The committee received information from the staff regarding how a prospective student athlete's academic credentials are identified for review, how a prospective student-athlete review case is processed by staff, what information is provided to the committee for a case on appeal from a staff decision and the role of a prospective student-athlete review case in the initial-eligibility certification process. The committee recommended the staff consider amending its list of prospective student-athlete review identifiers to include "sequential coursework taken during the same academic term."

   In addition to the documentation currently provided to the committee for an appeal case, the committee recommended that the staff provide a detailed case cover sheet, including the reasons why the case was identified for prospective student-athlete review (e.g., significant grade-point average increase), the prospective student-athlete's academic history and academic credentials (e.g., test scores, core-course, grade-point average) and the staff decision and rationale. The use of a detailed case cover sheet will assist the committee in preparation for and during appeal teleconferences.

4. The committee received an update regarding the high school review process from NCAA staff. The committee strongly recommended the high school review staff place a high priority on the review of online high school programs. More specifically, the committee recommended the high school review staff consider amending the academic review letter to include questions specific to online courses offered by the high school. These questions would include an online program's use of proctors as well as how the online program certifies the completion of its coursework by prospective student-athletes.

5. The committee agreed to amend its policies and procedures to permit the participation of an institutional representative and/or the student-athlete during an appeal teleconference. The committee asked staff to develop, for committee review and final approval, a written procedure to permit institutional participation on appeal calls. This policy change will help provide more transparency to the prospective student-athlete review process for member institutions, and increase institutional involvement in the process, without compromising the committee's ability to efficiently reach decisions.

6. The committee discussed amending its policies and procedures to permit the consideration of college-level coursework in a prospective student-athlete review case. The committee did not amend its current policy that prohibits review of college-level coursework completed after a prospective student-athlete's high school graduation in prospective student-athlete review cases. Further, the committee asked the eligibility center staff to not provide any information related to an individual's college-level course work in the material to be considered by the committee in a prospective student-athlete review appeal.

7. The committee discussed the use of online coursework for initial-eligibility purposes generally, and in relation to repeat course work and credit recovery programs. The committee requested the staff investigate several issues for future discussion, including the standards used in evaluating online institutions and appropriate avenues for addressing the growing use of online coursework by prospective student-athletes.

8. The committee recommended that the membership services staff revisit the 1994 official interpretation [Reference: 4/20/94, Item No. 4] regarding nontraditional courses, which is set forth below, given current technology. The committee requested that the staff determine if it is possible to reissue the interpretation with special emphasis on subsection (c).

Interpretation:

Date Issued: Apr 20, 1994
Type: Official
Item Ref: 4-f-(4)

Use of extension courses for full-time enrollment: The Academic Requirements Committee recommended that the Council approve an interpretation specifying that extension course work must meet the following conditions for purposes of Bylaw 14.1.6.2.6:

(a) The course is offered in accordance with the institution's regular academic schedule;

(b) The number of credit hours awarded is consistent with the institution's standards for all courses;

(c) The course involves a number of hours of classroom instruction commensurate with the number of credit hours awarded for the course and classroom instruction is taken from the certifying institution, although such instruction may occur at a location other than the institution's main campus;

(d) The institution uses a conventional grading scale that is consistent with the scale used for all courses, and

(e) The institution counts the course towards full-time enrollment.

The committee recommended that when a course does not fulfill all of the above criteria, a rebuttable presumption exists that a course is a correspondence course.

It was VOTED

"That the Council approve the committee's recommendations."

9. The committee agreed to discuss the following topics during a future meeting: (1) the overarching prospective student-athlete review philosophy; (2) the inclusion of an expert on teleconferences for prospective student-athlete review appeals involving student-athletes with educational impacted disabilities (EID) and (3) the ability to revisit a prospective student-athlete review case where the receipt of fraudulent information is discovered subsequent to a decision.

Committee Chair:	*Mr. Pat Blenke, Duluth (Georgia) High School*
Committee Liaisons:	*Mr. Steve Clar, Membership Services*
	Ms. LaKeisha Marsh, Membership Services
	Mr. Alex Smith, Membership Services

Meeting Schedule for Committees reporting to the Academics Cabinet

Foreign Student Records Committee.

- October 1-3, 2008 (Indianapolis)
- March 5-6, 2009 (TBD)

High School Review Committee.

- August 21-22, 2008 (Indianapolis)

Initial-Eligibility Waiver Committee.

- No meetings scheduled for 2008-09

Progress-Toward-Degree Waiver Committee.

- No meetings scheduled for 2008-09

Student Records Review Committee.

- Meeting date not set for 2008-09 (have met during first week of April in 2006-07 and 2007-08)

REPORT OF THE APRIL 1-2, 2008

NCAA STUDENT RECORDS REVIEW COMMITTEE

ACTION ITEMS

1. Legislative action items.

   - None

INFORMATIONAL ITEMS

1. The committee asked the staff to develop a system, accessible only to the committee and staff, to house all prospective student-athlete review appeal decisions. This measure will help ensure the consistent application of its policies, procedures and principles.

2. The committee received a summary of prospective student-athlete review cases from the 2007-08 academic year.

3. The committee received information from the staff regarding how a prospective student athlete's academic credentials are identified for review, how a prospective student-athlete review case is processed by staff, what information is provided to the committee for a case on appeal from a staff decision and the role of a prospective student-athlete review case in the initial-eligibility certification process. The committee recommended the staff consider amending its list of prospective student-athlete review identifiers to include "sequential coursework taken during the same academic term."

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7. The committee discussed the use of online coursework for initial-eligibility purposes generally, and in relation to repeat course work and credit recovery programs. The committee requested the staff investigate several issues for future discussion, including the standards used in evaluating online institutions and appropriate avenues for addressing the growing use of online coursework by prospective student-athletes.

8. The committee recommended that the membership services staff revisit the 1994 official interpretation [Reference: 4/20/94, Item No. 4] regarding nontraditional courses, which is set forth below, given current technology. The committee requested that the staff determine if it is possible to reissue the interpretation with special emphasis on subsection (c).

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(b) The number of credit hours awarded is consistent with the institution's standards for all courses;

(c) The course involves a number of hours of classroom instruction commensurate with the number of credit hours awarded for the course and classroom instruction is taken from the certifying institution, although such instruction may occur at a location other than the institution's main campus;

(d) The institution uses a conventional grading scale that is consistent with the scale used for all courses, and

(e) The institution counts the course towards full-time enrollment.

The committee recommended that when a course does not fulfill all of the above criteria, a rebuttable presumption exists that a course is a correspondence course.

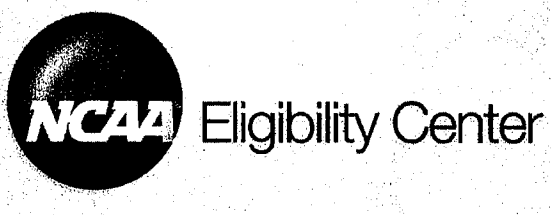
It was VOTED

"That the Council approve the committee's recommendations."

9. The committee agreed to discuss the following topics during a future meeting: (1) the overarching prospective student-athlete review philosophy; (2) the inclusion of an expert on teleconferences for prospective student-athlete review appeals involving student-athletes with educational impacted disabilities (EID) and (3) the ability to revisit a prospective student-athlete review case where the receipt of fraudulent information is discovered subsequent to a decision.

Committee Chair:	*Mr. Pat Blenke, Duluth (Georgia) High School*
Committee Liaisons:	*Mr. Steve Clar, Membership Services*
	Ms. LaKeisha Marsh, Membership Services
	Mr. Alex Smith, Membership Services

Academic Cabinet Meeting



September 9, 2008

Eligibility Center Overview
As of July 31, 2008

Registrants – United States: 95%
Rest of the World: 5%

Category	Current Year
Registrants	163,000
Active IRLs	73,208
Final Certifications	44,522
Early Qualifiers	18,557
Non-qualifiers	3,908
Waivers	80
PSA Review Cases	30
Core Course	83,968
New High Schools	325

Discussion items

- 16 Core-course requirement.
  - Reclassification.
  - Delayed enrollment.
- Core-curriculum time limitation – "Plus One" exception.
- Academic fraud.
- Online/alternative education.
- Unregulated schools.
- International certifications.

NCAA Eligibility Center

International Observations

- Over 170 countries – primarily Canada, Europe and Australia.
- Each country requires unique analysis.
- Timelines differ – calendar year versus academic year.
  (Some countries' educational systems finish after fall enrollment.)
- Certification Team averages 1.5 cases processed per hour.
  (Challenge is to verify authenticity of official documents.)

NCAA Eligibility Center

Additional International Observations

- Fraud is evident in some West African and war-torn countries.
- Lack of available documentation due to socio-economic conditions, civil wars, government unrest, etc.
- PSA cannot prove education and/or provide official documentation.

NCAA Eligibility Center

NCAA Eligibility Center

Suggested Transition Items for NCAA Division I Academic Cabinet

Initial-Eligibility Issues

1. Consider initial-eligibility waiver policies and procedures related to prospective student-athletes with education-impacting disabilities to ensure institutional accountability and to facilitate academic success post-enrollment.

2. Monitor research related to repeat coursework for use in meeting initial-eligibility requirements and develop principles regarding the permissibility of repeat courses (e.g., same seat time, curriculum, assessment) and the application of the repeat courses legislation to credit-recovery programs.

3. Consider legislation to limit the number of core courses a prospective student-athlete may complete in an academic year for initial-eligibility purposes.

4. Monitor research related to nontraditional coursework for use in meeting initial-eligibility requirements and develop baseline standards to assess nontraditional courses and programs.

5. Continue to discuss potential legislation to permit institutions to provide athletically related financial aid to nonqualifiers in their first academic year in residence (also referred to the NCAA Division I Student-Athlete Awards, Benefits, Expenses and Financial Aid Cabinet).

6. Monitor the effect of the new 16 core-course requirement (e.g., on Academic Progress Rate and Graduation Success Rate).

7. Continue to monitor prospective student-athletes who receive waivers and early academic certification to ensure the academic outcomes of waiver recipients are not significantly different from the academic outcomes of qualifiers.

8. Review data to ensure that the initial-eligibility index is appropriate (e.g., indicative of a 50-percent graduation rate or better).

9. Continue to monitor the work of the NCAA Foreign Students Records Committee to ensure that the new grading scales developed for core courses in specified countries are effective and fair.

Continuing Eligibility/Progress-Toward-Degree

1. Develop best practices to provide academic support services to student-athletes enrolled in nontraditional coursework.

2. Complete comprehensive review of all legislation related to international competition (e.g., less than full-time enrollment, counting of terms).

3. Examine effectiveness of "seamless" academic eligibility model and the interplay of NCAA regulations with institutional academic policies (e.g., grade-point average requirements, timing of degree declaration) to eliminate unintended barriers to student-athlete academic success.

4. Review application of "good academic standing" legislation and interpretations and Progress-Toward-Degree (PTD) waivers requesting relief from institutional policies (e.g., ineligibility due to degree program requirements, English as a Second Language requirements, etc.).

5. Examine the impact of 40/60/80 requirements on student-athlete degree program selection.

6. Consider granting conference authority to process waivers resulting from active military duty that results in a student-athlete's inability to complete an academic term.

7. Review the application of full-time enrollment and PTD requirements to consortium degrees.

8. Work with academic partner organizations (e.g., National Association of Athletic Academic Advisors) to address the impact of NCAA academic reform on academic support professionals.

Transfer Issues

1. Consider recommendations in the final report of the NCAA Division I Transfer Issues Ad Hoc Group.

2. Evaluate waiver criteria and procedures for transfer appeals.

NCAA Division I Academic Cabinet
NCAA Approved Meeting Sites

The following cities are approved to conduct NCAA committee meetings:

Albuquerque
Atlanta
Baltimore
Charlotte
Dallas
Denver
Ft. Lauderdale
Houston
Indianapolis
Kansas City
Memphis
Miami
Milwaukee
Minneapolis
Nashville
New Orleans
Orlando
Phoenix
Pittsburgh
Portland
Raleigh
Salt Lake City
San Antonio
San Jose
Savannah
Seattle
St. Louis
Tucson

June 2009

June 2009

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2009

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
May 31 - Jun 6	May 31	Jun 1	2	3	4	5	6
		NCAA Regional Rules Seminar; Anaheim, California					
		Atlantic Sun Conference Spring Meeting					
		West Coast Conference Spring Meeting					
				Metro Atlantic Athletic Conference Spring Meeting			
					Pac-10 Conference Spring Meeting		
Jun 7 - 13	7	8	9	10	11	12	13
	Pac-10 Conference Sp						
		America East Conference Spring Meeting					
				NCAA Division I Student-Athlete Awards, Ber			
					National Association of Academic Advisors for Athletics (N4A) Conferen		
Jun 14 - 20	14	15	16	17	18	19	20
	National Association						
				National Association for Athletics Compliance			
					National Association of Collegiate Directors of Athletics (NACDA) Confe		
Jun 21 - 27	21	22	23	24	25	26	27
	National Association						
Jun 28 - Jul 4	28	29	30	Jul 1	2	3	4