A G E N D A

National Collegiate Athletic Association

Division I Academic Cabinet

Marriott Portland City Center
Portland, Oregon

June 29-30, 2009

1. Welcome and announcements.

   - Please review the cabinet roster and notify Matt Burgemeister of any changes.

2. Review the February report of the NCAA Division I Academic Cabinet. [Supplement No. 1] (Carolyn Callahan)

3. Updates from the Division I governance structure.

   a. NCAA Division I Board of Directors update. [Supplement No. 2] (Diane Dickman)

   b. NCAA Division I Leadership Council update. [Supplement No. 3] (Dickman)

   c. NCAA Division I Communications and Coordination Committee update. [Supplement Nos. 4 and 5] (Matt Burgemeister)

   d. NCAA Division I Basketball Academic Enhancement Group update. [Supplement No. 6] (Julie Cromer)

   e. NCAA Football Academic Working Group update. [Supplement No. 7] (Cromer)

   f. NCAA Division I Committee on Academic Performance update. [Supplement No. 8] (Dickman)

   g. Other Division I cabinets updates. [Supplement No. 9] (Burgemeister)

4. Review of legislation and interpretations. [Supplement No. 10] (Burgemeister)

5. Annual student-athlete academic performance report. [Supplement No. 11] (Cromer, Tom Paskus and Todd Petr) [Please note: An updated Supplement No. 11 will be provided during the meeting.]

6. Review most recent data on initial-eligibility academic standards and consider future changes to standards. [Supplement No. 12 to be distributed at later date.] (Cromer, Paskus and Petr)

Anticipated Action Item:

- **Develop guiding principles for ongoing review of this issue.**

7. Updates from committees reporting to the cabinet.

   a. NCAA International Student Records Committee. [Supplement No. 13] (Frank Arredondo and Jobrina Perez)

   b. NCAA Student Records Review Committee. [Supplement Nos. 14a, 14b, and 15] (Clar and Alex Smith)

Anticipated Action Item:

- **Approve updated policies and procedures.**

8. Discuss nontraditional courses with a focus on courses used for initial eligibility. [Supplement No. 16] (Burgemeister)

   a. Review current legislation.

   b. Review case studies.

   c. Update on academic agencies also working in this area.

Anticipated Action Item:

- **Consider possible changes to legislation or policy regarding the use of nontraditional courses to satisfy initial-eligibility requirements.**

9. Discuss degree selection. [Supplement No. 17] (Burgemeister)

   a. Legislative history.

   b. Progress-toward-degree waiver information.

   c. Discuss next steps.

10. Update on review of two-year college transfer student-athletes. [Supplement No. 18] (Burgemeister)

    - Discuss review of data collected via Academic Performance Census.

11. Discuss waiver opportunity related to collection of academic information for two-year college transfer student-athletes pursuant to Bylaws 14.3.1.1.1.1.2, 14.5.4.7.2 and 14.5.6.6.2. [Supplement No. 19] (Burgemeister)

Anticipated Action Item:

- **Approve policy for waiver of data collection requirements in extenuating circumstances.**

12. Bylaw review for possible efficiencies. [Supplement Nos. 20 and 21] (Burgemeister)

13. Review Policies and Practices Task Force report. [Supplement No. 22 to be distributed at later date.] (Wendy Walters)

14. Academic waivers.

    a. Update on transition of initial-eligibility waiver and prospective student-athlete review cases to academic and membership affairs staff. (Bob Chichester)

    b. Review and approve waiver application forms and policies and procedures for initial-eligibility and progress-toward-degree waivers. [Supplement Nos. 23 and 24] (Steve Clar and Katy Yurk)

Anticipated Action Item:

- **Approve waiver application forms and policies and procedures.**

c. Discuss waiver requests initially reviewed by the NCAA Division I Academic Cabinet Progress-Toward-Degree Waiver Appeals Subcommittee. [Supplement No. 25] (Burgemeister and Yurk)

d. Consider policy change related to use of a student-athlete's high school academic record and initial-eligibility waivers in the decision analysis for progress-toward-degree waivers. [Supplement No. 26] (Yurk)

e. Review progress-toward-degree waivers citing disciplinary suspension as mitigation for failure to satisfy eligibility requirements. [Supplement No. 27] (Yurk)

f. Consider the appropriate avenue for review of waivers of transfer legislation. [Supplement No. 28 to be distributed at later date.] (Cromer)

15. Recommendation regarding chair of cabinet.

Anticipated Action Item:

- **The cabinet chair, per policies for all cabinets, may serve a two-year term. The current chair is eligible for reappointment for one additional year. During this meeting the cabinet will recommend reappointment of the current chair for one additional year or appointment of a new chair for a two-year term.**

16. Updates on communications/outreach plans. [Supplement No. 29]

a. Updates from identified contacts.

b. Working groups on communication strategies and successes; discuss best practices for communication with constituent groups.

c. Letter from National Association for Athletics Compliance Legislation & Governance Committee. [Supplement No. 30]

d. Develop key communication points from this meeting.

17. Review updated Conflict of Interest Policy. [Supplement No. 31]

18. Review dates and sites of future cabinet meetings. [Supplement No. 32]

    a. September 14-15; Indianapolis.

    - September 13 - Travel anytime.
    - September 14 - Meeting from 8 a.m. to 5 p.m.
    - September 15 - Meeting from 8 a.m. to noon.
      Return travel after 2 p.m.

    b. February 1-2, 2010; Indianapolis.

    - January 31 - Travel anytime.
    - February 1 - Meeting from 8 a.m. to 5 p.m.
    - February 2 - Meeting from 8 a.m. to noon.
      Return travel after 2 p.m.

19. Other business.

20. Adjournment.

NCAA Division I Academic Cabinet
June 28-30, 2009, Meeting Schedule
Portland Marriott City Center
Portland, Oregon

Meeting	Sunday, June 28	Monday, June 29	Tuesday, June 30	Wednesday, July 1
CABINET MEETING	Travel Only.	8 a.m. to 5 p.m. (River Ballroom)	8 a.m. to 5 p.m. (River Ballroom)	Return travel.
Breakfast		7 to 8 a.m. (Deschutes)	7 to 8 a.m. (Deschutes)	
Lunch		Noon to 1 p.m. (Deschutes)	Noon to 1 p.m. (Deschutes)	

NCAA Division I Academic Cabinet
Roster

MAILING ADDRESS	PHONE/FAX/E-MAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
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Carolyn Callahan, chair Faculty Athletics Representative University of Virginia Curry School of Education 405 Emmet Street South Charlottesville, Virginia 22903	Phone: 434/924-0791 Fax: 434/924-1384 E-mail: cmc@virginia.edu **Assistant: Lisa Miller** **Phone: 434/982-2849** E-mail: lam3v@virginia.edu	Atlantic Coast Conference FBS	July 2010 (eligible for reappointment)
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Pete Carlon Director of Athletics University of Texas at Arlington 1309 West Mitchell Arlington, Texas 76013	Phone: 817/272-5039 Fax: 817/272-4115 E-mail: carlon@uta.edu **Assistant: Lorraine Palmer** **Phone: 817/272-7170** E-mail: llpalmer@uta.edu	Southland Conference FCS	July 2012
Barbara Church Senior Associate Director of Athletics Metro Atlantic Athletic Conference 712 Amboy Avenue Edison, New Jersey 08837-3554	Phone: 732/738-5455 Fax: 732/738-8310 E-mail: bchurch@maac.org **Assistant:** **Phone:** E-mail:	Metro Atlantic Athletic Conference FCS	July 2012
J. Patrick Dobel Faculty Athletic Representative Evans School of Public Affairs University of Washington Box 353055 Seattle, Washington 98109	Phone: 206/616-1680 Fax: 206/685-9044 E-mail: pdobel@u.washington.edu **Assistant:** **Phone:** E-mail:	Pacific-10 Conference FBS	July 2010 (eligible for reappointment)
David Dosser Faculty Athletics Representative East Carolina University 349 Ward Sports Medicine Building, Ficklen Drive Greenville, North Carolina 27858	Phone: 252/916-6634 Fax: 252-737-1278 E-mail: dosserd@ecu.edu **Assistant:** **Phone:** E-mail:	Conference USA FBS	July 2010 (eligible for reappointment)
Rhonda Hatcher Faculty Athletics Representative Texas Christian University 2840 West Bowie, TTC - 206 Fort Worth, Texas 76129	Phone: 817/257-6062 Fax: 817/257-7766 E-mail: R.Hatcher@tcu.edu **Assistant:** **Phone:** E-mail:	Mountain West Conference FBS	July 2010 (eligible for reappointment)

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Pat Howey Senior Associate Director of Athletics University of North Carolina, Wilmington 601 South College Road Wilmington, North Carolina 28403-3297	Phone: 910/962-3767 Fax: 910/962-3002 E-mail: howeyp@uncw.edu **Assistant: Donna Cook** **Phone: 910/962-7909** E-mail: cookdw@uncw.edu	Colonial Athletic Association FCS	July 2011
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Loretta Lamar Associate Director of Athletics/SWA U.S. Naval Academy 566 Brownson Road Annapolis, Maryland 21402-5000	Phone: 410/293-8936 Fax: 410/293-8959 E-mail: lamar@usna.edu **Assistant:** **Phone:** E-mail:	Patriot League FCS	July 2012
Brittany Loisel Softball Student-Athlete Rutgers, The State University of New Jersey, New Brunswick 514 Birchwood Court North Brunswick, New Jersey 08902	Phone: 480/495-4470 Fax: E-mail: bloisel3@eden.rutgers.edu Bloisel3@gmail.com	Big East FBS	July 2009
Warde Manuel Director of Athletics University at Buffalo Alumni Arena Buffalo, New York 14260	Phone: 716/645-3454 Fax: 716/645-3754 E-mail: wmanuel@buffalo.edu **Assistant: Val Wudyka** **Phone: 716/645-6594** E-mail: vwudyka@buffalo.edu	Mid-American Conference FBS	July 2010 (eligible for reappointment)
Mary Newton Faculty Athletics Representative Jacksonville State University 304 Brewer Hall, 700 Pelham Road North Jacksonville, Alabama 36265-1602	Phone: 256/782-5337 Fax: 256/782-5168 E-mail: mnewton@jsu.edu **Assistant:** **Phone:** E-mail:	Ohio Valley Conference FCS	July 2011
Annette O'Connor Faculty Athletics Representative LaSalle University 1900 West Olney Avenue Philadelphia, Pennsylvania 19141-1199	Phone: 215/951-1247 Fax: 215/951-1772 E-mail: oconnor@lasalle.edu **Assistant:** **Phone:** E-mail:	Atlantic 10 Conference FCS	July 2012
Jill Varnes Faculty Athletics Representative University of Florida Florida Gym 5, Stadium Road, P.O. Box 118210 Gainesville, Florida 32611-8210	Phone: 352/392-0583 ext. 1230 Fax: 352/392-1909 E-mail: jvarnes@hhp.ufl.edu **Assistant: JoAnne McLeary** **Phone: 352/392-0583 ext. 1304** E-mail: jmcleary@hhp.ufl.edu	Southeastern Conference FBS	July 2010 (eligible for reappointment)

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Nonie Wiggins Faculty Athletics Representative Arkansas State University 217 Olympic Drive, P.O. Box 910 State University, Arkansas 72467	Phone: 870/972-3385 Fax: 870/972-2954 E-mail: nwiggins@astate.edu **Assistant:** **Phone:** E-mail:	Sun Belt Conference FBS	July 2010 (eligible for reappointment)
Elaine Wise Faculty Athletics Representative University of Louisville Humanities Building 303 Belknap Campus 2301 South 3rd Street Louisville, Kentucky 40208	Phone: 502/852-7149 Fax: 502/852-0778 E-mail: elaine.wise@louisville.edu **Assistant: Cindy Saling** **Phone: 502/852-6811** E-mail: cindy.saling@louisville.edu	Big East Conference FBS	July 2010 (eligible for reappointment)
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NCAA Division I Academic Cabinet
Guiding Principles

The NCAA Division I Academic Cabinet identified guiding principles (in order of significance) for consideration when considering academic issues, making legislative proposals, and reviewing legislative proposals submitted by others:

1. Adhere to the principle governing eligibility set forth in NCAA Constitution 2.12: Eligibility requirements shall be designed to assure proper emphasis on educational objectives, to promote competitive equity among institutions and to prevent exploitation of student-athletes.

2. Adhere to the principle of sound academic standards set forth in NCAA Constitution 2.5: Intercollegiate athletics programs shall be maintained as a vital component of the educational program, and student-athletes shall be an integral part of the student-body. The admission, academic standing and academic progress of student-athletes shall be consistent with the policies and standards adopted by the institution for the student-body in general.

3. Maintain and support graduation as the primary measure of student-athlete success; preserve the "seamless" academic eligibility model and promote graduation within five years.

4. Emphasize research and data-driven decision making in the development of legislative and policy recommendations.

5. Increase student-athletes' responsibility for academic success.

6. Increase institutional responsibility to facilitate the academic success of student-athletes.

7. Commit to student-athlete well-being issues, including minimizing missed class time and balancing self-identification as students with identity as athletes.

8. Promote student-athletes' options to select from a wide range of academic degree programs and to integrate fully into the university and student-body.

9. Minimize disparate impact on low-income and minority student-athletes and prospective student-athletes.

10. Ensure legislation is written in a simple, clear and direct manner.

11. Consider the amount of time legislation has been in effect in order to assess the full impact before supporting a legislative change to the same bylaws.

12. Remain cognizant of the impact of proposals on institutional resources, including budgets, academic support professionals and other institutional staff members, including coaches.

13. When appropriate, ensure feedback has been solicited from appropriate external groups (e.g., faculty groups, academic support personnel) on issues, particularly when reviewing legislative proposals that are sport specific.

14. Consider whether or not sport-specific legislation is warranted or whether a proposed legislation can/should be expanded to other sports.

15. Examine potential unintended consequences when reviewing legislation, particularly proposals designated as noncontroversial or emergency.

REPORT OF THE NCAA DIVISON I ACADEMIC CABINET FEBRUARY 2-3, 2009, MEETING

***ACTION ITEMS*.**

1. Legislative Item.

- **Committees – Common Committees – Committees with Governance Administration Responsibilities – Foreign-Student Records Committee -- Composition.**

(1) Recommendation. The NCAA Division I Academic Cabinet recommends the NCAA Division I Legislative Council adopt noncontroversial legislation to specify that the Foreign-Student Records Committee shall consist of eight members, including two Division I representatives, two Division II representatives, two representatives from either Division I or Division II and two ex-officio members, one of whom shall be the NCAA Eligibility Center's primary foreign-student records consultant.

(2) Effective Date. Immediate.

(3) Rationale. The committee's current composition includes three Division I representatives, three Division II representatives and two ex-officio members, one of whom shall be the Eligibility Center's primary foreign-student records consultant. As vacancies become available, it has become increasingly difficult to identify individuals who possess the extensive knowledge of foreign educational systems and credential evaluation required for service. Allowing flexibility in the composition of the committee will alleviate some challenges in finding a qualified member from a particular division and will allow for selection of the best nominee. This proposal does not change the size of the committee or the ex-officio members; it only reallocates specified divisional requirements to permit greater flexibility in the appointment process. As the Foreign-Student Records Committee is a common committee, this recommendation is not effective unless and until the same legislation is supported by Division II.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

- **None.**

***INFORMATIONAL ITEMS*.**

1. Legislative – NCAA Division I Academic Cabinet Sponsored Amendments-to-Amendments for the 2008-09 Legislative Cycle.

- **NCAA Division I Proposal No. 2008-77-1 – Eligibility – Transfer Regulations – Two-Year College Transfers – Submission of Information Necessary to Determine Academic Initial-Eligibility Status.** The cabinet sponsored an amendment to Proposal No. 2008-77 to provide a waiver opportunity when the required academic information is not available. The amendment-to-amendment specifies that the cabinet shall have the authority to authorize waivers of the submission requirement, will establish the process for granting such waivers, and shall monitor the waivers requested and granted. Providing waivers via a simple process when extenuating circumstances preclude the submission of a prospect's high school academic information allows a reasonable accommodation to institutions without jeopardizing the integrity of the data collection.

  Further, the cabinet strongly supports Proposal No. 2008-77, which would specify that an institution shall ensure submission of all necessary information (e.g., high school transcripts, test scores, including official or unofficial transcripts and test scores), to the Eligibility Center to determine the academic initial-eligibility status of a two-year or 4-2-4 transfer student-athlete prior to the end of the student-athlete's first regular academic term of full-time enrollment at the institution. The cabinet strongly supports the concept of data collection and analysis in the development of sound academic policy and notes that the collection of this high school academic information for two-year college transfers is vital to support the cabinet's review of the academic performance of two-year college transfers. A number of groups have noted that the performance of two-year college transfers lags behind that of native student-athletes and four-year college transfers and the cabinet prioritized this issue for study and intervention. Currently, only 50 percent of two-year college transfers apply to the Eligibility Center for academic certification, so a significant amount of data is unavailable. The cabinet further noted that this requirement will not place additional financial burden on prospective student-athletes, as they are already required to register with the Eligibility Center in order to have their amateurism status certified.

2. Legislative – Review of Proposals Scheduled for Final Consideration at the April 2009 NCAA Division I Legislative Council Meeting.

a. Proposal No. 2008-32-B – Eligibility – General Eligibility Requirements – Full-Time Enrollment – Requirement for Competition – Nontraditional Courses – Up To 50 Percent of Minimum Requirement. The cabinet unanimously supports Proposal No. 2008-32-B, which would 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 up to 50 percent of the minimum full-time enrollment requirement for competition, provided the specified conditions are met. The cabinet recognizes the increasing prevalence of nontraditional courses within higher education and the need to modernize NCAA legislation related to such course formats. Student-athletes should be permitted to use nontraditional courses to satisfy the full-time enrollment requirement when an institution considers such enrollment as regular course enrollment for all students. The cabinet acknowledges the proposal as a reasonable alternative to Proposal No. 2008-32-A.

b. Proposal No. 2008-34 – Eligibility – Freshman Academic Requirements – Core-Curriculum Time Limitation – Students with Education Impacting Disabilities. The cabinet continues to support Proposal No. 2008-34. The cabinet emphasized that three core courses after high school is a reasonable accommodation for prospective student-athletes who have been diagnosed with an education impacting disability and that the vast majority of such prospects complete only one or two core courses after high school. The cabinet also noted that a specialist in education impacting disabilities was consulted in the development of the concept and the determination of three core courses after high school graduation as a reasonable accommodation. Finally, the cabinet noted the opportunity for all courses taken up to initial full-time enrollment by a prospective student-athlete with an education impacting disability to be considered through the initial-eligibility waiver process.

c. Proposal No. 2008-75 – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Qualifier – Exception – Early Academic Certification – Submission of Transcript. The cabinet continues to strongly support the concept of data collection and analysis in the development of sound academic policy. The proposal is intended to fill a large and growing hole in the academic data available to help the division make informed decisions

related to academic legislation and policy in the future. The cabinet believes that the time spent on collecting transcripts and other data would result in better academic policy and requirements, including the ability to validate the early academic certification requirements, to study changes in core-course taking patterns, and to model predictors of long-term academic success.

3. Legislative – Cabinet Sponsored Proposal for the 2009-10 Legislative Cycle.

- **NCAA Bylaw 21.7.6.1 – Committees – Division I Cabinets and Committees – Academic Cabinet.** The cabinet sponsored legislation to eliminate the cabinet's duty to serve as the final appellate body for academic waivers and to specify that the NCAA Division I Initial-Eligibility Waivers Committee shall become the final appellate body for initial-eligibility waivers and that the NCAA Division I Progress-Toward-Degree Waiver Committee shall become the final appellate body for progress-toward-degree waivers. Current legislation allows two appeal opportunities – the waiver committee, then the cabinet subcommittee – after staff decisions for initial-eligibility and progress-toward-degree waivers. However, the second appellate level is rarely used. In the past two years, eight initial-eligibility waivers out of 913 submitted and nine progress-toward-degree waivers out of 1,030 submitted were appealed to the cabinet subcommittees. Of these nearly 2,000 cases, only three resulted in different outcomes by the cabinet subcommittees. Further, most other waiver processes (e.g., student-athlete reinstatement, NCAA Division I Legislative Council Subcommittee for Legislative Relief) include only one appeal opportunity. Eliminating the second appellate opportunity will reduce bureaucracy and streamline the waiver process with virtually no impact on the outcome of waiver decisions.

4. Nonlegislative.

a. Data-Driven Legislation and Policy Development. Throughout its discussions, the cabinet emphasized the importance of data collection and analysis in the development of policy. Accordingly, the importance of research and data-driven decision-making was incorporated into the cabinet's guiding principles. To support this goal, the collection of academic data regarding two-year college transfers and early academic qualifiers is critical. In addition to its strong support for Proposal Nos. 2008-75 and 2008-77, the cabinet will work with the NCAA Division I Committee on Academic Performance to collect additional data regarding two-year college transfers through the NCAA Division I Academic Performance Program (APP). The cabinet reviewed the proposed list of data items to be collected through the APP and provided feedback for consideration by

the Committee on Academic Performance during its ongoing review of the data collection process.

b. Facilitating Learning and Achieving Graduation (FLAG). The cabinet reviewed the final report of the Working Group to Review Issues Pertaining to Academic Risk of Student-Athletes and unanimously endorsed the concept of developing the FLAG program, a new management system designed to assess each student-athlete's level of risk. The working group defined risk as a student-athlete's risk of not graduating from the institution, as determined by both academic and nonacademic factors. The group also noted that every student has some level of risk that he or she will not graduate, and that each student's level of risk may fluctuate throughout the course of his or her collegiate enrollment.

The voluntary Web-based FLAG system proposed by the working group includes a tool that can be implemented at the institutional level to identify student-athletes with various levels of risk of not graduating and to leverage campus resources to provide appropriate support to all student-athletes. The group recommends using an existing data collection platform like the APP to gather data related to each student-athlete's potential barriers to graduation, and to assess the student-athlete's cumulative risk of not graduating.

The proposed system also will include a module to help institutions match appropriate support services to each student-athlete, based on that individual's particular risks. The data and outcomes then could be used to help evaluate the effectiveness of support programs on individual campuses to determine whether institutional resources are adequately supporting student-athlete graduation success.

The cabinet charged the NCAA staff to implement the FLAG program and asked to receive periodic updates and previews as the program is developed.

c. Academic Performance of Two-Year College Transfers. The cabinet continued its review of the academic performance of two-year college transfers by receiving a presentation from the NCAA research staff including data on the frequency and performance of two-year college transfers. The cabinet noted that two-year college transfers accounted for approximately five percent of all Division I student-athletes in the 2006-07 academic year, and that this percentage had declined in each of the previous three years. Baseball and men's basketball have the highest rate of two-year college transfers, with over 17 percent in each sport, while women's sports other than basketball have the lowest rate of two-year transfers, at about 2.5 percent. The data also show that two-year college

transfers tend to have lower high school academic performance than non-transfers and transfers from four-year colleges, and that status as a transfer student-athlete is independently predictive of a student-athlete's likelihood to leave the institution while academically ineligible (i.e., to be 0/2 in the NCAA Division I Academic Progress Rate), even after one controls for high school academic performance.

d. **Nontraditional Courses.** In addition to supporting Proposal No. 2008-32-B, the cabinet reviewed the comments and concerns related to the proposals that were defeated by the Legislative Council at the 2009 NCAA Convention (Proposal Nos. 2008-32-A, 2008-35-A and 2008-35-B). The cabinet also noted that, given the increasing prevalence of nontraditional course delivery within higher education, the use of nontraditional courses remains a priority topic for the cabinet and it will continue its work on the issue. To this end, the cabinet reviewed the report of the National Association for Academic Advisors (N4A) Nontraditional Courses Task Force Report, which includes suggested guidelines and possible strategies for monitoring student-athlete enrollment in nontraditional courses. The report will be posted on the cabinet's page of the NCAA Web site and be distributed to the Division I membership.

e. **Academic Support Services.** Consistent with its efforts to increase communication with relevant constituent groups, the cabinet hosted its annual meeting with representatives from N4A. The association's president and president-elect reported on efforts to provide academic support to student-athletes enrolled in nontraditional courses, as well as the impact of academic reform on academic support professionals. Results from a 2006 survey of the N4A membership regarding the impact of academic reform on the focus and workload of academic support personnel were shared with the cabinet. The N4A representatives agreed to repeat the 2006 survey in order to update the findings. The cabinet also is working with representatives from N4A and the National Academic Advising Association (NACADA) to design a comprehensive study regarding academic support services provided to student-athletes.

f. **Time Demands on Student-Athletes.** The cabinet began its review of time demands on student-athletes by receiving a presentation from the research staff on the results of the GOALS and SCORE surveys. In general, Division I student-athletes report spending 30 to 40 hours per week on athletic activities. Baseball and men's basketball student-athletes reported the least time committed to class work and study, while Football Bowl Subdivision (FBS) players reported the most time dedicated to sports. Student-athletes in baseball, men's basketball, football, men's golf and men's ice hockey reported more hours spent on athletics than academics during the season; all other sports reported more time on academics.

Fifty to 75 percent of student-athletes (varying within that range by sport) report spending about the same or more time on athletics in the off-season as compared to during their sports seasons. Student-athletes in baseball and women's basketball reported missing the most class time during an average week in season. Stress reactions (e.g., physical and mental health issues) were reported at the highest rates among football players in the FBS subdivision and among female student-athletes, which also are the groups with the highest combined athletics and academics time commitments during the season.

The cabinet also reviewed the results of a study on the academic impact of competition during the institution's final-examination period. In general, many of the teams studied continue to compete during final exams. Teams from low resource institutions are more likely to play games and travel further distances during the final-examination period. Overall, more nuanced data are necessary, but are not currently available, to detail the specific effects of competition during final exams, especially among student-athletes at risk for academic difficulties.

The cabinet did, however, review the results of a similar study that compared the academic performance of student-athletes during the season to performance during the out-of-season time period. Contrary to commonly held beliefs, student-athletes consistently earn fewer credit hours and achieve a lower grade-point average during semesters when they are competing. The greatest negative impact was seen among student-athletes in sports with high reported time demands (e.g., football, baseball, softball) and for student-athletes who entered college less academically prepared.

g. **"Good Academic Standing".** The cabinet responded to a request for a review of the NCAA's legislation and interpretations regarding institutional "good academic standing" and reaffirmed that each institution should define and apply academic policies, including good academic standing, on its own campus. The cabinet also referred to the NCAA Division I Legislative Review and Interpretations Committee an August 9, 1995, official interpretation regarding the application of institutional good academic standing policies, with a suggestion that it be archived to permit full institutional autonomy in the interpretation of good academic standing policies and in the application of such policies to student-athletes.

h. **Academic Requirements during the Recruiting Process.** The cabinet began discussions related to academic requirements during the recruiting process, including the appropriate timeline for the exchange of academic information between prospective student-athletes, institutions, and the Eligibility Center. The issue is a joint agenda item with the NCAA Division I Recruiting Cabinet. A review of the current legislative requirements (e.g., registration with the

Eligibility Center and placement on an institution's Institutional Request List before a written offer of athletically related financial aid) was provided, and the cabinet requested that the staff present additional information and concepts at its next meeting.

i. **Academic Waivers.** The cabinet received a report on the number and outcome of initial-eligibility and progress-toward-degree waivers submitted during the 2008-09 academic year. The Eligibility Center staff has processed 547 initial-eligibility waivers thus far, compared to 360 waivers for all of 2007-08 (52 percent increase). It is believed that the increase is largely due to the move from 14 to 16 required core courses and that the number of waiver requests will decrease over time, as has happened with previous changes in core-course requirements. Approximately 79 percent of waiver requests receive some type of relief, which is the same rate as in 2007-08. Regarding progress-toward-degree waivers, the staff has received 485 requests, compared to 386 for the same time period in 2007-08. This represents a 29 percent increase. The 70 percent approval rate for progress-toward-degree waivers is consistent with previous academic years.

The cabinet also reviewed a report on progress-toward-degree waivers filed during the 2008 fall term for baseball student-athletes. Of the 27 waivers submitted, 19 have been conditionally approved contingent on the student-athletes following established, individualized academic-recovery plans for the fall term. Further, conditional approval requires a student-athlete to pass all of his fall courses with grades that would allow the courses to be degree applicable.

After receiving a presentation on the current progress-toward-degree waiver decision criteria and an update on a new electronic case management system under development, the cabinet directed the staff to continue to develop a procedure to consider a student-athlete's high school academic information and previous initial-eligibility waivers in the review of progress-toward-degree waivers, and to report back at the cabinet's next meeting.

Finally, the cabinet charged the staff liaisons to continue to discuss with the staff team supporting the Subcommittee for Legislative Relief the appropriate avenue for appeal of waivers related to the division's transfer legislation, noting that many requests for waivers of the transfer residence requirement contain significant academic considerations (e.g., transferrable credit hours, satisfying progress-toward-degree requirements).

j. **Core-Course Review Appeals.** The cabinet approved revisions to the NCAA High School Review Committee policies and procedures as recommended by the

High School Review Committee to grant the committee the authority to hear appeals of core-course decisions. This will result in the dissolution of the NCAA Core-Course Ad Hoc Committee. The cabinet noted these policies also must be approved by the NCAA Division II Academic Requirements Committee and will be distributed once that action has been taken.

KEY ITEMS.

1. **Data-Driven Legislation and Policy Development.** The cabinet emphasized the importance of data-driven decision-making as the basis for cabinet legislation and policy development. As such, the collection of data regarding the academic performance of 2-4 transfers and student-athletes certified by the early certification process is critical and necessary. Therefore, the cabinet strongly supports Proposal Nos. 2008-75 and 2008-77 (as amended by Proposal No. 2008-77-1).

2. **Nontraditional Coursework.** The cabinet unanimously supports Proposal No. 2008-32-B, which would permit student-athletes to use nontraditional courses to meet up to 50 percent of the full-time enrollment requirement. The cabinet noted the conditions outlined in proposal offer guidance to institutions seeking to ensure student-athletes receive quality instruction through nontraditional course delivery. In addition, the cabinet will distribute a document produced by N4A to assist institutions in the monitoring of nontraditional course enrollment by student-athletes.

3. **Facilitating Learning and Achieving Graduation (FLAG).** The cabinet endorsed the conceptual framework presented by the working group examining issues pertaining to academic risk. FLAG is an optional management system that will enable member institutions to determine each student-athlete's potential barriers to graduation, match support services to address each student-athlete's risk, and evaluate the overall effectiveness of institutional and athletics academic support and life skills programming. The cabinet requested further development of the system within existing NCAA Web-based programs, such as the APP. Progress reports, programming previews, results of pilot studies and training and outreach updates will be reported to the cabinet periodically.

Cabinet Chair: Carolyn Callahan, University of Virginia, Atlantic Coast Conference
Cabinet Liaisons: Matt Burgemeister, Academic and Membership Affairs
Julie Cromer, Academic and Membership Affairs
Diane Dickman, Academic and Membership Affairs

Excerpts from the Report of the April 30, 2009, Division I Board of Directors Meeting

5. Financial Issues.

c. Update regarding national office cost savings initiatives. [Reference BOD Supplement No. 5b.]

BOARD ACTIONS: Heard from the NCAA's senior vice president for finance/CFO regarding the national office's efforts to identify strategies to assist the membership during this period of economic downturn with a plan for immediate, midterm and long term responses, which are set forth below as follows:

(1) Immediate Responses.

- The national office has targeted savings of $4,000,000 for fiscal year 2009, with the plan of distributing funds back to the membership in January 2010.

(2) Mid-term Responses.

- **Charged the Division I councils and cabinets to begin an immediate review of all operational aspects under their purview and to identify bylaws and practices that could possibly be modified to provide financial relief to the members. Pursuant to this charge, each Division I cabinet and council at its next meeting shall start developing an exhaustive list of possible bylaw and policy changes ranked in priority order with the relevant projected financial impact on the members. In conducting these reviews, the cabinets and councils should consider the impact of the proposed changes on the principles of fair competition, the well-being of student-athletes, sound academic standards, the integrity of the sport, and costs. The recommendations should be consistent with the NCAA principle governing the economy of athletics program operation, which states that intercollegiate athletics programs shall be administered in keeping with prudent management and fiscal practices to assume the financial stability necessary for providing student-athletes with adequate opportunities for athletics competition as an integral part of a quality educational experience.** (Unanimous Voice Vote.)

  [Note: The Leadership Council with the assistance of the Legislative Council is assigned to provide a coordinated approach to this review.]

(3) Long-term Response.

- The national office and the governance structure shall seek to engage experts in brainstorming regarding possible options to provide long term relief and shall conduct further economic research to assist with informed decision making.

9. Report from the Committee on Academic Performance. [Reference BOD Supplement No. 9.]

BOARD ACTIONS:

a. Received a report from the chair of the Committee on Academic Performance regarding that group's April 28 – 29, 2009, meeting in which he shared the following highlights:

(1) Data Collection for Study of Two-Four Transfer Issues. With the Legislative Council's recent adoption of NCAA Proposal Nos. 2008-75 (as amended) and 2008-77 (as amended), the committee is positioned to begin data collection this fall to inform the membership's impending examination of issues pertaining to the academic performance of two-year transfer student-athletes.

(2) Head Coaches' APR Portfolio. The committee has worked to resolve remaining procedural questions related to the development of a public database for reporting NCAA Division I Academic Progress Rates (APR) for all Division I head coaches. The committee has determined the portfolio will include APR information dating back to the 2003-04 academic year, which was the first year for which scores were reported. To ease administrative burden, information will be collected and reported over the next two years as follows:

(a) Institutions will submit information regarding head coaches for baseball, men's and women's basketball, football and women's indoor and outdoor track and field during the fall 2009 Academic Performance Census (APC) data collection phase. The portfolios for these sports will be available beginning in 2010.

(b) Submission of information for head coaches from all other sports will occur during the fall 2010 APC data collection phase. The portfolios for these sports will be available beginning in 2011.

(3) Occasion-Three Historical Penalty Waiver Hearings. The committee has completed its first round of Occasion-Three Historical Penalty waiver hearings. Six teams from five institutions participated in hearings.

(4) Release of Public APR and Penalty Reports. The public recognition lists (i.e., "Top Ten" by sport) were released April 22 and are available on the NCAA Web site. The APR and penalty reports will be released May 6. Institutions and conferences have access to their institutional APR and penalty reports now.

b. Received a detailed presentation from the NCAA research staff regarding the APR data submitted last fall for the 2007-08 academic year, which represented the fifth year of APR data collection, along with information regarding the APP penalty program.

[Note: The PAG expressed a desire to receive more information in the future specifically regarding the academic performance of FCS student-athletes.]

c. Were informed that it is anticipated that both the CAP and the Academic Cabinet will examine issues pertaining to initial eligibility standards in the future as the concepts of academic preparation and readiness are further discussed by the structure and membership.

10. Update on the work and recommendations of the Men's Basketball Academic Enhancement Group. [Reference BOD Supplement No. 10.]

BOARD ACTIONS:

a. Received a copy of the April 6, 2009, Men's Basketball Academic Enhancement Group report, which includes the latest recommendations of that group related to summer school enrollment, playing and practice seasons, and academic preparation issues and were informed that this work, which represents the efforts of presidents, coaches, administrators and faculty to come together to develop recommendations to improve the academic performance of men's basketball, is in its first phase, as the Division positions itself to gather more data to address issues pertaining to transfer students; and

b. Learned that the Men's Basketball Academic Enhancement Group after receiving comments and feedback from the membership through conference spring meetings, hopes to provide the Board with its final recommendations in August, thereby placing the Board in the proper position to sponsor any necessary legislative proposal at its October 2009, meeting for inclusion in the 2009-10 cycle.

11. Status report on the efforts of the Football Academic Working Group. [Reference BOD Supplement No. 11.]

BOARD ACTIONS:

a. Received a status report from the Football Academic Working Group, which is a vertically-integrated group charged with examining the academic performance of football student-athletes with the goal of identifying strategies for improving;

b. Learned that the group's current direction informed by research, includes requiring football student-athletes, who do not successfully complete a minimum number of credit hours in the fall term, to be ineligible for participation in the first two contests of the following football season;

c. Recommended that the group consider establishing a substantial credit-hour requirement of perhaps eight hours given the importance of students establishing the proper academic foundation with the possibility of students reducing the two-game penalty by one with successful academic performance in the spring term; and

d. Heard that the group will share its preliminary recommendations with conferences during spring meetings and plans to forward final recommendations to the Division I Board of Directors for consideration during its August or October meetings.

12. Division I Governance Structure Update.

a. Update from the cabinet via the report of the Communications and Coordination Committee. [Reference BOD Supplement No. 12.]

BOARD ACTIONS:

(1) Received a status report regarding progress being made under the new Division I governance structure and heard that while early, the new structure appears to be doing a good job of developing a more coordinated Division I agenda that is focused on the major issues facing the Division, enhancing communication between governance bodies and providing a higher level of expertise in the governance structure; and

(2) Learned that in an effort to ensure the objectives of restructuring are achieved there are plans to not only enhance the level of membership outreach regarding governance activities but to develop a research-based assessment tool to help address any short-comings with the Division's structure.

b. Report of the March 24, 2009, Division I Leadership Council. [Reference BOD Supplement No. 13.]

BOARD ACTIONS:

(1) Received a report on the March 24, 2009, Leadership Council meeting from its chair who reported the group had its most productive meeting to date as it had a more limited agenda focused on examining of possible new Division I membership standards, managing of consideration by the governance structure of the Report of the Task Force of Commercial Activities in Intercollegiate Athletics and enhancing the level of diversity serving in the Division I governance structure;

(2) Learned that the Leadership Council has been discussing how best to serve its leadership advisory role for the Board mindful of the Council's desire to maintain their national and global perspectives on issues as free from parochial political pressures as is practical; and acknowledged while issues are different and may require different strategies, suggested that as a general rule the Board would appreciate receiving advice, counsel and recommendations from the Leadership Council after being fully developed and vetted by the substructure and membership.

(3) Reconfirmed its charge to the Leadership Council to examine the level of diversity serving in the governance structure, including positional diversity, noting the importance of ensuring the faculty voice is adequately heard throughout the structure and asked the Leadership Council to thoroughly examine the structure, provide an analysis as to where the faculty voice is most needed and where it might currently be missing. Additionally, asked the Leadership Council to provide recommendations designed to address the situation with supporting rationale. (Unanimous Voice Vote.)

[Note: In issuing this charge, the Board noted academic voices need to be heard on different cabinets and councils, particularly because the faculty perspective is often most similar to the presidential perspective but indicated a preliminary reluctance to set a percentage minimum.]

c. Report of the April 20, 2009, Division I Legislative Council. [Reference BOD Supplement No. 14.]

<u>BOARD ACTIONS</u>:

(1) Received a report from the chair of the Legislative Council regarding that group's April 20, 2009, meeting in which he explained the Legislative Council understands the importance of earning the Board of Directors trust and is working hard to be responsive to the Board's priorities in its consideration of legislation;

(2) Learned that the Legislative Council adopted six legislative proposals as either emergency or noncontroversial, in addition to considering the proposals remaining in the 2008-09 cycle, and reviewed the Council's actions paying particular attention to the following proposals:

- **Proposal No. 2008-46 – Playing and Practice Seasons -- Baseball -- Preseason Practice and First Contest -- Championship Segment.** (Adopted. LGC Vote 26.4 – 24.6 – 0)

- **Proposal No. 2008-59 – Division Membership -- Definitions and Applications -- Emerging Sports for Women -- Sand Volleyball.** (Adopted. LGC Vote 37.8 – 13.2 – 0)

- **Proposal No. 2008-79 (as amended) – Amateurism -- Involvement With Professional Teams -- Professional Basketball Draft -- Four-Year College Student-Athlete -- Men's Basketball Adopted, as amended.** (Adopted – LGC Vote 45.6 – 4.2 – 0)

- **Proposal No. 2008-32-B – Eligibility -- General Eligibility Requirements -- Full-Time Enrollment -- Requirement for Competition -- Nontraditional Courses -- Up to 50 Percent of Minimum Requirement.** (Defeated. – LGC Vote 24.3 – 25.5 – 1.2)

  [NOTE: During this discussion, the Board noted the importance of addressing issues associated with the nontraditional delivery of courses as current legislation does not appear to adequately address academic practices. Members expressed support for the Academic Cabinet continuing its efforts to examine such issues.]

- **Proposal No. 2008-48 – Playing and Practice Seasons -- Baseball -- Maximum Number of Contests – 52.** (Defeated. – LGC Vote 24.9 – 26.1 – 0)

(3) Accepted the Legislative Council's report as presented and took no further legislative action.

(4) Proposal No. 2008-62 -- Committees -- Committees Reporting to Board Of Directors -- Division I Presidential Advisory Group -- Duties -- Legislative Issues. To Specify that members of the NCAA Division I Presidential Advisory Group who represent Football Championship Subdivision conferences shall have the authority to act on

behalf of the Football Championship Subdivision members of the Board of Directors on legislative issues that relate to championship subdivision football, subject to review by the full Board of Directors. (Effective Date: Immediate)

[NOTE: At its January 17, 2009, meeting, the Board of Directors tabled this proposal, which had been adopted by the Division I Legislative Council to allow time to received feedback from the Division I Presidential Advisory Group.]

(a) Learned that the Division I Presidential Advisory Group unanimously indicated support this proposals during its April 29, 2009, meeting.

(b) Removed Proposal No. 2009-62 from the table and adopted the proposal. (Unanimous Voice Vote.)

Excerpts from the Report of the
NCAA Division I Leadership Council March 24, 2009, Meeting

- ***KEY ITEMS.***

1. **Examination and discussion of Division I membership standards.** The Leadership Council made good progress on its examination of Division I membership standards. Based on comments and themes identified during the meeting, the Council instructed the staff to develop a draft White Paper on Division I membership standards for its review. The Leadership Council will be provided an opportunity to provide its edits and comments regarding the paper over the course of the spring with the goal of sharing its advice with the Division I Board of Directors as early as the August 6, 2009, meeting. Thereafter, the governance substructure and membership will be engaged in this important examination.

2. **Better defining the advisory role of the Leadership Council.** The Leadership Council expressed a desire to further clarify its role in the Division I governance structure given it is charged to serve as the primary policy advisory group to the Board of Directors. The Council wants to ensure it is providing the Board with the advice and counsel it needs to lead Division I.

3. **Review of the Report of the Task Force on Commercial Activity in Intercollegiate Athletics.** The Leadership Council received the report from the Task Force on Commercial Activity in Intercollegiate Athletics, reviewed the included Statement of Principles and offered no objection to the suggested plan for examination of these important issues through the Division I governance structure.

- ***INFORMATION ITEMS.***

1. **Examination and discussion of Division I membership standards.** At the request of the Division I Board of Directors, the Leadership Council continued its examination of Division I membership standards. To help facilitate the dialogue regarding this issue, which is so important to the future of the division, the Leadership Council members divided into six small discussion groups. As a starting point, the groups were asked to examine a Staff Discussion Document regarding Possible New Report of the DI Leadership Council Membership Model Requirements and to seek to identify additional issues, raise questions and prioritize items for possible inclusion in future membership standards. The small groups engaged in lengthy and free flowing discussions before being asked to report to the full Leadership Council. As a result of this process, a number of themes and priorities were identified along with issues requiring more exploration and possible data. A number of those themes, priorities and questions are set forth below as follows:

a. Foundation.

- The Division I membership process must be thoughtful, seek to ensure institutions are prepared for the transition, emphasize sustainability of programs, help set clear expectations for institutions prior to becoming a Division I member and have a level of accountability throughout the process.

b. Role of Multisport Conference.

(1) Consideration should be given to requiring all future new members to show a bona fide offer of membership in a Division I voting conference. Such a requirement would help promote stability and structure in the Division. Positive byproducts of this requirement could be assistance in scheduling for new members as these members would have set conference opponents, which in turn could have a positive student-athlete well-being impact, and less reliance on RPIs regarding championships selections.

(2) Ensuring institutions are properly prepared to make a successful and sustaining move to Division I should be a goal of the membership process and standards. Requiring a bona fide offer of admission from a conference would place the conference in an appropriate guiding role to help ensure the proper level of preparedness.

(3) Given the potential enhanced role conferences could play in the membership process, conferences should have clear and meaningful membership standards that support any new NCAA Division I standards.

(4) Conferences should play a meaningful and guiding role throughout the entire membership transition process. The earlier the conference involvement the better in helping to ensure the institution is prepared for the transition. Thought should be given to having the conference play an audit role during the process to ensure the institution is meeting its marks. This audit function could occur at the beginning of the process and/or throughout the process. There must be a level of accountability throughout the process and conferences could be helpful in that regard.

c. Governance.

(1) Consistent with the current emphasis on the role of multisport conferences in the Division I governance structure, conferences having access to the structure should continue to be referenced in the NCAA Constitution, Article 4. Any new conference seeking to vote and appoint committees/cabinets/councils/Board representation in to the Division I structure would have to be established through the normal legislative process.

(2) Given the importance of the conference structure in Division I, thought should be given to trying automatic qualification to Division I championships to only Division I multisport conferences that have established voting privileges through Division I legislation.

d. Value of Division I Membership.

(1) There are a certain limited amount of resources, benefits and good will associated with Division I. It would be helpful to establish further data regarding the value of those assets in Division I to ensure that any monetary decisions are not arbitrary and that these existing benefits are not diluted. It was noted it would be helpful to receive more financial data regarding current Division I institutions.

(2) Consideration should be given to establishing a meaningful fee to enter Division I. The fee that should be based on research as to value gained from being a member of the Division. A number of questions need to be answered in this regard in addition to the amount of the fee. Questions include: Where should the fee go – to the conference or the NCAA? Where should the funds be directed? Should the fee be standard for all members or should it be set by the multisport conferences? What happens to the fee when the institution completes the membership transition process?

(3) Whatever the fee structure, efforts should be made to ensure it does not serve as an incentive for conferences to add new members.

e. Standards.

(1) Institutional academic performance needs to be included in some way in the development of new Division I membership standards. The message and expectations need to be clear that Division I is committed to helping ensure the academic performance of its student-athletes. There are a variety of opinions regarding how this could be demonstrated, from establishing a minimum APR and/or GSR score for all programs to noting that a new member could not be subject to APP historical penalties.

(2) Consideration should be given to maintaining certain grant-in-aid minimums as part of Division I membership standards. What those minimums should be needs to be determined. The determination should be research based and should help serve to adequately prepare institutions to become a member. Given the diversity of institutions in Division I, there will probably need to be a number of options available to institutions as they seek to comply with the grant-in-aid standard as one size will not fit all. If any recommended change would be an increase from current requirements, consideration should be given to allowing a grace period for current Division I member institutions to comply with the requirements.

(3) In an effort to ensure institutions are appropriately prepared, consideration should be given to requiring new member institutions to meet Division I sports sponsorship minimums before applying for reclassification. Similar to establishing minimum grant-in-aid requirements, what those standards should be has yet to be determined. Whatever the standards, it is clear they should be research based and help promote long term sustainability in Division I.

(4) The process should require a demonstrated commitment to rules compliance and academic support services for student-athletes. How best to achieve this standard requires further exploration. Should there be a more prescriptive direction, or is the process best addressed though enhancing the Athletic Certification Program? Can peer review teams play a helpful role through the process? Ideas should be explored as to how to get institutions to demonstrate their commitments in these areas early in the transition process. Additionally, the role conferences can play in assisting institutions should also be explored.

f. Championships.

(1) Thought should be given to limiting Automatic Qualification (AQ) to all Division I championships to multisport, voting conferences, subject to an exception for single-sport conferences provided for in Bylaw 31.3.4.4.2, which would continue to apply to sports such as men's ice-hockey. Whether no more than 32 AQs may be awarded for any Division I championship is a concept worth exploring but subject to debate.

(2) More consideration is needed regarding the issue of multidivisional classification. Additional information regarding the profile of institutions with multidivisional programs may be helpful to a more informed conversation. Consideration should be given as to whether such a classification will be needed in the future or whether more sports should be precluded from using this classification.

g. Association-wide issue.

(1) Given the goal of helping institutions properly prepare for Division I membership, serious consideration needs to be given to eliminating the seven-year provisional membership process, thereby precluding an institution from entering Division I from outside the Association.

(2) There needs to be a dialogue with Division II regarding the potential impact of any changes to Division I membership standards. For example, are there any negative consequences with eliminating the provisional membership process and requiring institutions to reclassify from Division II? Is there a demonstrated level of success at Division II that would serve as a good indication of potential success at Division I? Ultimately, Division I membership standards need to promote the long-term stability of the Association.

(3) Understanding the motivation as to why institutions have recently transitioned into Division I may be helpful to this examination.

h. Revenue Distribution.

- Issues regarding revenue distribution must be part of this examination. Revenue sharing within a conference should be determined by the appropriate conference.

Based on the themes identified the staff was instructed to develop a draft White Paper on proposed Division I membership standards, which could be shared with the Leadership Council sometime in early spring to allow for individual review, comments and edits. Additionally, the Leadership Council members requested an opportunity to convene in smaller groups via conference call to further review and vet the document. [Note: The staff will plan to schedule two or three conference calls for that purpose in May 2009 so that the Leadership Council members can participate on a call that best fits their schedules.] Depending on the nature of these discussions and the type of feedback received, the Leadership Council noted it may be beneficial to schedule an in-person meeting or video conference for this summer to allow the Leadership Council to provide advice and recommendations to the Board of Directors as early as the Board's August 6, 2009, meeting.

2. **Better defining the advisory role of the Leadership Council.** As the Leadership Council considered possible strategies for providing its recommendations to the Board regarding membership standards, the Council entered into a lively discussion regarding how best to fulfill its role as the primary policy advisory group to the Board. Members discussed the importance of seeking to maintain their national and global perspectives as they seek to advise the Board as free from parochial political pressures as is practical. Further, the Leadership Council discussed the benefits of sharing its advice directly with the Board prior to consideration by the governance substructure and membership so as to allow the Board to better direct the broader consideration of issues by those groups.

   The Leadership Council suggested it would be helpful to learn more from the Board regarding its views as to the most effective way for the Leadership Council to assist with informed decision making. Additionally, the Leadership Council noted that as the Board assigns issues to the Council and substructure for examination, it would be instructive if the Board could provide a detailed charge and set of expectations regarding consideration of the assigned issue.

4. **Update regarding efforts to enhance the level of diversity serving in the Division I governance structure.**

   a. Presentation of information from the Barriers Study. Given the Leadership Council's charge from the Board of Directors to seek to identify strategies to enhance the level of gender, racial, ethnic and positional diversity serving at the Division I cabinets and councils levels, the Leadership Council requested an opportunity to review the findings from the Barriers Study. The goals of this study were to determine what factors continue to influence women's careers in intercollegiate athletics, to determine what motivates women to seek such careers and to ascertain

the potential obstacles institutions may face in recruiting and retaining women. As part of the presentation, the Leadership Council reviewed demographic information which showed:

Female Representation	
27	Directors of Athletics
376	Associate Directors of Athletics
284	Assistant Directors of Athletics
87	Faculty Athletics Representatives
329	Senior Woman Administrators
* Total potential female representation in Division I athletics administrative staff is 42.8% or 8,613 positions.	

Racial/Ethnic Minority Representation	
52	Directors of Athletics (44 Men, 8 Women)
154	Associate Directors of Athletics (96 Men, 58 Women)
156	Assistant Directors of Athletics (100 Men, 56 Women)
49	Faculty Athletics Representatives (38 Men, 11 Women)
67	Senior Woman Administrators (1 Man, 66 Women)
* Total potential racial/ethnic minority representation in Division I athletics administrative staff is 16.3% or 3,280 positions.	

The Leadership Council also received suggestions for improving the current situation based on the findings, which included:

(1) Marketing athletics administration opportunities to young women as viable professions.

(2) Making practical experience available in the field athletics administration.

(3) Creating additional networking and communication opportunities to interact with coaches, administrators and officials on a national intercollegiate basis.

(4) Developing mentoring programs to increase the accessibility to role models within college athletics.

(5) Encouraging institutional exploration of hiring practices and procedures.

[NOTE: This presentation was intended to inform future strategic discussions by the Leadership Council on the issue of enhancing diversity in the governance structure.]

b. Update regarding internal review of existing programs. The Leadership Council was informed that the staff is in the process of conducting an assessment of the nearly 20 programs administered by the NCAA focused on enhancing opportunities in athletics administration for women and people who identify themselves as ethnic or racial minorities. The objectives of this assessment are:

(1) To identify and celebrate successful programs.

(2) To recommend improvements for less than successful programs.

(3) To recommend dissolution or realignment of ineffective programs.

(4) To recommend a process for ongoing assessment of programming.

[NOTE: The Leadership Council will be kept abreast of the findings of this assessment as these findings will pertinent to the Leadership Council's efforts to identify strategies for enhancing the level of diversity serving in the Division I governance structure.]

Council chair: *Damon Evans, University of Georgia, Southeastern Conference.*
Council liaisons: *David Berst, governance.*
Beth DeBauche, governance.
Bernard Franklin, membership and governance.
Kevin Lennon, academic and membership affairs.

SUPPLEMENT NO. 4

REPORT OF

THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

DIVISION I COMMUNICATIONS AND COORDINATION COMMITTEE

CONFERENCE CALL

Participants: March 3, 2009

Matt Baysinger, Big Twelve Conference – (SAAC)
Grace Calhoun, Indiana University – (Awards, Benefits and Financial Aid Cabinet)
Carolyn Callahan, University of Virginia – (Academics Cabinet)
Joseph D'Antonio, Big East Conference – (Legislative Council)
Damon Evans, University of Georgia – (Leadership Council)
Rob Halvaks, Big West Conference – (Administration Cabinet)
Petrina Long, UCLA – (Recruiting Cabinet)
Mike Rogers, Baylor University – (Amateurism Cabinet)
Jeff Schemmel, San Diego State University – (Championships/Sports Management Cabinet)
Beth DeBauche, NCAA – recording secretary

NCAA staff: Rachel Newman Baker, Matt Burgemeister, Angie Cretors, Kelly Groddy, Lynn Holzman, Amy Huchthausen, Steve Mallonee, Tim Nevius, Carol Reep, Abby Renaker, Kris Richardson Dave Schnase, Maricela Shukie, Geoff Silver, Sharon Tufano, and Leeland Zeller also participated on the call.

The conference call was called to order by the chair, Damon Evans, at 2:05 p.m.

INFORMATIONAL ITEMS.

1. Reports from the February cabinet meetings. The chairs of each cabinet were provided an opportunity to share meeting highlights as follows:

   a. Academic Cabinet.

      (1) Data-Driven Legislation and Policy Development. The Academic Cabinet emphasized the importance of data-driven decision-making as the basis for cabinet legislation and policy development. As such, the cabinet views the collection of data regarding the academic performance of 2-4 transfers and student-athletes certified by the early certification process as critical and necessary. Therefore, the cabinet recommended the Legislative Council adopt Proposal Nos. 2008-75 and 2008-77 (as amended by Proposal No. 2008-77-1).

(2) Nontraditional Coursework. The cabinet supported Proposal No. 2008-32-B, which would permit student-athletes to use nontraditional courses to meet up to 50 percent of the full-time enrollment requirement. The chair noted the conditions outlined in the proposal offers guidance to institutions seeking to ensure student-athletes receive quality instruction through nontraditional course delivery. [Note: To highlight the point made by the chair, the Communications and Coordination Committee discussed the importance of governance groups reviewing the actual legislative proposals and not just the intent statements.]

(3) Facilitating Learning and Achieving Graduation (FLAG). The cabinet endorsed the conceptual framework presented by the working group examining issues pertaining to academic risk. The chair explained that the FLAG is an optional management system that will enable member institutions to determine each student-athlete's potential barriers to graduation, match support services to address each student-athlete's risk, and evaluate the overall effectiveness of institutional and athletics academic support and life skills programming. [The Communications and Coordination Committee was informed that information regarding FLAG is being shared with other governance bodies and working groups.]

b. Awards, Benefits, Expenses and Financial Aid Cabinet.

(1) Review of Current Financial Aid Model. The cabinet has prioritized financial aid items to be reviewed over the next several meetings. The issues prioritized for further study are: (a) countable aid versus noncountable aid (e.g., government grants, institutional merit aid, state grants); (b) examination of issues related to determining counter status; (c) head-count versus equivalency designations; and (d) team financial aid limits. It is anticipated that this review may be completed by June 2010.

(2) Best Practices for Conducting Financial Aid Hearing Opportunities. The cabinet determined that no legislative changes were necessary at this time regarding financial aid hearing opportunities. The cabinet requested that the staff develop a comprehensive best practices document related to the application of the financial aid hearing opportunity legislation and renewal/nonrenewal process. This resource will be made available to the Division I membership on the NCAA Web site. The cabinet also requested the staff work with the staff liaisons for the athletics certification and the compliance review processes to determine if there are ways to ensure institutional policies and procedures for conducting financial aid hearings are reviewed on a regular basis.

(3) Outreach to Financial Aid Community**.** The cabinet directed the staff to develop a plan for NCAA staff to serve as a liaison to the financial aid community to discuss the best methods to enhance dialogue between the NCAA and NASFAA on financial aid issues. Potential outreach efforts may include, but will not be limited to, a coordinated effort to develop educational resources for use by NASFAA members and greater interaction during NCAA Regional Rules Seminars.

c. Recruiting and Athletics Personnel Cabinet.

(1) Early Recruitment. The cabinet will engage in an extensive examination of the current recruiting model in hopes of generating a thorough discussion to identify and understand the specific concerns within the broad topic of early recruitment. [Note: The chair asked for the Division I SAAC to provide assistance regarding this issue.]

(2) Coaching Limits and Athletics Personnel. The cabinet identified several issues within this area and will distribute a discussion document with potential concepts for feedback from the membership on how to appropriately address issues related to coaching limits, including noncoaching staff with sport-specific responsibilities.

(3) Impact of Technology on Recruiting. The cabinet discussed how advances in technology can be helpful in the recruiting process while being mindful of intrusive activities. The cabinet will solicit feedback from various constituencies about potential areas of deregulation in the areas of printed recruiting materials and video/audio materials by using alternate methods of delivering the same information. [Note: The chair asked for the Division I SAAC to provide assistance regarding this issue.]

d. Administration Cabinet.

(1) Committee Appointments. In the process of making appointments to 49 committees, the cabinet noted the importance of receiving complete nomination information that illustrates how the nominee's background is well-suited for the committee along with the nominee's interest in serving on the committee. The cabinet plans to identify ways to enhance the appointment process, which may include providing more education regarding the process to the Division I membership, additional outreach to the 31 multisport conferences, and modifications to the current nomination form to make it more user friendly.

(2) Governance Assessment Tool. The cabinet wants to ensure the newly modified Division I governance structure achieves its intended objectives and that the structure helps to establish a more coordinated Division I agenda. The cabinet therefore agreed to seek to develop a multi-dimensional tool to assess the Division I governance structure, which includes measurable outcomes. The cabinet believes that by developing this assessment tool shortly after the implementation of the new governance structure, any possible short comings can be addressed early and an impactful governance structure can be sustained.

(3) Membership Process. The cabinet, through education and discussion, has sought to lay the proper foundation with its members regarding the Division I membership reclassification process. The cabinet members have been assigned to review strategic plans and associated materials for transitional members. The cabinet will review and consider the status of transitional members during the June meeting.

e. Championships/Sport Management Cabinet.

(1) Bid/site selection process. The cabinet received an overview of the enhanced Championships Bid/Site Selection process, which is expected to not only yield greater uniformity of the criteria presented to the sports committees and ultimately to the cabinet but to allow for more effective synchronization of the championships calendar. The cabinet learned that this process should better position the championship events to be of the highest quality and be responsive to issues of mutual importance to the NCAA and its corporate champions, partners, fans and media interests. Finally, it is anticipated that the uniformity of the new bid cycle will lead to better awareness by prospective hosts of opportunities to bid and, therefore, an increased number of bids.

(2) NCAA controlling goal number two – Facilitating the business interests of the Association. The cabinet heard a presentation from Greg Shaheen, NCAA Senior Vice President for Division I Men's Basketball and Business Strategies. The presentation focused on the NCAA's current bundled-rights agreement and the importance of the various media platforms to the NCAA mission and ties to higher education. The cabinet will consider and discuss ways to facilitate the following priorities:

(a) Continue efforts to thoughtfully build NCAA championships;

(b) Actively participate in the creation of a platform that will allow the NCAA to ensure that its championships benefit from the transition to new forms

of media and be a resource for its member institutions and conferences as they forge their own new media strategies;

(c) Continue to develop new asset strategies that can diversify revenue streams for the Association;

(d) Continuously review policies with an eye toward challenges likely to be created in a new media environment; and

(e) Increase the convergence of principled support between the NCAA and its corporate champions and partners.

(3) Performance standards related to the administration of NCAA championships. The cabinet received information concerning an internal championships group initiative with respect to its methods and procedures for the planning and execution of championships. Included in this work ("Celebrating Champions") was the adoption of four over-arching goals: (a) effective management; (b) deliver the best student-athlete experience; (c) value to partners and hosts; and (d) efficient use of resources. A number of significant accomplishments have followed in support of these four goals, and the cabinet received information with respect to many of these accomplishments.

(4) Championships travel update. The cabinet received an update from staff on the continued monitoring and management of championships travel through the completion of the fall championships season and learned that through the fall season, championships travel costs have increased 3.6 percent over the previous year, which is a modest rate of increase compared to increases during the last three years. It appears that raising the fly/drive mileage threshold approved for the 2008-09 academic year, as well as a greater awareness by all concerned, has mitigated the anticipated increase in travel costs. It was noted that all matters related to the travel cost management efforts will continue to receive attention by the staff. The cabinet will evaluate previous actions taken when it convenes for its next meeting.

f. Amateurism.

(1) The cabinet continued to discuss the current definition of a professional team and its impact on the eligibility status of prospective and enrolled student-athletes. The cabinet agreed to forward the following interrelated legislative concepts to the NCAA Division I Leadership Council for comment before sponsoring legislation in June:

(a) To permit an individual, prior to initial full-time collegiate enrollment, to compete on a professional sports team without jeopardizing his or her amateur status, even if one or more members of the team received more than actual and necessary expenses to compete on the team. However, an individual's amateur status would be jeopardized if he or she receives more than actual and necessary expenses to compete on the team.

(b) A prospective student-athlete who does not initially enroll full-time in a collegiate institution within one year following the high school graduation date of the prospective 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.

(2) The cabinet reviewed the final report of the Task Force on Commercial Activity in Intercollegiate Athletics and learned that the Division I Board of Directors has charged the Leadership Council with managing consideration of the broad range of issues through the governance structure. The cabinet anticipates being called upon to make recommendations regarding the necessary implementation details relative to that portion of the principles pertaining to the amateurism rules.

(3) The cabinet agreed to support a 12-month pilot program that designates the U.S. Census Bureau Web site as the source for expense valuation determinations in those cases where the Eligibility Center and the institution cannot reach an agreement when determining the value of actual and necessary expenses under Bylaw 12.02.4.

(4) The cabinet did not support Proposal No. 2008-79 as written; however, noted that it would be supportive of an early to mid-May deadline. The cabinet requested that the staff prepare a white paper outlining alternatives and points of consideration for each alternative.

2. Lessons learned. What worked well during the winter series of meetings and where did you experience challenges? Possible discussion topics include:

a. Level of preparation by members. The committee members reported that their members appeared to be very well prepared for meetings and discussed the fact that,

as chairs, it is incumbent on them that they set high expectations for cabinet and council members. They agreed that agendas should be built on the assumption that cabinet/council members will read materials prior to meetings and that the meetings should be focused on group examination of issues, rather than receipt of governance reports. The members suggested that necessary presentations should be limited in scope and materials supporting any presentation should be provided in advance of meetings.

b. Structure of meetings and agendas. The Communications and Coordination Committee chair reminded the committee that the new Division I governance structure was developed in part on the premise that the cabinets and councils would focus their meetings on a few items important to the overall Division I agenda. The committee members shared successful practices from their recently concluded meetings, which included the following:

(1) Requesting that cabinet and council members put personal electronic devises away during the meeting with the understanding there would be a set schedule of meeting breaks to allow members time to return phone calls.

(2) Scheduling a conference call in advance of the cabinet meeting to review preliminary matters and necessary governance reports.

(3) Establishing small discussion groups during the course of the meetings to allow members to not only get to know one another better but to benefit from small group discussions. It was mentioned that the composition of these groups was purposefully changed during the course of the meeting and the discussions appeared to be more productive when more structure was provided for the discussion on the front end.

c. Role of the SAAC member. The committee members reported that the SAAC members assigned to the cabinets and councils appear to be making important contributions to the meetings. It was suggested that a SAAC report be included as a standing agenda item for all councils and cabinets. Committee members noted they are planning to rely on SAAC members to provide feedback and input on the key issues on the Division I agenda. Issues being discussed at the cabinet level where the SAAC can be helpful include the examination of issues surrounding early recruitment, the use of technology in recruitment and student-athlete nutritional needs. Cabinet members also noted it may be helpful to assign SAAC members to cabinets based on their background, interest and sport affiliation.

d. Meeting reports. The staff reported that they are trying to ensure the meeting reports are "user friendly" to the membership so that people can stay informed about governance issues. The staff is attentive to ensuring an increased level of uniformity in the reports so they are easy for the membership to read and is trying to ensure that the proper balance is struck between providing an informative report and ensuring reports are not too lengthy. The committee discussed the importance of finding this balance point mindful that not all conferences have representatives on the cabinets. The staff agreed to keep the committee informed regarding developments in this area.

e. Use of technology. Amateurism Cabinet chair Mike Rogers shared his interest in having electronic chat rooms established so that cabinet and council members can share ideas on issues in between meetings. Members indicated general interest in learning more about the possibility of such technology, although it was noted that this tool should not be used to raise the level of expectation for representatives serving in the structure. The staff agreed to explore the available options and to report back to the committee.

3. Communication efforts. The committee members noted they have tried to stress the importance of cabinet and council representatives reporting back to their conferences and to affiliate groups to which they belong. Committee members were asked to share with staff any feedback they receive regarding communication with the broader Division I membership. The staff shared with the committee that outreach to the Division I membership regarding governance issues and communication would be a priority in the months ahead.

4. Leadership succession planning. The committee discussed as the new Division I governance structure was being established, the staff purposefully presenting the Division I Board of Directors with a slate of chairs that not only provided for experienced leadership but represented the diversity of the division in terms of gender, ethnic, positional and subdivision diversity. As the cabinets and the councils look to appoint vice chairs or develop succession plans, there needs to be a high level of coordination between all the cabinets and the councils to ensure that, at a minimum, this current level of diversity is maintained. The committee noted the complexity of the situation and suggested time be reserved on a future conference call to discuss this issue. The staff also agreed to try to suggest some possible approaches to address this situation.

5. Brief preview of the Leadership Council and Legislative Council meetings.

   a. Leadership Council. The Leadership Council chair reported that the council is next expected to meet on March 24. The focus of that group's meeting will be the on-going discussion regarding possible Division I standards and on the report of the Task Force on Commercial Activities in Division I Intercollegiate Athletics. He noted that the important discussion of membership standards may require input from a number of the cabinets as well.

   b. Legislative Council. The Legislative Council chair reported that at its next meeting on April 20, 2009, the council would formally consider the proposals still remaining in the 2009-10 legislative cycle plus any amendments or requests for non controversial or emergency legislation. He mentioned that the comments from the cabinets are helpful to the broader review of legislation.

6. Cabinets and Councils meeting schedule. The committee was informed that the staff is exploring the idea of trying to schedule cabinet meetings immediately one after the other in the same locale to determine if it allows for enhanced cost and planning efficiencies. The staff agreed to share its findings with both the committee members and the staff liaisons. Cabinet members noted such a schedule may have the added benefit of allowing for more coordination between the cabinets.

7. Proposed future call dates. The group determined that a conference call was not needed in advance of the April 20, 2009, Legislative Council meeting and requested that the next call be conducted in early May so that it is in advance of both the June cabinet meetings and conference spring meetings.

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REPORT OF
THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION
DIVISION I COMMUNICATIONS AND COORDINATION COMMITTEE
CONFERENCE CALL

Participants: May 12, 2009

Matt Baysinger, Big Twelve Conference – (SAAC)
Grace Calhoun, Indiana University – (Awards, Benefits and Financial Aid Cabinet)
Carolyn Callahan, University of Virginia – (Academics Cabinet)
Damon Evans, University of Georgia – (Leadership Council)
Rob Halvaks, Big West Conference – (Administration Cabinet)
Petrina Long, UCLA – (Recruiting Cabinet)
Mike Rogers, Baylor University – (Amateurism Cabinet)
Jeff Schemmel, San Diego State University – (Championships/Sports Management Cabinet)
Beth DeBauche, NCAA – recording secretary

Joseph D'Antonio, chair of the Legislative Council was unable to participate on the call.

NCAA staff: David Berst, Matt Burgemeister, Jeremiah Carter, Michelle Hosick, Brad Hostetter, Steve Mallonee, Delise O'Meally, Dave Schnase, Sharon Tufano, and Jackie Thurnes also participated on the call.

The conference call was called to order by the chair, Damon Evans, at 3:05 p.m.

1. Recap of items of significance from spring Division I governance meetings.

   a. Division I Leadership Council. The Leadership Council chair reported that the council had a successful meeting in March as they considered a much smaller agenda and used a round table discussion format to enhance the level of dialogue. The chair reported the Leadership Council is busy with three main agenda items: Developing proposed Division I membership standards, managing consideration of the report from the Task Force on Commercial Activities in Intercollegiate Athletics; and exploring ways to enhance the level of diversity in the Division I governance structure. The chair noted that the council will ultimately ask for the assistance of the cabinets regarding these important topics.

   b. Division I Legislative Council. The committee heard from the council's staff liaison that there appears to be a level of trust developing between the Legislative Council and the Board of Directors relative to the council's legislative work, which is so important to the ultimate success of the new structure. It was also reported that the council appreciates the thorough work of the cabinets and the chairs were encouraged to continue to set aside the appropriate time to discuss legislative proposals at their fall meetings and to make sure the reports include both legislative positions and rationales.

c. Board of Directors. The committee was informed that as the Leadership Council explores its advisory role in the structure, the Board suggested that as a general rule it would appreciate receiving advice, counsel and recommendations from the Leadership Council after being fully developed and vetted by the substructure and membership. The Board also reconfirmed its charge to the Leadership Council to examine the level of diversity serving in the governance structure, including positional diversity, noting the importance of ensuring the faculty voice is adequately heard throughout the structure. The Board asked the Leadership Council to thoroughly examine the structure, provide an analysis as to where the faculty voice is most needed, where it might currently be missing and to provide recommendations designed to address the situation with supporting rationale.

2. Staff thoughts and assessments.

a. March 16 meeting with staff liaisons. The committee was informed that the Division I governance liaisons had a productive meeting where they met to share information and ideas regarding the new structure. The focus of the staff's discussion was on streamlining agenda, meetings and reports so that they all focus on the important issues on the Division I agendas thereby allowing cabinets and councils to engage in meaningful work. The staff also discussed the fact that it is appropriate to expect governance representatives to prepare in advance of meetings so that less meeting time can be spent on disseminating information. Last, the staff discussed the value of including an update from the Division I Student-Athlete Advisory Committee as standard practice.

b. March 22 meeting with staff administrative assistants. The committee was informed that the supporting administrative assistants met to discuss the importance of developing agendas and reports that conveyed salient information that was easy for representatives and the membership to follow. The assistants focused on providing a level of consistency in meeting reports, so that reports are not too lengthy and included a section in the beginning of the report highlighting key items from the meeting.

3. National Office initiatives.

a. Request for bylaw review. The committee was informed that the Division I Board of Directors at its April 30, 2009, meeting, requested that the Division I councils and cabinets begin an immediate review of all operational aspects under their purview to identify bylaws and practices that could possibly be modified to provide financial relief to the membership. Specifically, the Board asked that each governance body at its next meeting start developing an exhaustive list of possible bylaws and policy

changes ranked in priority order with the relevant projected financial impact on the membership.

b. Policies and Practices Task Force. The committee was informed that their cabinets or councils may be asked to do work on behalf of the Policies and Practices Task Force. If such a request is made, the governance bodies will be asked to make such a review a priority. The requisite staff support will also be provided for such a review.

4. Communication efforts.

a. Update on technology efforts. The committee was informed that SharePoint is now becoming available for use in some departments of the National Office and the staff is in the beginning stages of setting it up for outside access. This appears to be an exciting development as SharePoint has many tools to use for collaboration, most notably, the ability for a threaded discussion forum, which would allow members of this "site" to start a discussion, reply to postings and collaborate.

b. Membership outreach. The committee was informed that the staff is in the process of trying to enhance the level of outreach for outside constituent groups. Committee members were encouraged to share governance information when possible with groups of which they are members. Further, staff offered to provide any necessary supporting assistance.

c. Conference meeting and Regional Rules Seminars. The committee was informed that information was shared with the 31 multisport conferences regarding governance initiatives and priorities in advance of conference spring meetings. Additionally, information is being presented at the NCAA Regional Rules Seminars regarding the Division I governance structure and important agenda items.

5. Preview of June cabinet meetings and conference calls.

a. Academic Cabinet. The cabinet has a full agenda for its June meeting involving may themes important to the whole of the Division I agenda. In light of the Division I membership's reluctance to adopt any legislation in the 2008-09 cycle regarding the nontraditional delivery of courses, the cabinet will continue its work in this area and will also explore related issues relative to initial eligibility. The cabinet chair asked for feedback from the substructure regarding concepts and ideas that should be considered by the cabinet as it seeks to possibly develop legislative proposals related to nontraditional course work. The cabinet will also review data and begin discussing issues pertaining to initial eligibility standards. As data become available the cabinet will also do more work in seeking to identify the profiles of successful two-year college transfer students.

b. Administration Cabinet. The cabinet's agenda will be focused on reviewing cases for institutions going through the membership transition process, assessing the committee appointment process to seek to identify opportunities for improvement and discussing the development of a governance assessment tool. The committee members indicated an interest in being included in that assessment process.

c. Amateurism Cabinet. During its June meeting the cabinet will review the report of the Presidential Task Force on the Future of Division I Athletics. The members currently are in the process of providing comments on the report in advance of the meeting. The members have been responsive to the request to do work in between meetings. The cabinet will also explore whether it wants to sponsor legislation in the 2009-10 cycle changing the definition of a professional team.

d. Awards, Benefits, Expenses and Financial Aid Cabinet. The cabinet will have a streamlined agenda focused on its ongoing comprehensive review of Division I bylaws regarding individual and team financial aid limits. This review will include the inclusion of a number of financial aid officers, which the cabinet views as a positive addition. Additionally, the cabinet will continue its efforts to develop best practices materials for institutions regarding financial aid hearing opportunities and will work to enhance the level of educational outreach for the financial aid community. Lastly, the cabinet will be seeking to put together a financial aid model for sand volleyball.

e. Championships/Sports Management Cabinet. The chair reported the cabinet had been working on its mission statement and principles, which has proved to be a helpful exercise. The cabinet will not be meeting in person in June but will have a conference call to discuss, among other things, cost savings initiatives and championships travels. Additionally, the cabinet will review a proposal regarding expanded television coverage for select championships and will consider a request for a permanent venue for the track and field championships.

f. Recruiting Cabinet. The members of the Recruiting Cabinet have been asked to work with their conferences to develop best communication practices regarding governance activities. Additionally, the cabinet will focus its efforts on beginning to develop the recruiting model for sand volleyball and continue discussing the role of technology in recruiting. Further, the cabinet will continue its examination of issues pertaining to coaching and athletics personnel limits, especially in light of feedback sought from the membership.

6. Leadership succession planning.

- Given the importance of presenting a diverse slate of cabinet and council chairs to the Board for approval, the committee discussed the need to work together to indentify new Division I governance leadership. Accordingly, it was suggested that the chairs at their next meeting seek to identify two or three individuals who potentially would be interested in serving as chair and on the Communications and Coordination Committee. In seeking to identify new leaders, the committee was reminded that the slate should reflect not only gender and ethnic diversity but positional and subdivisional diversity. Given the importance of the governance bodies working together to develop a slate, it makes it difficult for any of the cabinets or councils to develop a succession plan whereby the vice chair automatically succeeds to the chair's role. Accordingly, the committee members were encouraged to think differently about the vice chair role and not to assume it is an automatic precursor to the role of chair.

7. Meeting schedule.

- The committee was informed that pursuant to the new travel policy approved by the Executive Committee, Indianapolis will be the first option for conducting cabinet and council meetings. Accordingly, a potential contract has been arranged at an Indianapolis venue to provide for all six February 2010, cabinet meetings. Pursuant to this contract, cabinet meetings would be scheduled over a two-week period, with each cabinet meeting lasting approximately one and one-half days. The committee was asked to inform Beth DeBauche if they anticipated needing more time to meet. Meeting dates will be assigned based on availability on a first-come, first-serve basis.

8. Proposed future call dates.

- The committee will next convene in August 2009, in advance of the September cabinet meetings. The staff will circulate availability calendars.

9. Adjournment. The chair adjourned the call at 4:25 p.m.

[DRAFT to be revised via conference call.]

Report of the NCAA Division I Men's Basketball Academic Enhancement Group (April 6, 2009)

Background.

In April 2007, the NCAA Division I Board of Directors approved the formation of an NCAA Division I Men's Basketball Academic Enhancement Group, a working group composed of chancellors and presidents, head coaches, commissioners, directors of athletics and faculty athletics representatives (FARs), established to develop strategies to enhance academic performance and graduation rates in NCAA Division I men's basketball. Graduation rates in men's basketball are among the lowest in Division I, and the elimination of the small squad-size adjustment further impacted the sport. The academic preparation of men's basketball student-athletes is unique from many other sports, and overall, they are less prepared academically than student-athletes who participate in other sports. It was essential, therefore, that NCAA constituent groups work together to evaluate the causes and develop meaningful strategies to improve academic performance. The success of a similar group in baseball and discussions involving head basketball coaches and representatives of several governance committees and NCAA staff at the 2007 Men's Final Four supported the establishment of the Men's Basketball Academic Enhancement Group as a meaningful step toward identifying solutions.

The Men's Basketball Academic Enhancement Group was directed to develop appropriate recommendations for consideration by the Division I membership within a timeline of approximately 12 to 18 months. The group was provided a charge to:

1. Analyze available data, research and literature regarding the academic performance trends of Division I men's basketball student-athletes.

2. Identify characteristics and factors in the sport that may be serving to impair the academic performance of Division I men's basketball student-athletes.

3. Identify changes that would enhance academic progress and graduation rates in Division I men's basketball.

4. Submit to the Board of Directors, a set of recommendations and proposals that would enhance NCAA Division I Academic Progress Rates (APR) and graduation rates in Division I men's basketball.

5. Maintain ongoing communication with, and seek reactions from, the NCAA governance structure, and the National Association of Basketball Coaches membership and conference offices during the course of the project.

The Men's Basketball Academic Enhancement Group conducted its initial meeting August 2007, and agreed that the project could most effectively be accomplished through the use of subcommittees. The following subcommittees were formed and charged with identifying and developing potential solutions, legislative and nonlegislative, for consideration by the full group.

1. Subcommittee on Academic Preparation and Academic Support.

2. Subcommittee on Coach/Player Relationships.

3. Subcommittee on Playing and Practice Seasons.

4. Subcommittee on Transfers – Both Incoming and Outgoing.

5. Subcommittee on the "0/2" Phenomenon.

The subcommittees conducted several meetings, both in person and by teleconference and developed recommendations/solutions specific to their respective areas for consideration by the full group. The group also received and considered feedback from various constituencies in the Division I governance structure. The following information sets forth the group's recommendations, which will be presented formally to the Board of Directors at its August 2009 meeting.

Recommendations

1. Summer Bridge: Transition for Academic, Athletic and Learning Skills Development.

Background and Rationale. The group supported a summer academic preparation and college acclimatization model for designated men's basketball student-athletes involving summer school attendance and learning and athletics-skill development involving the coaching staff. Data reviewed by the group indicates that all student-athletes who enroll in summer school, particularly early in their academic careers, enhance academic success during their collegiate enrollment. In addition, a survey of Division I men's basketball student-athletes currently attending summer school revealed that time spent voluntarily on athletically related activities while enrolled in summer school has been approximately 12-14 hours per week.

The recommended model proposes a structure that is designed to encourage greater academic commitment, while also providing an opportunity for coaches and student-athletes to interact and build the coach/player relationship, which data supports as one of the most influential

relationships in a student-athletes' life. It is anticipated that engaging in limited athletics-related activities in a structured environment under the supervision of the coaching staff will not significantly impact competitive equity, but should prove beneficial in establishing a stronger coach/player relationship. Descriptions of summer athletic development opportunities and summer school academic requirements are included below to assist in understanding the practical application of this model.

a. Summer School Bridge for Designated Men's Basketball Student-Athletes.

NCAA financial aid rules now permit institutions to provide athletics aid during the summer prior to initial full-time enrollment under conditions prescribed by NCAA Bylaw 15.2.8.1.4. Further, Bylaw 15.2.8 and its subsections outline legislation related to summer financial aid for enrolled student-athletes.

The new recommended model requires that each institution formally assess the academic preparedness of all incoming men's basketball student-athletes (including transfers) who have signed financial-aid agreements for the ensuing regular academic year, using institutionally-defined criteria to identify those who need an academic head start is to put the individual on a track to predict graduation in five years. These student-athletes shall be required to attend summer school in a summer bridge session prior to their initial year of regular enrollment at the certifying institution. Such incoming student-athletes shall be provided financial aid and must be enrolled in a minimum of six hours (and pass three for eligibility to compete in the first term) of acceptable degree credit in addition to receiving institutional learning skills education.

[Note: Consistent with the provisions of Bylaw 14.4.3.4.4, required hours may include remedial courses, provided the courses are prerequisites for specific courses acceptable toward any degree program. Learning skills education includes assessments, focused training in areas of deficiency, seminars and other initiatives that help student-athletes "learn how to learn."]

For subsequent summers, men's basketball student-athletes shall be re-evaluated using institutionally-defined criteria to determine those who should attend summer school to achieve graduation in a five-year period. Continuing student-athletes who are not on track to graduate in five years shall be strongly encouraged to attend summer school and shall be provided financial aid if they choose to do so. A minimum of six hours shall be required for financial aid and passing six hours of acceptable degree credits shall be required for eligibility in the fall term.

The group encouraged, but did not require, that institutions use a management system designed by the NCAA Division I Academic Cabinet (the NCAA Facilitating Learning and Achieving Graduation Program) to identify those incoming men's basketball student-athletes who should be required to attend summer school and those continuing men's basketball student-athletes who should be strongly recommended to attend

summer school. This model provides for a dynamic assessment of student-athletes (through the identification of factors and characteristics) who are at risk of not graduating from the institution in five years.

The group also recommended that institutions document academic assessments in the event of future consideration of penalties or waiver requests involving the NCAA Division I Committee on Academic Performance.

b. Exceptions for Summer School.

An exception should be available to institutions that do not offer summer courses to the general student body; however, such institutions would not be able to take advantage of the summer athletic-development component described later. Further, institutions that offer summer courses, but that do not offer any athletics-related financial aid (e.g., award only need-based aid) would have two options.

The first option would be to use the previously noted exception applicable to institutions that do not offer summer courses to the general student body. Institutions electing to use this option would not be required to award summer financial aid, but its men's basketball student-athletes would be prohibited from participation in summer athletics development.

A second option would be available for those institutions that wish to participate in the summer athletics development. Those institutions would be subject to the summer-aid requirement for those recruited student-athletes who are required using institutionally-defined criteria, to attend summer school and who qualify for nonathletically related aid to attend the summer session. The summer athletics development provisions of this model would be applicable to those student-athletes enrolled in the requisite minimum number of hours of acceptable degree credit and who are receiving nonathletically related financial assistance or covering their own cost of summer school.

c. Summer Athletic Development.

Under current legislation, coaches and student-athletes are limited in the amount of time spent on athletics activities and the nature of those activities during the regular academic year and institutional vacation periods, including the summer. Specifically, it is not permissible for coaches and student-athletes to participate in countable athletics-related activities during the summer vacation period.

The recommended model permits summer athletics development based on the view that this provides an opportunity for student-athletes and coaches to work together to improve aspects of the student-athletes' individual athletics skill in a more personal structure while also building a more intimate coach/player relationship. The focus on athletics development addresses concerns from the men's basketball community that

increased access to student-athletes during the summer would be beneficial, but also continues to prevent full-team practice on a year-round basis.

The proposed model would permit eight hours per week as the maximum number of hours in which to engage in these activities, with no more than two hours devoted to skill-related instruction. This length of time is consistent with current legislation governing athletics activities outside the playing season during the academic year. Based on current legislation, it appears eight hours per week is a reasonable balance between the academic and athletics needs of student-athletes in the summer while not imposing an undue burden on time. Similarly, while cognizant of time demands issues that also exist during the summer, this proposed model recognizes that the structured athletics training will simply replace a portion of the 12-14 hours student-athletics already spend on their own in the gym.

For comparison purposes, the identification of an eight-week period presents a consistent length of time as provided for in the football summer conditioning period. The remaining time outside the eight-week period should be designated as student-athlete discretionary time as outlined in existing legislation in which a student-athlete can only participate in athletics activities at his discretion.

[Note: Summer athletics development would be available to any entering or continuing men's basketball student-athlete who is enrolled in a minimum six hours of summer school, regardless of whether the student-athlete is required to attend such sessions.]

d. First-Term Eligibility Requirements.

The group determined that, for those attending summer school and engaging in athletics-development activities, a minimum number of summer school credits should be required for eligibility in the first academic term in the fall to ensure that incoming and continuing men's basketball student-athletes are making a meaningful academic commitment. A credit-hour requirement would be established such that incoming men's basketball student-athletes who are required to attend summer school must satisfactorily complete a minimum of three hours of academic credit during the summer as a prerequisite for eligibility in the first fall term. In subsequent summers, such men's basketball student-athletes who enroll in the summer term would be required to satisfactorily complete a minimum of six hours of academic credit as a prerequisite for eligibility in the ensuing fall term. As noted, this requirement applies to incoming and continuing men's basketball student-athletes who are not required to attend summer school, but who elect to do so in order to take advantage of the athletics-development benefits.

A student-athlete who is not eligible for competition in the fall, based on unsuccessful completion of appropriate academic credit during the summer, would be permitted to regain eligibility at the conclusion of the fall term provided he meets all other applicable progress-toward-degree regulations.

[Note: A nonqualifier must complete an academic year of residence before being eligible for competition; however, he would be eligible for summer financial aid and athletics summer development during the summer prior to initial full-time collegiate enrollment.]

e. Status as a Student-Athlete.

Upon summer enrollment, incoming recruited men's basketball student-athletes, who have signed financial-aid agreements for the ensuing regular academic year, would be considered student-athletes under all NCAA legislation. Currently, under Bylaw 13.02.11.1, these individuals are not subject to contact regulations in Bylaw 13 and are considered student-athletes only for purposes of Bylaw 16. They are considered prospective student-athletes for the remainder of Bylaw 13 and all other bylaws.

f. Summary of the Model's Concepts.

(1) Any incoming men's basketball student-athlete (including a transfer student-athlete) who has signed a financial aid agreement to receive athletics-related financial aid for the ensuing regular academic year shall be evaluated by his institution to determine if he is required to attend the institution's summer term during the summer prior to initial full-time enrollment. Any continuing men's basketball student-athlete who has signed a financial-aid agreement to receive athletics-related financial aid for the ensuing regular academic year shall be evaluated by his institution to determine if he shall be strongly recommended to attend summer school after completion of the first year of enrollment at the certifying institution.

(2) Institutions must award financial aid for at least six hours to each incoming men's basketball student-athlete required to enroll in summer school for a minimum of six hours (in addition to learning skills education) and to each continuing men's basketball student-athlete who is recommended to attend summer school and elects to do so. Institutions whose financial aid package includes an exceptional amount of Pell Grant assistance would be required to provide one half of the value of the summer financial aid to each recruited men's basketball student-athlete who has signed a financial-aid agreement for the ensuring regular academic year.

[Note: An exceptional amount of Pell Grant assistance is defined as those institutions that in a given academic year have an average per-student allotment of Pell Grant dollars for undergraduate students reported to the United States Department of Education the previous September that is more than one standard deviation above the mean for all reporting Division I membership institutions for that year.]

(3) Further, institutions would be required to provide incoming men's basketball student-athletes learning skills assessments and education. The purpose of this educational program is to address several key learning objectives that would help a student "learn how to learn." The program could start with an educational assessment that would identify a student-athlete's strengths, weaknesses, attitudes, and beliefs associated with learning. This assessment could also capture information regarding personal, medical, financial or family concerns that can compromise a student-athlete's ability to perform well academically and athletically. Institutions could work with their campus community to identify the best assessment tool to capture this information. Upon the completion of an educational assessment, institutions could establish educational activities that address motivation, attention, concentration, memory, procrastination, anxiety, stress, time management, note taking and test taking skills and learning strategies. These activities can be structured in the form of a course, seminar, individual sessions, or small group activities, and could be organized in a manner to assist coaches and academic support personnel in developing individual academic support plans that will assist the student-athletes in their transition to college and focus on career planning and "life after basketball" skills. Such education would be encouraged in future years as deemed necessary.

(4) Upon summer enrollment, incoming recruited men's basketball student-athletes, who have signed financial-aid agreements for the ensuing regular academic year, would be considered student-athletes under all NCAA legislation.

(5) Enrollment in a minimum of six hours (plus study skills/life skills education for incoming men's basketball student-athletes) and a minimum of six hours for continuing men's basketball student-athletes would be required as a prerequisite for summer athletics development with a coach.

(6) A credit-hour requirement would be established such that incoming men's basketball student-athletes who are required to attend summer school, would be required to satisfactorily complete a minimum of three hours of academic credit during the summer as a prerequisite for eligibility in the fall term. Thereafter, continuing men's basketball student-athletes who attend summer school would be required to satisfactorily complete a minimum of six hours of academic credit during any summer as a prerequisite for eligibility in the ensuing fall term. A student-athlete who is not eligible for competition in the fall, based on unsuccessful completion of the requisite hours during the summer, would be permitted to regain eligibility at the conclusion of the fall term, provided he meets all other applicable progress-toward-degree regulations.

[Note: A nonqualifier must complete an academic year of residence before being eligible for competition; however, he would be eligible for summer financial aid

and athletics access during the summer prior to initial full-time collegiate enrollment.]

2. <u>Proposed Playing and Practice Season Model</u>.

The group supported the following playing and practice season model that provides for a slight reduction in the number of games, a staggered schedule for the start of team practice and other legislative modifications designed to minimize missed class time during the season. The group believes that the implementation of a basic scheduling philosophy with the key components listed below will reduce missed class time during the playing season and thereby promote better academic performance.

a. Preseason Conditioning and Practice.

(1) <u>Permissible Preseason Conditioning Activities (Beginning of Academic Year</u>). The current rule that permits men's basketball student-athletes to engage in a maximum of eight hours per week of conditioning or physical fitness activities, of which not more than two hours may be spent on skill-related workouts, would remain unchanged.

(2) <u>On-Court Team Practice Activities</u>. Beginning October 1 (regardless of the day of the week), instead of eight hours per week for conditioning or physical fitness activities, an institution's men's basketball team shall be allowed to participate in activities as follows:

<u>October 1-7</u>: Of the eight hours per week allowed for strength/conditioning and/or skill instruction, allow coaches the option to conduct on-court practice for a maximum of four of the eight hours. All countable athletics-related activities shall be prohibited during two calendar days.

<u>October 8-14</u>: Instead of eight hours, increase the number to 12 hours per week for strength/conditioning and/or skill instruction and allow coaches the option to conduct on-court practice for a maximum of eight of the 12 hours. All countable athletics-related activities shall be prohibited during two calendar days.

<u>October 15</u>: Regular team practice begins with the current 20 hours-per-week limitation, with one day off per week during which no countable athletics-related activities shall occur.

Permitting institutions to use a "staggered schedule" for the start of team practice earlier (October 1 rather than mid-October) will allow freshman student-athletes more time to become acclimated to college life and for further development of the coach/player relationship to occur prior to the beginning of the traditional on-court team practice time.

(3) Missed Class Time Policies. Policies must be implemented to limit missed class time due to athletics participation (e.g., student-athlete may not miss more than 10 percent of class meetings per semester due to athletics participation). Athletics participation schedules that include the amount of missed class time due to athletics participation must be approved prior to each semester by the FAR or faculty oversight committee.

b. Practice Scrimmages/Exhibition games. The group recommended modifications to the current legislation regarding informal preseason scrimmages to specify that such practice scrimmages shall not result in missed class time for the student-athletes of the participating institutions.

[Note: Such legislation was adopted through the Division I legislative process during the 2008-09 legislative cycle.]

c. Playing season.

(1) An institution shall conduct regular season games not earlier than the Saturday prior to Thanksgiving.

(2) An institution shall conduct a maximum of 28 regular season games, or a maximum of 26 games, if the institution participates in a Qualifying Regular-Season Multiple Team Event over a 15-week period.

(3) As a best practice, institutions should be strongly encouraged to participate in no more than an average of two games per week (Monday through Sunday) while classes are in session, should not participate in any games during the week of final examinations as defined in the institution's catalog and should not participate in more than one away-from-home regular season conference game Monday through Friday of any given week. The group noted that these would not be legislative requirements, but agreed that conference offices should monitor these practices and require documentation from institutions not meeting them prior to the beginning of the season that provides an explanation as to noncompliance and a future plan to meet such practices.

(4) Institutions shall depart an away-from-home competition site not later than 24 hours (reduced from 36 hours) after the conclusion of the competition. (Current legislative exceptions would remain applicable.)

3. <u>APR Policies</u>.

The group engaged in lengthy discussions regarding the factors that may negatively impact the academic success of men's basketball student-athletes. Given the institutional responsibility to foster an environment that supports student-athlete academic achievement and retention, as well as membership feedback noting concerns with any action that would dilute the NCAA Division I Academic Performance Program, the group did recommend changes at this time to the Committee on Athletic Performance regarding the calculation of the academic progress rates for men's basketball.

The group received feedback from several conferences and academic associations expressing concern regarding possible recommendations. The group agreed that the "historical" sanctions currently being imposed by the Committee on Athletics Performance would likely facilitate change in the academic performance and/or profile of Division I men's basketball student-athletes.

The group supported the following related to the application of the APR:

a. Provide consistent flexibility in the historical and contemporaneous penalty waiver processes during head coaching transitions. Traditionally, the Committee on Academic Performance considers a head coaching transition as a potential mitigating factor when examining historical penalty waiver requests. The group recommended to the committee that it use the same approach during appeals of contemporaneous penalties when a coaching transition occurs and circumstances warrant consideration of reduction or relief of penalties.

b. Examine current professional tryout practices with the National Basketball Association (NBA) and the Federation of International Basketball Associations (FIBA). The NCAA should work with the NBA, the NBA Player's Association and FIBA to determine whether other options are available to encourage less missed class time among student-athletes still enrolled while exploring or pursuing professional or other opportunities.

c. Adopt legislation granting noncounter status to a men's basketball student-athlete who wishes to remain at the institution, but not participate in athletics, after the

departure of the head coach who recruited him. Such men's basketball student-athletes would continue to receive athletics aid, but would not count against team scholarship limits as long as they do not return to athletics participation. If such a student-athlete was granted noncounter status, then elected to return to the men's basketball team in a subsequent term or season, he would become a counter for all years during which athletics aid was received. This legislative change would provide additional flexibility to student-athletes when their coaches leave, particularly for those who are in their final two to three semesters of a degree program who may not wish to transfer. The group does recognize, however, that many student-athletes are motivated to continue participating in basketball and still may choose to transfer for basketball reasons at a different institution, regardless of the scholarship opportunity at the original institution.

d. Remove legislative barriers that may prevent a student-athlete from returning to an institution to complete a degree after a professional career. Current legislation allows for five years of athletics aid to be provided within a six-year time period. Athletics aid awarded beyond those parameters must be "earned" aid. Flexibility in this area may encourage more former student-athletes to return to complete their degrees. The group recommended that the NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet develop legislation for consideration by the Division I membership through the normal legislative process.

4. Transfer: Recommended Concepts to Address the Academic Performance of Transfers in the Sport of Men's Basketball.

The group considered several potential recommendations to address concerns regarding the poor academic performance of transfer student-athletes in the sport of men's basketball, particularly two-year college transfer student-athletes. It discussed the concept of a "year of readiness" for entering men's basketball student-athletes who may satisfy NCAA initial eligibility standards, but who do not satisfy institutional admissions standards and are not predicted to succeed academically and graduate in a timely manner. Some recruiting equity concerns were raised if national standards are not established to determine those student-athletes who should be subject to the "year of readiness."

The group also discussed the concept of a "year of readiness" for two-year college transfer student-athletes. Discussion related to whether both qualifiers and nonqualifiers should be subject to the "year of readiness" and what requirements should be satisfied while in attendance at the two-year college in order to be eligible immediately on transfer to a Division I institution.

The group ultimately agreed that current data available for review is not adequate to make any definitive recommendations at this time. Additional data should be collected to help

determine the characteristics of a successful Division I men's basketball two-year college transfer student-athlete. Such data should include the number of two-year college transfers who are nonqualifiers and how such individuals are performing academically at the Division I institution. In addition to academic-based data, the group also believes that focus groups consisting of current and former two-year college transfers should be formed to determine what academic and nonacademic factors contribute to the academic success or failure of two-year college transfers in men's basketball.

The group recommended that the Board of Directors request that the Academic Cabinet continue to collect the necessary data to fully review and evaluate the issues related to academic performance of men's basketball transfer student-athletes and make appropriate recommendations for consideration by the Division I membership through the normal legislative process.

The group also made the following additional recommendations:

a. **Use of Nontraditional Courses to Meet Transfer Requirements.** The group recommended that the Academics Cabinet should continue to review the use of nontraditional courses to meet academic transfer requirements for 2-4 transfer student-athletes and its impact on their academic success.

b. **Physical Education Activity Courses.** The group recommended that legislation be sponsored to limit physical education activity courses used to satisfy two-year transfer requirements to no more than two credit hours. For those student-athletes matriculating at the four-year institution immediately into a physical education degree program or an education program requiring physical education activity courses as a part of the degree program (courses cannot be used to fulfill free elective requirements), student-athletes can use up to the number of degree specific courses to meet transfer requirements.

5. <u>Additional Recommendation</u>.

Official Visits: Travel Expenses for Parents/Legal Guardians. The group recommended legislation to allow institutions to provide travel expenses to the parents or legal guardians to accompany the prospective student-athlete on the prospect's official visit. Such a practice will ensure that coaches have greater opportunities to develop the player/coach relationship with the entire family, provide an avenue to emphasize the importance of education/academics and also provide greater insight into the family background that may assist coaches in making more sound decisions in the recruiting process.

6. <u>Best Practices</u>.

The group developed a comprehensive list of best practices designed to assist institutions in implementing policies/practices to improve the academic performance of Division I men's basketball student-athletes. The list will include many practices/policies identified by the National Association of Academic Advisors for Athletes **(**N4A). [See Appendix A]

APRIL 2009 FOOTBALL ACADEMIC WORKING GROUP STATUS REPORT

BACKGROUND

The average NCAA Division I Academic Progress Rate (APR) in football is 934. While up 11 points since 2003-04, it is the second lowest of all sports. In April 2008 President Brand requested the establishment of a working group to examine the academic performance of football student-athletes with the goal of identifying strategies for improvement. Chaired by Joe Castiglione, director of athletics at the University of Oklahoma, the working group is composed of 27 individuals, including presidents, directors of athletics, commissioners, head coaches and faculty athletics representatives. The working group has had two in-person meetings, made presentations at the American Football Coaches Association and NCAA Conventions and conducted multiple teleconferences as a full group and in various subcommittees.

KEY FINDINGS

Research data and working group discussions have generated the following key findings regarding the academic performance of NCAA Division I college football student-athletes:

1. APR problems tend to be due to eligibility rather than retention issues.

2. Incoming freshmen student-athletes have lower high school academic profiles (e.g., core grade-point average, SAT scores) than any other Division I sport besides basketball. Yet, first year college academic performance is worse than all other sports, including basketball.

3. Summer school enrollment is much higher in the Football Bowl Subdivision (FBS) than the Football Championship Subdivision (FCS). There is a strong correlation between athletics department budget and the number of credit hours attempted during summer school in the FBS.

4. While football student-athletes miss less class time and spend less time away from school than most other sport groups, they reported greater time demands from their sport than student-athletes in all other sports.

5. APR "0/2s" are more likely to occur in FBS after student-athletes exhaust eligibility and in FCS after the first year of enrollment. Two-year college transfers are more likely to be "0/2s" than nontransfers and four-year college transfers.

6. Football student-athletes lose a significant number of eligibility points during the season of competition (i.e., in the fall term). When a first-year football student-athlete loses an E-point

in the fall term, he is much more likely to lose additional E-points or become an "0/2." There is a similar trend for sophomores and juniors.

7. While there is a correlation between athletics department resources and APR for institutions, there is a much stronger correlation between APR and variables such as high school grade-point averages/SAT scores and percentage of 2-4 transfers on a football squad.

CURRENT DIRECTION

1. **Fall Term Academic Requirement for Future Competition.** Freshman football student-athletes who do not successfully complete a minimum number of credit hours following the fall term (e.g., six credit hours) would be ineligible for participation in the first two contests of the following football season. Such student-athletes, by meeting certain academic requirements before the next season, may have this penalty reduced by one game. This policy may also be extended to apply to continuing student-athletes and, as such, include other academic requirements (e.g., grade-point average, percentage of degree) to be met following each fall term.

2. **Exhausted Eligibility Departures.** The working group recommends to the NCAA Division I Committee on Academic Performance that, in the FBS, the waiver of the contemporaneous penalty for student-athletes that are "0/2" after exhausting eligibility be eliminated. The working group noted that this waiver was originally put in place to mitigate the financial aid impact on prospective student-athletes who sign financial aid agreements and issues created when institutions are required to reduce financial aid as part of a contemporaneous penalty. Because these penalties can be deferred until the following academic year, there is little or no impact on prospective student-athletes that have already signed National Letters of Intent. The working group also noted research indicating the disproportionate number of "0/2s" in FBS football compared to other sports and that the elimination of this exception may compel student-athletes and institutions to better manage retention and eligibility issues for student-athletes with exhausted eligibility. The FCS subcommittee will also evaluate this recommendation for FCS institutions.

3. **Best Practices.** The working group believes that most strategies to improve the academic performance of football student-athletes reside in the sharing and implementation of “best practices” among institutions instead of national policies and requirements. Examples can be gleaned from Academic Recovery Plans recently submitted by institutions seeking to improve their APR. The Facilitating Learning and Achieving Graduation program should also be emphasized among the best practices. A plan will be developed to effectively communicate these best practices to the membership. The working group will emphasize that the best practices should be viewed as a place for institutions to begin, not end, as they examine their own policies and practices and that all practices may not work at every institution. It will also

be noted that these best practices are models used by other institutions but may not necessarily be supported by research data available to the working group.

4. **Head Coaches' APR Implications.** The working group discussed a developing Committee on Academic Performance initiative to aggregate and publicize APR for individual coaches. The working group will share its thoughts with the committee to ensure that all implications of such an initiative have been fully considered and addressed. Such implications include how scores should be calculated for head coaches that depart or join a football program midyear, whether or not it is appropriate for football student-athletes APR to be attributed to a new head coach that the head coach did not recruit, whether or not APR should be released as a four-year average (like institutional APR) rather than listing the scores annually, whether or not such scores should also be attributed to and publicized for directors of athletics and chancellors and presidents and how additional context can be provided with such scores (e.g., APR for other sports at that institution; football APR in years preceding a new head coach).

5. **Other Concepts.** Policies and concepts the working group discussed but are not currently pursuing include:

   a. Enhanced academic requirements or required academic year in residence for two-year college transfers.

   b. Required summer school for institutions with low APRs.

   c. Development of required minimum academic support resources for institutions with low APRs.

   d. Five years of eligibility.

NEXT STEPS

1. Working group members will share the information with their conferences during spring meetings.

2. The working group will convene via teleconference in late summer to review membership feedback and finalize its report for Board of Directors consideration.

3. Forward final recommendations to the Board of Directors for consideration during its August or October meeting.

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE APRIL 27-28, 2009, MEETING

***ACTION ITEMS*.**

- **None.**

***KEY ITEMS*.**

1. **NCAA Division I Academic Performance Program (APP) Data Collection and Penalty Update.** The NCAA Division I Committee on Academic Performance reviewed a summary of the most-recent NCAA Division I Academic Progress Rate (APR) data and noted the substantial increase in average APR overall, which can be partially attributed to the change in the retention calculation for 2007-08 (i.e., adjustment of retention point for transferring when specific criteria are met). The committee also noted improvement in APR eligibility rates and a sharp decrease in the overall number of student-athletes who left institutions academically ineligible and did not return in the subsequent term (i.e., "0/2").

2. **Head Coaches' APR Portfolio Development Continues.** The committee continues to focus on development and implementation of a publicly available database for reporting APR for all Division I head coaches, as directed by the NCAA Division I Board of Directors. Data collection for the Head Coaches' APR Portfolio will begin for five sports this fall.

3. **Concepts to Reduce Institutional Burden Related to APP.** In consideration of the administrative burden associated with recent legislative and committee policy changes, the committee directed the NCAA staff to implement several initiatives designed to reduce burden on institutional representatives responsible for submitting APP data. The most significant measure is the automation of APR adjustments for student-athletes who leave school to pursue professional sports after meeting academic eligibility requirements. Beginning this fall, institutions will simply report these departures during the data submission phase, rather than filing adjustment requests with the NCAA national office.

***INFORMATIONAL ITEMS*.**

1. **Head Coaches' APR Portfolio.** The NCAA Division I Board of Directors approved a publicly available database for reporting APR for all Division I head coaches and has charged the NCAA Division I Committee on Academic Performance with development

and implementation of the database. To that end, the committee approved the following policies for the Head Coaches' APR Portfolio:

a. Only coaches officially employed by a Division I institution as a head coach will be included in the database. A head coach designated as an "interim," will not be included in the portfolio for the "interim" period.

b. The terms "dates employed as head coach," "start date" and "end date" will be used to collect and verify employment dates.

c. Institutions will submit information regarding head coaches for baseball, men's and women's basketball, football and women's indoor and outdoor track and field during the fall 2009 Academic Performance Census (APC) data collection phase. This will include names and employment dates of head coaches from 2003 to the present. Submission of information for head coaches from all other sports will occur during the fall 2010 APC data collection phase.

d. Head coaches will have the opportunity to review their employment history and single-year APR data during a designated time period, as specified by the staff. This review period is expected to occur in the fall of each year.

The committee also discussed the possible addition of the institution's president/chancellor and director of athletics to the portfolio. The committee does not support the concept at this time, but agreed to consider it further at a future meeting. Lastly, the committee supported the planned educational initiatives related to the Head Coaches' APR Portfolio, including presentations at the NCAA Regional Rules Seminars, electronic communications to APP users and the Collegiate Commissioners Association Compliance Administrators (CCACA), materials posted on the committee's Web page on NCAA.org, outreach to coaches' associations and webinars conducted by the staff in July and August.

2. **Procedures for Reviewing Waiver Requests When a Team is Subject to a Postseason Competition Penalty.** The committee granted authority to the NCAA Division I Committee on Academic Performance Subcommittee on Appeals to act on behalf of the committee regarding waivers for a student-athlete who wants to be contacted by other institutions or who wishes to transfer from an institution when his or her team is ineligible for postseason competition as a result of APP penalties for the remainder of the student-athlete's eligibility. Further, the committee charged the staff with developing additional concepts regarding Bylaws 13.1.1.3.4 and 14.8.2-(e) to be considered at its July 2009 meeting. Specifically, the committee noted an interest in balancing the championships opportunities for individual student-athletes who have not contributed to

poor team academic performance with the impact that departures will have on the team and institution from which the student-athlete departs.

3. **Policies for Review of Conditionally Approved Penalty Waivers.** The committee amended its policies and procedures related to the review of conditionally approved APP penalty waivers to specify that the committee and waiver case staff may consider mitigating circumstances when a team's single-year APR is below the established condition. Such reviews shall occur on a case-by-case basis, and shall include consideration of any mitigation for the team's failure to reach the target APR, as well as the totality of the team's circumstances with regard to the imposed conditions. Currently, the committee and staff have the authority to evaluate conditionally approved APP penalty waivers to determine whether the condition(s) was satisfied. The staff and subcommittee have reviewed some situations when a team achieved a single-year APR above 925, but failed to meet the single-year APR target established in the team's conditionally approved penalty waiver. Allowing the staff to conduct a case-by-case review permits appropriate flexibility and consideration of each team's unique situation regarding its APR and its failure to meet the specified condition. In such cases, the staff will review factors including improvement in the single-year and multiyear APR, how close the team came to meeting the target, and mitigating circumstances. This action does not change an institution's opportunity to explain why it failed to meet the condition(s) or to appeal a decision by the staff to the committee. This policy is effective for waivers to be reviewed during the 2009-10 academic year.

4. **APR Adjustment Requests for Student-Athletes Who Depart an Institution to Pursue Professional Athletics as a Vocation.** The committee approved an amendment to its policies and procedures to permit automated processing of adjustments for student-athletes who depart an institution to pursue professional athletics as a vocation. These automated adjustments will be reported during the data submission phase. In order for the retention point to be adjusted, the student-athlete must earn the eligibility point in his or her last term of enrollment prior to departure and the institution still must obtain supporting documentation of the student-athlete's departure to pursue professional athletics as a vocation. However, these requests with supporting documentation no longer will be submitted to the national office for review. Over the past four data collection cycles, 2,776 requests were received for this specific adjustment and over 93 percent (i.e., 2,592) were approved. The requests that were denied were rejected due to lack of supporting documentation or the student-athlete's failure to earn the eligibility point in the term of departure. Additionally, over 50 percent of all adjustment requests submitted by institutions each year are for student-athletes who depart an institution to pursue professional athletics as a vocation. This change will improve the efficiency of the data collection process and will reduce administrative burden for member institutions.

Further, programming and validation checks within the APP data collection portal will ensure the criteria for the adjustment have been satisfied by the student-athlete. In addition, verification of documentation will occur through the APP data review process. This policy change is effective beginning with adjustment requests submitted fall 2009.

5. **Corrections to APR Data from Prior Academic Years not Included in the Current Multiyear APR Calculation.** The committee amended its policies and procedures to permit institutions to request corrections to APR data for any academic year, including academic years not included in the current multiyear APR calculation. This policy change is effective with the fall 2009 data collection. With the development of the Head Coaches' APR Portfolio that will include APRs dating back to 2003, there is a need to ensure that data from all years are accurate and complete. The committee maintained its current policies to accept only institutional (not individual) requests for corrections and to limit institutional requests for adjustments and delayed-graduation points to the four most recent years which are included in the current multiyear cohort.

6. **APR Adjustments for Student-Athletes Who Participate in Olympic or International Training, Tryouts and Competition.** The committee amended the APR adjustment directive to stipulate that Olympic or international training, tryouts, and competition must occur within one year of the student-athlete's departure from the member institution in order for lost eligibility and/or retention points to be adjusted. The current APR adjustment directive permits institutions to request adjustments to lost eligibility and retention points for student-athletes who are participating in the following Olympic or international competition:

   a. Official Pan American, World Championships, World Cup, World University Games and Olympic training, tryouts and competition;

   b. Officially recognized training and competition, qualifying for final Olympic tryouts; or

   c. Official tryouts and competition involving national teams sponsored by the appropriate national governing bodies of the U.S. Olympic Committee or, for student-athletes representing another nation, the equivalent organization of that nation.

   However, the current directive does not indicate when the Olympic or international training, tryout, or competition must occur in order to have the lost point(s) adjusted. Specifying a time period for the Olympic or international training, tryout or competition to occur is consistent with other adjustment requests and will directly connect the

student-athlete's lost APR points with his or her participation in Olympic or international competition. This policy change is effective beginning with adjustment requests submitted fall 2009.

7. 2009-10 APR and Penalty Reporting Forms. The committee elected to add the most recent single-year APR to the public APR reports to be used in the 2009-10 academic year. The reports are intended to communicate team APR and summaries of contemporaneous and/or historical penalties. Adding the single-year APR is consistent with recent decisions regarding the Head Coaches' APR Portfolio.

8. Academic Data Sharing Initiative. The committee was informed that the national office will begin a data-sharing initiative designed to release portions of the NCAA academic databases to research scholars at member institutions. The first two data sets scheduled for release in this initiative are the graduation rates and APR team-level databases, which will require some data elements to be added to the databases that currently are not publicly reported. In support of this initiative, the committee supported including the following specific data in these research databases:

a. Year-by-year data for all squads in the APR data set.

b. Annual APR squad-level eligibility and retention rate data.

c. Graduation Success Rate (GSR) data on a cohort-by-cohort basis for each Division I sports team.

The NCAA research staff indicated that the data will be used only for scholarly inquiry and all current policies related to the protection of confidentiality of individual students will be adhered to in the release of these data. Additionally, all data will be reviewed by an NCAA disclosure review committee before any public release. This committee will ensure that the data are released in a manner that cannot violate ethical and legal strictures related to the protection of all subjects in the database.

9. APP Data Collection and Penalty Update. The Committee on Academic Performance reviewed a summary of the most-recent APR data and noted the substantial increase in average APR overall, which can be partially attributed to the change in the retention calculation for 2007-08 (i.e., adjustment of retention point for transferring when specific criteria are met). The committee also noted improvement in APR eligibility rates, particularly in baseball and men's basketball. Football had a smaller overall increase and still lags behind the other two sports in eligibility. Women's basketball eligibility rates

have declined. The data also indicated a sharp decrease in the overall number of student-athletes who left institutions academically ineligible and did not return in the subsequent term (i.e., "0/2"). Substantial decreases in the number of "0/2s" can be seen in baseball and men's basketball; however, there has been an increase of "0/2s" in women's basketball. In addition, the committee reviewed a summary outlining the number of student-athlete transfers into Division I institutions, noting that the number of transfers into Division I has decreased slightly over the past five years, mostly in the number of two-four transfers. The exception has been women's basketball, which has shown an increase in two-four transfers. Additionally, the committee received a summary of aggregate numbers of APR adjustment requests, delayed-graduation points, penalized teams and contemporaneous- and historical-penalty waivers submitted by institutions.

10. Public Announcement of Penalties and Rewards. In mid-March, the NCAA staff communicated the public release dates for public-recognition awards, team APRs and penalty reports via electronic mail to all presidents/chancellors, conference commissioners, directors of athletics and the CCACA. The public recognition list, which identifies the top 10 percent of teams in each sport, was posted on the NCAA Web site April 22. The APR and penalty reports were announced May 6 and available on the NCAA Web site.

11. APP Data Reviews. The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting received a progress report on the 25 institutions selected for APP data reviews for the 2008-09 academic year. The subcommittee also was reminded that the staff is completing the data reviews for three institutions whose 2007-08 review was suspended. It is anticipated that the subcommittee will complete all reviews and final reports later this spring**.**

12. Concepts to Reduce Institutional Burden Related to APP. Beginning with this fall's APP data collection, the committee will require Division I institutions to submit data for two-year college transfers within the multiyear cohort for four sports and for head coaches of five sports for the Head Coaches' APR Portfolio. In consideration of the administrative burden associated with these endeavors, the committee directed the staff to implement the following initiatives to assist institutions:

a. The staff will generate a list of institutions with a large number of two-year college transfers and provide monthly reminders to these institutions.

b. Each summer, the staff will provide each member institution with a list of two-year college transfers for which it is required to provide data.

c. The staff will send out additional reminders and provide more timely information at the NCAA Regional Rules Seminars.

d. For the 2009-10 academic year, an institution will not be chosen for APP data review if it has a large number of two-year college transfers for which it is required to provide data or if the institution also is simultaneously undergoing athletics certification or regional accreditation.

e. The staff will consider the additional required data collection elements when considering APP deadline extension requests from member institutions.

The staff will begin to implement several of these concepts this summer. The committee also noted the change to automatic adjustments for professional departures will reduce administrative burden (see Item No. 4). Lastly, the Subcommittee on Data Collection and Reporting is receptive to suggestions and ideas from the membership related to this topic.

13. APR Improvement Plan Deadline Submission Dates. The following dates have been established for the submission of APR Improvement Plans for the 2009-10 academic year:

Team/Institution Reporting Requirements	Submission Deadline
Teams that received a conditional waiver of penalties in 2008-09	September 30
Teams with a multiyear APR below 900	January 31
Institutions requesting SSF	January 31
Teams requesting a waiver of penalty	With waiver request

14. Update on APP Penalty Waivers That Were Conditionally Approved During the 2007-08 Academic Year. The Subcommittee on Appeals received a report of those APP penalty waivers that were conditionally approved during the 2007-08 academic year, noting that most of the teams receiving conditionally approved waivers met or exceeded the prescribed conditions. Specifically, of the 74 teams that received conditional waivers, 62 teams (84 percent) met or exceeded the conditioned single-year APR, while 54 of those teams exceeded the single-year target rate by 10 APR points or more.

15. Application of Contemporaneous Penalties When a Student-Athlete's Athletics Aid is Revoked Due to an Invalidated Test Score. The committee reviewed a request from a member institution for the institution to be permitted to apply a contemporaneous penalty for its men's basketball team in the current academic year. The institution awarded 13 total scholarships for the 2008-09 academic year. However, in late November 2008 it was notified of an invalidated ACT test score for an incoming

freshman, who subsequently was certified as a nonqualifier. Per committee policy, student-athletes who receive athletics aid that subsequently is revoked due to an invalidated test score are not included within the APR cohort. The institution asserted that since the student-athlete was not included in the APR cohort, it should not be required to include or count this student-athlete's athletics scholarship in its application of the contemporaneous penalty. In addition, the institution asserted that since it received the value of 12 athletics scholarships for the 2008-09 academic year, it should be allowed to apply its 2007-08 contemporaneous penalty to the 2008-09 academic year. The committee noted that an official interpretation issued June 18, 1991, requires this student-athlete to count against team financial aid limits for the remainder of the academic year. Further, current APP policy requires an institution subject to contemporaneous penalties to apply the penalty in a current year when the institution has not reached its financial aid limitation in that sport. The committee did not support the institution's request and noted that the institution was at its scholarship limit for men's basketball as defined by NCAA financial aid legislation. The committee also noted that the approval of this request would compromise the purpose of a contemporaneous penalty, as well as Division I legislation regarding financial aid counters.

16. NCAA Division I Academic Performance Program Supplemental Support Fund (SSF). The committee received a report regarding the SSF, which is available for new or enhanced programs developed to support student-athlete academic performance and for professional development opportunities for individuals providing academic support services to student-athletes. Thirty-three limited-resource institutions are currently eligible for funding support and applications are being reviewed. It is anticipated that funds will be awarded to institutions during the summer. Funds also will be distributed to institutions that received multiyear awards in a previous year. Institutions that receive funds are required to report on the use of funds; however, it is premature to measure to effects of the funds at this time. Finally, the committee was informed that national office administration of this program is moving from academic and membership affairs to educational affairs over the next month.

17. NCAA Division I Leadership Council's Review of Division I Membership Standards. The committee reviewed an excerpt from the report of the March 24, 2009, Leadership Council meeting related to the Council's examination and discussion of Division I membership standards. Specifically, the committee noted the Council's comment that some objective measures of institutional academic performance should be a part of the assessment of potential Division I members. In general, the committee agrees that the expectation that institutions are committed to ensuring the academic success of its student-athletes should be made clear to prospective members and the group will give further consideration to specific recommendations at its July meeting.

18. Committee on Academic Performance Policies and Procedures, Penalties Guide and Data Collection Guide. The committee approved updated Committee on Academic Performance Policies and Procedures, Penalties Guide and Data Collection Guide. The guides will assist institutions in the 2009-10 data collection process and penalty applications and will be posted on the committee's page on the NCAA Web site at www.ncaa.org. This posting also will satisfy annual reporting requirements specified in Bylaw 23.

19. Occasion-Three Historical Penalty Hearing. The committee conducted a hearing for one institution subject to Occasion-Three Historical Penalties.

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

Excerpts Regarding the NCAA Division I Academic Cabinet from the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet February 9-10, 2009, Meeting Report

INFORMATIONAL ITEMS.

2. Nonlegislative.

a. Discussion of Communication Strategies Within Conferences. The cabinet discussed communication strategies used within their respective conferences and agreed to develop best practices to ensure that all constituent groups are well informed regarding the work of the cabinet, including conferences that are not currently represented on the cabinet. Specifically, the cabinet identified the following strategies for communication within conferences and on individual campuses: conference calls with conference office personnel and other cabinet representatives before and after each cycle of cabinet meetings; cabinet reports at conference meetings of various groups (e.g., directors of athletics, faculty athletics representatives, senior woman administrators, compliance administrators, coaches, student-athlete advisory committees); and meetings and reports to campus personnel (e.g., senior staff, compliance, coaches, student-athletes). Finally, the group discussed the importance of involving external constituent groups (e.g., National Association of Collegiate Directors of Athletics, National Association of Collegiate Women Athletic Administrators, Collegiate Commissioners Association of Compliance Administrators, National Association for Athletics Compliance) for feedback on relevant issues.

b. Priority Item - Early Recruitment. The cabinet engaged in an initial discussion of early recruitment, specifically early offers of athletics aid (e.g., verbal offers). However, the cabinet noted early offers of athletics aid may not be the only issue of concern under the broad topic of early recruitment and is generally one outcome of other activities that occur during the recruiting process. During its next meeting, the cabinet will begin a comprehensive examination of the current recruiting model to better understand what the issues and concerns are regarding early recruitment, which may include, but is not limited to, camps and clinics, verbal offers and timelines for communication. The cabinet believes a more detailed review is necessary to first understand how current recruiting practices align with the current recruiting model. As a result of this examination, the cabinet and membership may be in a better position to identify specific issues or concerns that need to be addressed.

Excerpts Regarding the NCAA Division I Academic Cabinet from the Report of the NCAA Division I Administration Cabinet February 12-13, 2009, Meeting

***KEY ITEMS/ITEMS OF SIGNIFICANCE*.**

a. Given the cabinet's guiding principles, which include attempting to appoint the most qualified person for a committee based on the committee's stated needs, it is imperative that the cabinet receive complete nomination information that illustrates how the nominee's background is well-suited for the committee along with the nominee's interest in serving on the committee. The cabinet noted the importance the membership places on the committee appointment process and an eagerly expressed interest in identifying ways to further enhance this process. Preliminary ideas the cabinet identified include providing more education regarding the process to the Division I membership, additional outreach to the 31 multisport conferences, especially those conferences that are currently not represented on the cabinet, and modifications to the current nomination form to make it more user friendly. The cabinet will continue its examination of this issue at its June meeting.

b. The cabinet wants to ensure the newly modified Division I governance structure achieves its intended objectives and that the structure helps to establish a more meaningful and coordinated Division I agenda. The cabinet therefore agreed to seek to develop a multi-dimensional tool to assess the Division I governance structure, which includes measurable outcomes. The cabinet believes that by developing this assessment tool shortly after the implementation of the new governance structure, any possible short comings can be addressed early and an impactful governance structure can be sustained. It is anticipated that the cabinet will be able to review some concepts for a possible assessment tool during its June meeting.

***INFORMATION ITEMS*.**

2. Nonlegislative Items.

a. Committee appointment process, principles and issues.

(4) Committee appointments. The cabinet approved appointments to Division I and Association-wide committees. A list of the appointments, reappointments and term extensions is attached. (Attachment)

[Note: Joyce Bell, Northeast Conference, and Jesse James, Tennessee State University, were appointed to the Progress-Toward-Degree Wavier Committee.]

Excerpts Regarding the NCAA Division I Academic Cabinet from the NCAA Division I Amateurism Cabinet February 19-20, 2009, Meeting Report

***INFORMATIONAL ITEMS*.**

1. Legislative – Concepts Supported by Cabinet for 2009-10 Legislative Cycle.

b. Seasons of Competition and Delayed Enrollment. As part of its discussion regarding pre-enrollment amateur status, the cabinet discussed the issue of prospective student-athletes who delay their enrollment into collegiate institutions after graduating from high school. The cabinet unanimously agreed that with the increased flexibility in pre-enrollment participation opportunities provided by the proposed legislative concept noted above, it is appropriate and necessary to place additional restrictions on current organized competition legislation applicable to prospective student-athletes' athletics activities subsequent to their high school graduation date and prior to initial full-time collegiate enrollment. Specifically, the cabinet supports a legislative concept to specify that a prospective student-athlete who does not initially enroll full-time in a collegiate institution within one year following the high school graduation date of the prospective 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 for intercollegiate competition. The cabinet is also asking for feedback from the Leadership Council before sponsoring legislation to address this issue in June.

NCAA DI Legislative Proposals

Proposal Number	Title	Status	Source	Effective Date	Intent
2008-32-B	ELIGIBILITY — GENERAL ELIGIBILITY REQUIREMENTS — FULL-TIME ENROLLMENT — REQUIREMENT FOR COMPETITION — NONTRADITIONAL COURSES — UP TO 50 PERCENT OF MINIMUM REQUIREMENT	Defeated - Final	Big Ten Conference.	August 1, 2009	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 up to 50 percent of the minimum full-time enrollment requirement for competition, provided the specified conditions are met.
2008-34	ELIGIBILITY — FRESHMAN ACADEMIC REQUIREMENTS — CORE CURRICULUM TIME LIMITATION — STUDENTS WITH EDUCATION IMPACTING DISABILITIES	Adopted, 60-Day Override Period	NCAA Division I Academics/ Eligibility/ Compliance Cabinet (Subcommittee on Initial-Eligibility Issues).	August 1, 2010, for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2010.	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.
2008-48	PLAYING AND PRACTICE SEASONS — BASEBALL — MAXIMUM NUMBER OF CONTESTS — 52	Defeated - Final	Pacific-10 Conference, Big South Conference and West Coast Conference.	August 1, 2009	In baseball, to reduce the maximum number of contests from 56 to 52.

Proposal Number	Title	Status	Source	Effective Date	Intent
2008-75	ELIGIBILITY — FRESHMAN ACADEMIC REQUIREMENTS — ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION — QUALIFIER — EXCEPTION — EARLY ACADEMIC CERTIFICATION — SUBMISSION OF TRANSCRIPT	Adopted, 60-Day Override Period	NCAA Division I Board of Directors (Academics Cabinet).	August 1, 2009	To specify that if a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution during the first term of the academic year, the institution shall ensure submission of his or her final high school transcript (official or unofficial) to the NCAA Eligibility Center by February 1 following the student-athlete's initial full-time enrollment; to specify that if a student-athlete is certified as a qualifier pursuant to the early academic certification exception and his or her initial full-time collegiate enrollment occurs at the certifying institution after the conclusion of the first term of the academic year, the institution shall ensure submission his or her final high school transcript (official or unofficial) to the Eligibility Center by February 1 of the following academic year; further, to specify that a violation of this provision shall be considered an institutional violation, however, the student-athlete's eligibility shall not be affected.
2008-75-1	ELIGIBILITY — FRESHMAN ACADEMIC REQUIRMENTS — ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION — QUALIFIER — EXCEPTION — EARLY ACADEMIC CERTIFICATION — SUBMISSION OF TRANSCRIPT — WAIVER	Adopted, 60-Day Override Period	NCAA Division I Legislative Council (Committee on Academic Performance).	August 1, 2009	To amend NCAA Proposal No. 2008-75 to specify that the NCAA Division I Academic Cabinet may waive the requirement, based on objective evidence that demonstrates circumstances for which a waiver is warranted, that an institution must ensure submission of the final high school transcript to the NCAA Eligibility Center for a student-athlete who is certified as a qualifier pursuant to the early academic certification exception.
2008-77	ELIGIBILITY — TRANSFER REGULATIONS — TWO-YEAR COLLEGE TRANSFERS — SUBMISSION OF INFORMATION NECESSARY TO DETERMINE ACADEMIC INITIAL-ELIGIBILITY STATUS	Adopted, 60-Day Override Period	NCAA Division I Board of Directors.	August 1, 2010; applicable to two-year college and 4-2-4 transfer student-athletes who initially enroll in a Division I institution on or after August 1, 2010.	To specify that an institution shall ensure submission of all necessary information (e.g., high school transcripts, test scores), which may include official or unofficial transcripts and test scores, to the Eligibility Center to determine the academic initial-eligibility status of a two-year college or 4-2-4 transfer student-athlete prior to the end of the student-athlete's first regular academic term of full-time enrollment at the institution; further, to specify that a violation of this provision shall be considered an institutional violation; however, the student-athlete's eligibility will not be affected.

Proposal Number	Title	Status	Source	Effective Date	Intent
2008-77-1	ELIGIBILITY — TRANSFER REGULATIONS — TWO-YEAR COLLEGE TRANSFERS — SUBMISSION OF INFORMATION NECESSARY TO DETERMINE ACADEMIC INITIAL-ELIGIBILITY STATUS — WAIVER	Adopted, 60-Day Override Period	NCAA Division I Academics Cabinet.	August 1, 2010; applicable to two-year college and 4-2-4 transfer student-athletes who initially enroll in a Division I institution on or after August 1, 2010	To amend Proposal No. 2008-77 to specify that the Academics Cabinet may waive, based on objective evidence that demonstrates circumstances for which a waiver is warranted, the requirement that an institution submit information necessary to determine the academic initial-eligibility status of a two-year or 4-2-4 transfer student.
2009-1	COMMITTEES — COMMON COMMITTEES — COMMITTEES WITH GOVERNANCE ADMINISTRATION RESPONSIBILITIES — INTERNATIONAL-STUDENT RECORDS COMMITTEE — COMPOSITION	Adopted, 60-Day Override Period	NCAA Division I Academics Cabinet.	Immediate; composition to be achieved through normal attrition.	To specify that the International-Student Records Committee shall consist of eight members, including two Division I representatives, two Division II representatives, two representatives who may be from either Division I or Division II and two ex officio members.

Proposal Number: ER-2009-14

Title: ELIGIBILITY — PROGRESS-TOWARD-DEGREE REQUIREMENTS — GOOD ACADEMIC STANDING AND MINIMUM GRADE POINT AVERAGE REQUIREMENTS

Intent: na

A. Bylaws: Amend 14.4.1, as follows:

14.4.1 Progress-Toward-Degree Requirements. To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete shall maintain progress toward a baccalaureate or equivalent degree at that institution as determined by the regulations of that institution~~. As a general requirement, "progress toward degree" is to be interpreted at each member institution by the academic authorities who determine the meaning of such phrases for all students,~~ subject to controlling legislation of the conference(s) or similar association of which the institution is a member **and applicable NCAA legislation**. (See Constitution 3.2.4.13 regarding the obligations of members to publish their progress-toward-degree requirements for student-athletes.)

B. Bylaws: Amend 14.4.3.3, as follows:

14.4.3.3 Fulfillment of Minimum Grade-Point Average Requirements. ~~A student-athlete shall meet the "satisfactory completion" provision of this requirement by maintaining a grade-point average that places the individual in good academic standing, as established by the institution for all students who are at an equivalent stage of progress toward a degree.~~

~~14.4.3.3.1 General Rule.~~ A student-athlete who is entering his or her second year of collegiate enrollment shall present a cumulative minimum grade-point average (based on a maximum 4.000) that equals at least 90 percent of the institution's overall cumulative grade-point average required for graduation. A student-athlete who is entering his or her third year of collegiate enrollment shall present a cumulative grade-point average (based on a maximum of 4.000) that equals 95 percent of the institution's overall cumulative minimum grade-point average required for graduation. A student-athlete who is entering his or her fourth or later year of collegiate enrollment shall present a cumulative minimum grade-point average (based on a maximum of 4.000) that equals 100 percent of the institution's overall cumulative minimum grade-point average required for graduation. If the institution does not have an overall grade-point average required for graduation, it is permissible to use the lowest grade-point average required for any of the institution's degree programs in determining the cumulative minimum grade-point average. The minimum grade-point average must be computed pursuant to institutional policies applicable to all students.

[14.4.3.3.1.1 renumbered as 14.4.3.3.1, unchanged.]

14.4.3.3.~~1.~~2 Timing of Certification. A student-athlete's eligibility under this provision shall be ~~determined on the basis of the student's academic record in existence~~ **certified** by the first date of competition or contest of each regular term of an academic year beginning with that student's second or later academic year (third semester or fourth quarter) of full-time enrollment. **The certification shall be based on the student-athlete's academic record in existence at the beginning of the applicable term.**

[14.4.3.3.1.2.1 renumbered as 14.4.3.3.2.1, unchanged.]

Source: NCAA Staff.

Effective Date: Immediate

Category: Editorial

Topical Area: Progress Toward Degree

Rationale: na

Budget Impact: na

Impact on S-A's Time: na

Position Statement(s)
none

History
Apr 15, 2009: Submit; Submitted for consideration.

Apr 15, 2009: Adopted; This revision clarifies that the minimum grade-point average requirements are separate from good academic standing requirements. Prior to 1992, there was no separate NCAA minimum grade-point-average requirement. "Satisfactory completion" of the credit hour requirements was previously fulfilled by maintaining a grade-point average that placed the individual in good academic standing. While a student-athlete still must be in good academic standing in order to be eligible for competition, the NCAA minimum grade-point average requirements also must be fulfilled and may be more stringent than an institution's minimum grade-point average requirement for good academic standing. In addition, the revision clarifies that the change in the timing of certification of the grade-point average requirement (see Proposal No. 2003-25) did intend to change the basis on which the certification is made. Although the certification may occur by the first contest or date of competition of the term, it must be based on the academic record in existence at the beginning of the term.

Five-Year APR Trends

June 2009

Division I Academic Cabinet

NCAA Research

Contents

- Current APR snapshot
- APR 5-Year trends
- Transfer trends
- APR penalty information

Note: Columns or rows shaded in yellow represent APR or retention recalculated using previous formula (no adjustments for transfers with GPA>2.6).

APR Snapshot—
4-Year Rate (2004-05 to 2007-08)

Average Four-Year APRs

Includes 2004-05 through 2007-08 Academic Years

	Four-Year Average
Overall	**964 (+3)**
Baseball	**946 (+8)**
Men's Basketball	**933 (+5)**
Football	**939 (+5)**

Notes: (1) APR displayed for all squads submitting data for 2007-08 (N=6,323)
(2) Rates include adjustments and bonuses submitted and processed.
(3) Numbers in parentheses are point changes from 4-year APRs for N=6,272 squads (May 2008).
(4) Changes in aggregates reflect changes in academic behaviors, changes in the institutional composition of Division I and changes in how retention was calculated beginning with 2007-08 data.

Distribution of Four-Year APRs (All Squads)
2004-05 through 2007-08 Academic Years

APR Range (Raw)	4-Year Aggregation
0 - 599	0 (0.0%)
600-699	0 (0.0%)
700-799	5 (0.1%)
800-824	4 (0.1%)
825-849	22 (0.3%)
850-874	54 (0.9%)
875-899	131 (2.1%)
900-924	377 (6.0%)
925-949	1,081 (17.1%)
950-974	1,960 (31.0%)
975-999	2,234 (35.3%)
1000	455 (7.2%)
Total Squads	6,323

Notes: (1) APR displayed for all squads with usable data through 4/10/09 (N=6,323)
(2) Rates include adjustments and bonuses submitted and processed in fall/winter 2008-09.

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

SPORT	Four-Year Average
Baseball	946 (+8)
Basketball	933 (+5)
Cross Country	964 (+1)
Fencing	974 (-3)
Football (FBS)	941 (+5)
Football (FCS)	936 (+5)
Golf	963 (+1)
Gymnastics	978 (+5)
Ice Hockey	973 (+3)
Lacrosse	972 (+5)
Rifle	967 +4)
Skiing	969 (+2)
Soccer	958 (+4)
Swimming	967 (+0)
Tennis	964 (+3)
Track (Indoor)	953 (+2)
Track (Outdoor)	954 (+3)
Volleyball	971 (+6)
Water Polo	971 (-4)
Wrestling	948 (+7)

NOTE: Numbers in parentheses are point changes from last year's 4-year APR averages.

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

SPORT	Four-Year Average
Basketball	962 (+2)
Bowling	945 (+4)
Crew	984 (-1)
Cross Country	971 (+1)
Fencing	979 (+5)
Field Hockey	985 (+2)
Golf	976 (+2)
Gymnastics	983 (+2)
Ice Hockey	980 (+2)
Lacrosse	985 (+1)
Skiing	975 (+2)
Soccer	973 (+1)
Softball	968 (+3)
Swimming	979 (+1)
Tennis	974 (+3)
Track (Indoor)	965 (+2)
Track (Outdoor)	966 (+2)
Volleyball	972 (+2)
Water Polo	970 (-6)

NOTE: Numbers in parentheses are point changes from last year's 4-year APR averages.

Year-to-Year Trends in APR, Eligibility, Retention and 0/2s

NCAA Research

Changes in the APR Distribution among all Squads Submitting Data in Each Year (2003-04 to 2007-08)

Number of Squads = 5,924	Average APR	Median APR	APR Distribution Standard Deviation
2003-04	960.5	971	44.7
2004-05	960.2	971	44.5
2005-06	961.5	971	42.2
2006-07	964.5	974	39.2
2007-08	970.6	981	38.2

Notes:
(1) Rates include adjustments and bonuses.
(2) Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years of APR program.
(3) Retention calculation changed in 2007-08 to grant point adjustments for certain transfer students.
Interpretation: Average APR has increased significantly in the past two years although metric changed for 2007-08.

Changes in the APR Distribution among all Squads Submitting Data in Each Year (2003-04 to 2007-08) (2.6 Retention Adjustment Removed = Constant Retention, APR Metric)

Number of Squads = 5,924	Average APR	Median APR	APR Distribution Standard Deviation
2003-04	960.5	971	44.7
2004-05	960.2	971	44.5
2005-06	961.5	971	42.2
2006-07	964.5	974	39.2
2007-08	965.6	975	39.9

Notes:
(1) Rates include adjustments and bonuses.
(2) Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years of APR program.
(3) Retention calculation changed in 2007-08 to grant point adjustments for certain transfer students.
Interpretation: After accounting for APR metric change, average APR is showing a 2007-08 increase.

Changes in the Eligibility Rate Distribution among all Squads Submitting Data in Each Year (2003-04 to 2007-08)

Number of Squads = 5,924	Average Eligibility Rate	Eligibility Distribution Standard Deviation
2003-04	965.1	54.8
2004-05	963.2	53.6
2005-06	964.1	51.1
2006-07	967.3	48.1
2007-08	969.7	47.8

Notes:
(1) Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years of APR program.
(2) Median eligibility rates were 1000 in each of the years (just over 50% of all squads lose no eligibility points in a given year).

Interpretation: After a period of decrease in eligibility rates that corresponds to the enhancements in PTD requirements, average eligibility rates have increased during the past two years.

Changes in the Retention Rate Distribution among all Squads Submitting Data in Each Year (2003-04 to 2007-08)

Number of Squads = 5,924	Average Retention Rate	Median Retention Rate	Retention Distribution Standard Deviation
2003-04	953.6	964	52.9
2004-05	953.8	965	53.9
2005-06	954.6	964	51.9
2006-07	957.0	968	49.5
2007-08	967.3	979	44.4

Notes:
(1) Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years of APR program.
(2) Earned graduation bonus points not included in these rates.
(3) Retention calculation changed in 2007-08 to grant point adjustments for certain transfer students.

Interpretation: Retention rates are much higher in 2007-08 (retention calculation changed in 2007-08)

Changes in the Retention Rate Distribution among all Squads Submitting Data in Each Year (2003-04 to 2007-08)
(2.6 Retention Adjustment Removed = Constant Retention, APR Metric)

Number of Squads = 5,924	Average Retention Rate	Median Retention Rate	Retention Distribution Standard Deviation
2003-04	953.6	964	52.9
2004-05	953.8	965	53.9
2005-06	954.6	964	51.9
2006-07	957.0	968	49.5
2007-08	957.2	967	51.0

Notes:
(1) Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years of APR program.
(2) Earned graduation bonus points not included in these rates.
(3) Retention calculation changed in 2007-08 to grant point adjustments for certain transfer students.
Interpretation: After accounting for changes in the retention calculation, rate appears similar to last year's

Changes in the Average APR, Eligibility Rate and Retention Rate among all Squads Submitting Data in Each Year (2003-04 to 2007-08)

Number of Squads = 5,924	Average APR	Average Eligibility	Average Retention
2003-04	960	965	954
2004-05	960	963	954
2005-06	961	964	955
2006-07	964	967	957
2007-08	971	970	967

Notes:
(1) Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years of APR program.
(2) Eligibility and Retention rates do not include graduation bonus points (APR does include them).
(3) Retention calculation changed in 2007-08 to grant point adjustments for certain transfer students.

Changes in the Average APR, Eligibility Rate and Retention Rate among all Squads Submitting Data in Each Year (2003-04 to 2007-08) (2.6 Retention Adjustment Removed = Constant Retention, APR Metric)

Number of Squads = 5,924	Average APR	Average Eligibility	Average Retention
2003-04	960	965	954
2004-05	960	963	954
2005-06	961	964	955
2006-07	964	967	957
2007-08	966	970	957

Notes:
(1) Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years of APR program.
(2) Eligibility and Retention rates do not include graduation bonus points (APR does include them).
(3) Retention calculation changed in 2007-08 to grant point adjustments for certain transfer students.

APR, Eligibility and Retention Trends in Baseball, Men's Basketball and Football

APR	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	932.7	934.9	941.1	944.6	963.8
Men's Basketball	929.1	928.0	927.8	932.6	947.0
Football	930.1	930.8	933.9	941.4	948.0

ELIGIBILITY	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	940.4	937.8	940.0	950.8	968.6
Men's Basketball	936.1	934.9	934.5	948.4	958.7
Football	921.4	920.2	923.2	931.5	936.1

RETENTION	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	918.6	923.0	930.4	928.9	947.6
Men's Basketball	916.8	910.1	908.7	906.8	926.4
Football	933.6	933.4	936.0	941.8	950.0

Note:
Analyses based on 280 baseball squads, 325 men's basketball squads and 233 football squads that sponsored the sport within Division I during all five years.

APR, Eligibility and Retention Trends in Baseball, Men's Basketball and Football (2.6 Retention Adjustment Removed = Constant Retention, APR Metric)

APR	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	932.7	934.9	941.1	944.6	958.4
Men's Basketball	929.1	928.0	927.8	932.6	939.3
Football	930.1	930.8	933.9	941.4	946.2

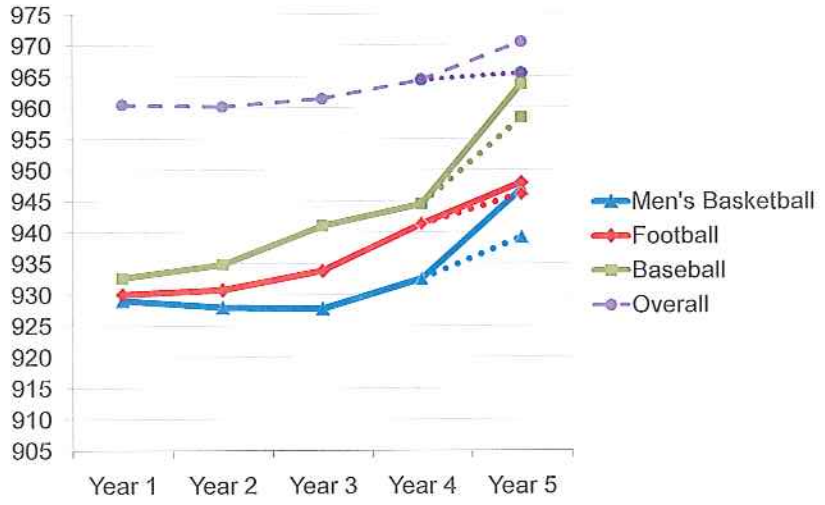
ELIGIBILITY	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	940.4	937.8	940.0	950.8	968.6
Men's Basketball	936.1	934.9	934.5	948.4	958.7
Football	921.4	920.2	923.2	931.5	936.1

RETENTION	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	918.6	923.0	930.4	928.9	936.6
Men's Basketball	916.8	910.1	908.7	906.8	911.0
Football	933.6	933.4	936.0	941.8	946.5

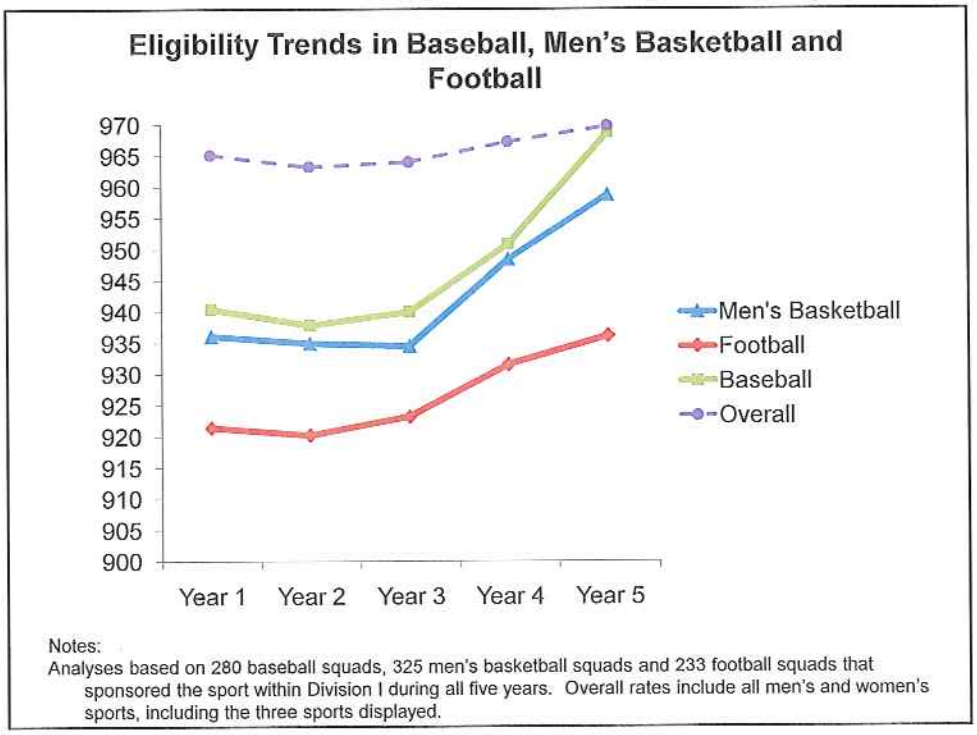
Note:
Analyses based on 280 baseball squads, 325 men's basketball squads and 233 football squads that sponsored the sport within Division I during all five years.

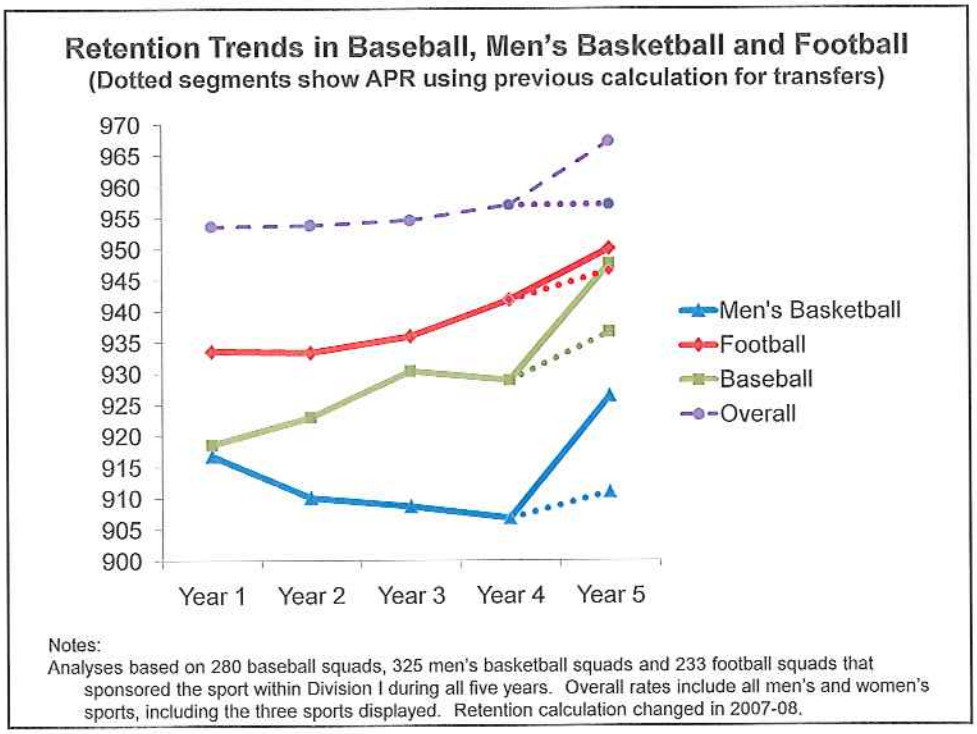
APR Trends in Baseball, Men's Basketball and Football

(Dotted segments show APR using previous calculation for transfers)



Notes:
Analyses based on 280 baseball squads, 325 men's basketball squads and 233 football squads that sponsored the sport within Division I during all five years. Overall rates include all men's and women's sports, including the three sports displayed. Retention calculation changed in 2007-08.


Eligibility Trends in Baseball, Men's Basketball and Football
970
965
960
955
950
945
940
935
930
925
920
915
910
905
900
Year 1
Year 2
Year 3
Year 4
Year 5
Men's Basketball
Football
Baseball
Overall
Notes:
Analyses based on 280 baseball squads, 325 men's basketball squads and 233 football squads that sponsored the sport within Division I during all five years. Overall rates include all men's and women's sports, including the three sports displayed.


Retention Trends in Baseball, Men's Basketball and Football
(Dotted segments show APR using previous calculation for transfers)
970
965
960
955
950
945
940
935
930
925
920
915
910
905
900
Year 1
Year 2
Year 3
Year 4
Year 5
Men's Basketball
Football
Baseball
Overall
Notes:
Analyses based on 280 baseball squads, 325 men's basketball squads and 233 football squads that sponsored the sport within Division I during all five years. Overall rates include all men's and women's sports, including the three sports displayed. Retention calculation changed in 2007-08.

Eligibility Rates in Baseball by Term among SAs Retained into Next Year (Semester Squads Only)

	2004-05	2005-06	2006-07	2007-08
Semester 1 E-Rate	99.1%	99.4%	99.5%	99.4%
Semester 2 E-Rate	91.3%	90.0%	92.3%	96.5%

Spring Semester Eligibility Rates in Baseball among SAs Not Retained into Next Year (Semester Squads Only)

	2004-05	2005-06	2006-07	2007-08
Semester 2 E-Rate	71.1%	72.8%	77.2%	80.0%

Eligibility Rates in Men's Basketball by Term among SAs Retained into Next Year (Semester Squads Only)

	2004-05	2005-06	2006-07	2007-08
Semester 1 E-Rate	99.0%	98.7%	98.2%	99.0%
Semester 2 E-Rate	96.3%	95.4%	96.5%	96.9%

Spring Semester Eligibility Rates in Men's Basketball among SAs Not Retained into Next Year (Semester Squads Only)

	2004-05	2005-06	2006-07	2007-08
Semester 2 E-Rate	58.0%	60.6%	68.0%	74.4%

Eligibility Rates in Football by Term among SAs Retained into Next Year (Semester Squads Only)

	2004-05	2005-06	2006-07	2007-08
Semester 1 E-Rate	95.9%	96.3%	96.1%	96.4%
Semester 2 E-Rate	95.9%	95.4%	96.1%	96.6%

Spring Semester Eligibility Rates in Football among SAs Not Retained into Next Year (Semester Squads Only)

Left School After Semester 1 (Fall)

	2004-05	2005-06	2006-07	2007-08
Semester 1 E-Rate	55.9%	59.3%	58.1%	60.1%

Left School After Semester 2 (Spring)

	2004-05	2005-06	2006-07	2007-08
Semester 1 E-Rate	80.2%	80.5%	83.1%	81.2%
Semester 2 E-Rate	41.2%	44.8%	46.3%	47.9%

Average APRs by Sport for Men's Teams – 2007-08 Rate vs. 2003-04 Rate
(2.6 Retention Adjustment Removed = Constant APR Metric)

Rank	SPORT	2007-08	Δ APR	Δ Rank
1	Ice Hockey	978	+6	+1
2	Lacrosse	972	+3	+1
3	Swimming	971	-1	-2
4	Golf	965	+2	--
5	Cross Country	963	+4	+1
6	Soccer	962	+9	+1
7	Tennis	959	+0	-2
8	Baseball	958	+26	+3
9	Track (Outdoor)	958	+8	--
10	Wrestling	958	+15	--
11	Track (Indoor)	956	+5	-3
12	Football	946	+16	--
13	Basketball	939	+10	--

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Δ APR = 2007-08 single-year APR minus 2003-04 single-year APR. Δ Rank = Change in ranking within men's sports from 2003-04 to 2007-08.

Average Eligibility Rates by Sport for Men's Teams – 2007-08 Rate vs. 2003-04 Rate

Rank	SPORT	2007-08	Δ E-Rate	Δ Rank
1	Ice Hockey	984	+3	--
2	Lacrosse	978	+4	--
3	Soccer	972	+10	+3
4	Golf	970	-1	--
5	Baseball	969	+28	+6
6	Tennis	968	-3	-3
7	Swimming	966	-2	-2
8	Cross Country	963	+6	-1
9	Basketball	959	+23	+3
10	Wrestling	953	+11	--
11	Track (Outdoor)	945	+2	-2
12	Track (Indoor)	943	-1	-4
13	Football	936	+15	--

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Δ E-Rate = 2007-08 single-year eligibility rate minus 2003-04 single-year eligibility rate. Δ Rank = Change in ranking within men's sports from 2003-04 to 2007-08.

Average Retention Rates by Sport for Men's Teams – 2007-08 Rate vs. 2003-04 Rate
(2.6 Retention Adjustment Removed = Constant Retention Metric)

Rank	SPORT	2007-08	Δ R-Rate	Δ Rank
1	Swimming	971	-3	--
2	Ice Hockey	966	+7	+1
3	Track (Outdoor)	965	+10	+3
4	Track (Indoor)	964	+8	+1
5	Lacrosse	964	+2	-3
6	Cross Country	958	+0	-2
7	Golf	957	+5	--
8	Wrestling	953	+14	+2
9	Soccer	947	+5	--
10	Football	946	+13	+1
11	Tennis	946	+0	-3
12	Baseball	937	+18	--
13	Basketball	911	-6	--

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Δ R-Rate = 2007-08 single-year retention rate (2.6 transfer adjustment removed) minus 2003-04 single-year retention rate. Δ Rank = Change in ranking within men's sports from 2003-04 to 2007-08.

Average APRs by Sport for Men's Teams
(2.6 Retention Adjustment Removed = Constant APR Metric)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	932.7	934.9	941.1	944.6	958.4
Basketball	929.1	928.0	927.8	932.6	939.3
Cross Country	958.8	961.4	963.0	966.8	962.8
Football	930.1	930.8	933.9	941.4	946.2
Golf	962.6	958.9	960.4	963.3	964.9
Ice Hockey	971.6	972.0	967.6	970.4	977.9
Lacrosse	969.1	971.6	976.0	973.3	971.8
Soccer	953.8	953.3	953.1	960.2	962.4
Swimming	972.0	961.9	965.8	970.5	970.7
Tennis	959.1	964.1	958.7	967.3	958.7
Track (Indoor)	951.6	950.5	950.9	955.5	956.5
Track (Outdoor)	950.6	951.0	951.1	955.9	958.3
Wrestling	942.5	937.3	942.6	947.4	957.8

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Green=2007-08 APR has increased by 10 or more points since 2005-06 or 2006-07. Red= 2007-08 APR has decreased by 4 or more points since 2005-06 or 2006-07.

Average Eligibility Rates by Sport for Men's Teams
(Single-Year Eligibility Rates in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	940	938	940	951	969
Basketball	936	935	935	948	959
Cross Country	958	966	966	964	963
Football	921	920	923	931	936
Golf	971	965	965	965	970
Ice Hockey	982	980	979	981	984
Lacrosse	974	975	978	981	978
Soccer	963	962	961	967	972
Swimming	968	961	965	967	966
Tennis	972	972	970	973	968
Track (Indoor)	944	941	937	943	943
Track (Outdoor)	943	940	936	943	945
Wrestling	942	932	935	939	953

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Green=2007-08 E-rate has increased by 10 or more points since 2005-06 or 2006-07. Red= 2007-08 E-rate has decreased by 4 or more points since 2005-06 or 2006-07.

Average Retention Rates by Sport for Men's Teams
(2.6 Retention Adjustment Removed = Constant Retention Metric)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	919	923	930	929	937
Basketball	917	910	909	907	911
Cross Country	958	955	958	966	958
Football	934	933	936	942	946
Golf	952	950	954	958	957
Ice Hockey	959	959	952	955	966
Lacrosse	962	968	972	964	964
Soccer	942	940	941	946	947
Swimming	974	960	963	970	971
Tennis	946	955	945	958	946
Track (Indoor)	956	957	960	961	964
Track (Outdoor)	955	958	960	961	965
Wrestling	939	934	941	946	953

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Green=2007-08 R-rate has increased by 10 or more points since 2005-06 or 2006-07. Red= 2007-08 R-rate has decreased by 4 or more points since 2005-06 or 2006-07.

Average APRs by Sport for Women's Teams – 2007-08 Rate vs. 2003-04 Rate
(2.6 Retention Adjustment Removed = Constant APR Metric)

Rank	SPORT	2007-08	Δ APR	Δ Rank
1	Gymnastics	988	+6	+3
2	Field Hockey	987	+4	+1
3	Lacrosse	983	-1	-1
4	Crew	982	-3	-3
5	Swimming	980	+2	--
6	Golf	977	+4	--
7	Tennis	977	+7	+2
8	Cross Country	973	+2	--
9	Volleyball	972	+5	+1
10	Soccer	972	+0	-3
11	Softball	971	+5	--
12	Track (Indoor)	966	+0	+1
13	Track (Outdoor)	966	+0	-1
14	Basketball	960	+1	--

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Δ APR = 2007-08 single-year APR minus 2003-04 single-year APR. Δ Rank = Change in ranking within women's sports from 2003-04 to 2007-08.

Average Eligibility Rates by Sport for Women's Teams – 2007-08 Rate vs. 2003-04 Rate

Rank	SPORT	2007-08	Δ E-Rate	Δ Rank
1	Field Hockey	993	+4	+1
2	Lacrosse	991	-1	-1
3	Gymnastics	989	+6	+2
4	Tennis	987	+6	+3
5	Golf	985	+5	+3
6	Crew	985	-4	-3
7	Volleyball	984	+6	+2
8	Swimming	982	-1	-2
9	Soccer	981	-2	-5
10	Cross Country	979	+2	--
11	Softball	978	+7	+1
12	Basketball	971	+0	-1
13	Track (Indoor)	963	-3	--
14	Track (Outdoor)	962	-3	--

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Δ E-Rate = 2007-08 single-year eligibility rate minus 2003-04 single-year eligibility rate. Δ Rank = Change in ranking within women's sports from 2003-04 to 2007-08.

Average Retention Rates by Sport for Women's Teams – 2007-08 Rate vs. 2003-04 Rate
(2.6 Retention Adjustment Removed = Constant Retention Metric)

Rank	SPORT	2007-08	Δ R-Rate	Δ Rank
1	Gymnastics	986	+7	+1
2	Field Hockey	979	+3	+1
3	Swimming	977	+3	+2
4	Crew	975	-5	-3
5	Lacrosse	974	+0	-1
6	Golf	967	+2	--
7	Track (Outdoor)	966	+2	+1
8	Track (Indoor)	966	+3	+1
9	Cross Country	966	+1	-2
10	Tennis	964	+8	+2
11	Softball	961	+0	-1
12	Soccer	960	+0	-1
13	Volleyball	959	+3	--
14	Basketball	944	-1	--

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Δ R-Rate = 2007-08 single-year retention rate (2.6 transfer adjustment removed) minus 2003-04 single-year retention rate. Δ Rank = Change in ranking within women's sports from 2003-04 to 2007-08.

Average APRs by Sport for Women's Teams
(2.6 Retention Adjustment Removed = Constant APR Metric)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08
Basketball	959.1	958.5	962.1	963.6	959.7
Crew	985.0	977.0	985.6	986.3	981.7
Cross Country	971.0	970.3	970.5	972.1	973.1
Field Hockey	983.0	984.9	983.7	983.0	986.8
Golf	972.8	969.5	976.4	977.4	976.9
Gymnastics	981.7	980.2	982.7	983.9	988.0
Lacrosse	983.2	985.6	984.9	985.5	982.6
Soccer	972.0	971.5	973.0	976.2	971.9
Softball	966.3	966.1	964.8	969.4	971.0
Swimming	978.2	979.0	979.7	979.8	980.4
Tennis	969.3	970.2	973.6	971.0	976.6
Track (Indoor)	965.8	964.1	964.4	965.9	966.2
Track (Outdoor)	965.8	965.4	965.7	967.6	965.9
Volleyball	967.7	969.8	969.0	972.0	972.3

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Green=2007-08 APR has increased by 5 or more points since 2005-06 or 2006-07. Red= 2007-08 APR has decreased by 4 or more points since 2005-06 or 2006-07.

Average Eligibility Rates by Sport for Women's Teams
(Single-Year Eligibility Rates in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08
Basketball	971	968	975	974	971
Crew	989	981	986	986	985
Cross Country	977	974	977	976	979
Field Hockey	989	993	990	991	993
Golf	980	973	982	985	985
Gymnastics	983	981	982	985	989
Lacrosse	992	989	990	991	991
Soccer	983	981	980	983	981
Softball	971	971	971	974	978
Swimming	982	983	984	983	982
Tennis	981	979	984	983	987
Track (Indoor)	967	961	960	962	963
Track (Outdoor)	966	963	960	963	962
Volleyball	978	980	979	983	984

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Green=2007-08 E-rate has increased by 5 or more points since 2005-06 or 2006-07. Red= 2007-08 E-rate has decreased by 4 or more points since 2005-06 or 2006-07.

Average Retention Rates by Sport for Women's Teams
(2.6 Retention Adjustment Removed = Constant Retention Metric)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08
Basketball	945	945	946	949	944
Crew	980	971	982	984	975
Cross Country	965	966	961	965	966
Field Hockey	977	976	975	973	979
Golf	965	965	970	969	967
Gymnastics	979	978	981	982	986
Lacrosse	974	980	978	979	974
Soccer	960	959	963	966	960
Softball	961	959	956	960	961
Swimming	973	974	974	974	977
Tennis	956	960	961	957	964
Track (Indoor)	963	965	966	966	966
Track (Outdoor)	964	966	968	968	966
Volleyball	956	958	955	958	959

Notes: Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years. Green=2007-08 R-rate has increased by 5 or more points since 2005-06 or 2006-07. Red= 2007-08 R-rate has decreased by 4 or more points since 2005-06 or 2006-07.

Changes in the Number of 0/2s among all Squads Submitting Data in Each Year (2003-04 to 2007-08)

Number of Squads = 5,924	Number of 0/2s on these Squads	Percent of Total Student-Athlete Cohort
2003-04	3,881	3.6%
2004-05	3,894	3.6%
2005-06	3,649	3.3%
2006-07	3,225	2.9%
2007-08	2,984	2.6%

Notes:
(1) Analyses based on N=5,924 squads that sponsored the sport within Division I during all five years .
(2) "0/2" defined as student-athletes separating from a school while academically ineligible.
(3) 0/2 counts based on cohort definitions – SAs playing multiple sports could appear as multiple 0/2s in this table.

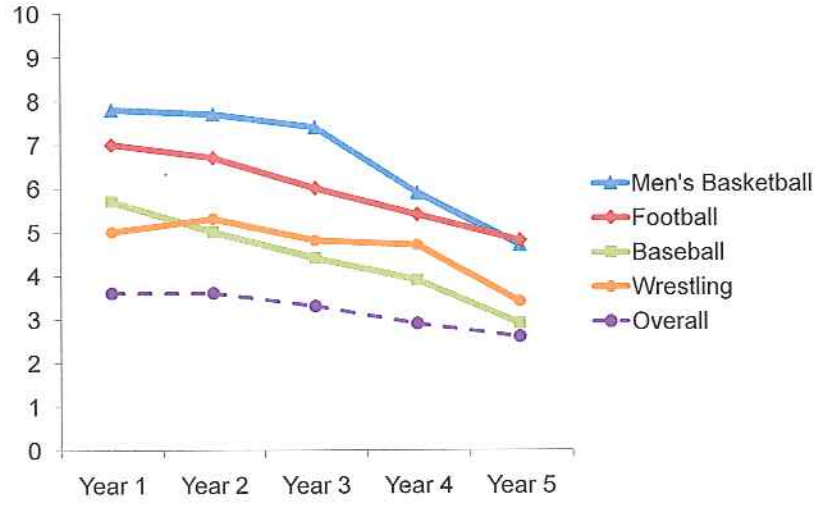
Interpretation: The overall number of 0/2s appears to have dropped by a substantial amount for the third consecutive year.

Trends in Number of "0 for 2s"-- Student-Athletes Leaving School While Academically Ineligible

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	431 (5.7%)	385 (5.0%)	342 (4.4%)	308 (3.9%)	229 (2.9%)
Men's Basketball	324 (7.8%)	322 (7.7%)	313 (7.4%)	248 (5.9%)	200 (4.7%)
Football	1,320 (7.0%)	1,288 (6.7%)	1,151 (6.0%)	1,043 (5.4%)	925 (4.8%)
Wrestling	75 (5.0%)	79 (5.3%)	73 (4.8%)	69 (4.7%)	53 (3.4%)

Notes:
(1) Analyses based on 280 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 4/11/08.
(2) N = Number of student-athletes leaving school while ineligible ("0 for 2s") during that academic year (includes SAs who left ineligible after exhausting their eligibility).
(3) % = Percentage of individuals in that sport who were 0 for 2s in that academic year.

Yearly 0/2 Rates in Baseball, Men's Basketball and Football
(% of SAs Participating who Became APR 0/2 in that Year)



Notes:
Analyses based on 280 baseball squads, 325 men's basketball squads and 233 football squads that sponsored the sport within Division I during all five years. Overall rates include all men's and women's sports, including the three sports displayed.

Trends in 0/2s by Sport for Men's Teams
(Single-Year 0/2 Rates in Sports with 50 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08
Baseball	431 (5.7%)	385 (5.0%)	342 (4.4%)	308 (3.9%)	229 (2.9%)
Basketball	324 (7.8%)	322 (7.7%)	313 (7.4%)	248 (5.9%)	200 (4.7%)
Cross Country	56 (2.4%)	73 (3.0%)	52 (2.0%)	48 (1.9%)	66 (2.5%)
Football	1,320 (7.0%)	1,288 (6.7%)	1,151 (6.0%)	1,043 (5.4%)	925 (4.8%)
Golf	71 (3.1%)	72 (3.1%)	70 (2.9%)	88 (3.7%)	64 (2.7%)
Ice Hockey	36 (2.8%)	36 (2.9%)	40 (3.1%)	35 (2.8%)	31 (2.5%)
Lacrosse	35 (2.5%)	30 (2.1%)	30 (1.9%)	28 (1.8%)	28 (1.7%)
Soccer	129 (3.7%)	123 (3.4%)	132 (3.6%)	107 (2.9%)	93 (2.5%)
Swimming	46 (2.0%)	69 (2.9%)	73 (3.0%)	57 (2.3%)	58 (2.3%)
Tennis	39 (2.1%)	37 (1.9%)	55 (2.8%)	26 (1.3%)	43 (2.2%)
Track (Indoor)	172 (3.6%)	184 (3.8%)	169 (3.3%)	157 (3.1%)	156 (3.0%)
Track (Outdoor)	192 (3.7%)	201 (3.7%)	176 (3.2%)	169 (3.0%)	166 (2.9%)
Wrestling	75 (5.0%)	79 (5.3%)	73 (4.8%)	69 (4.7%)	53 (3.4%)

Notes: Analyses based on N=5,923 squads that sponsored the sport within Division I during all five years.

Trends in 0/2 Rates by Sport for Women's Teams (Single-Year 0/2 Rates in Sports with 25 or More Teams)

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08
Basketball	135 (3.0%)	147 (3.2%)	121 (2.7%)	100 (2.2%)	131 (2.9%)
Crew	22 (1.2%)	27 (1.5%)	11 (0.6%)	19 (1.0%)	15 (0.8%)
Cross Country	53 (1.7%)	58 (1.8%)	56 (1.7%)	47 (1.4%)	47 (1.4%)
Field Hockey	10 (0.8%)	12 (0.9%)	11 (0.8%)	13 (1.0%)	6 (0.4%)
Golf	27 (1.7%)	24 (1.5%)	21 (1.3%)	25 (1.5%)	16 (1.0%)
Gymnastics	11 (1.3%)	7 (0.8%)	9 (1.1%)	11 (1.3%)	7 (0.9%)
Lacrosse	10 (0.7%)	16 (1.1%)	12 (0.8%)	11 (0.7%)	11 (0.7%)
Soccer	82 (1.4%)	92 (1.5%)	89 (1.5%)	79 (1.2%)	99 (1.5%)
Softball	104 (2.4%)	103 (2.3%)	111 (2.5%)	90 (2.0%)	80 (1.8%)
Swimming	44 (1.3%)	37 (1.0%)	52 (1.5%)	43 (1.2%)	44 (1.2%)
Tennis	34 (1.5%)	33 (1.5%)	29 (1.3%)	33 (1.5%)	24 (1.1%)
Track (Indoor)	150 (2.3%)	161 (2.5%)	158 (2.3%)	137 (2.0%)	149 (2.1%)
Track (Outdoor)	150 (2.3%)	167 (2.4%)	149 (2.1%)	129 (1.8%)	153 (2.1%)
Volleyball	79 (2.2%)	58 (1.6%)	73 (1.9%)	59 (1.6%)	45 (1.2%)

Notes: Analyses based on N=5,923 squads that sponsored the sport within Division I during all five years.

Trends in Academic Performance as a Function of Institutional Variables

NCAA Research

Trends Among Squads at Low Resource Institutions
(Using previous APR calculation for 2007-08)

Squads from Low Resource Schools	2003-04	2004-05	2005-06	2006-07	2007-08
APR	933	930	935	938	939
Eligibility	929	925	929	934	933
Retention	936	933	937	939	939
% 0/2s	6.0%	6.1%	5.9%	4.8%	4.6%
% Squads < 900	22%	22%	22%	21%	18%
% Squads < 925	36%	40%	36%	33%	33%

Squads from Other Schools	2003-04	2004-05	2005-06	2006-07	2007-08
APR	963	963	964	967	968
Eligibility	968	967	967	970	973
Retention	955	956	956	959	959
% 0/2s	3.5%	3.4%	3.1%	2.8%	2.5%
% Squads < 900	7%	7%	6%	5%	4%
% Squads < 925	16%	15%	14%	13%	11%

Note: Analyses based on 5,924 squads (481 at low-resource schools vs. 5,443 at other schools) that sponsored the sport within Division I during all five years.

Trends Among MBB Teams at Low Resource Institutions
(Using previous APR calculation for 2007-08)

MBB Teams from Low Resource Schools	2003-04	2004-05	2005-06	2006-07	2007-08
APR	924	893	897	901	904
Eligibility	922	901	882	911	913
Retention	917	877	909	884	882
% 0/2s	8.1%	10.7%	9.6%	8.3%	8.3%
% Squads < 900	26%	55%	45%	45%	42%
% Squads < 925	45%	71%	61%	65%	61%

MBB Teams from Other Schools	2003-04	2004-05	2005-06	2006-07	2007-08
APR	930	932	931	936	943
Eligibility	938	938	940	952	964
Retention	917	914	909	909	914
% 0/2s	7.8%	7.4%	7.2%	5.7%	4.4%
% Squads < 900	24%	22%	26%	21%	16%
% Squads < 925	43%	41%	39%	35%	30%

Note: Analyses based on 325 men's basketball squads (31 at low-resource schools vs. 294 at other schools) that sponsored the sport within Division I during all five years.

Football Trends Split by Subdivision
(Using previous APR calculation for 2007-08)

FBS	2003-04	2004-05	2005-06	2006-07	2007-08
APR	931	932	940	942	949
Eligibility	918	919	927	930	939
Retention	936	934	940	942	947
% 0/2s	5.4%	5.2%	5.1%	4.1%	4.0%
% Squads < 900	18%	18%	6%	7%	4%
% Squads < 925	34%	37%	29%	23%	14%

FCS	2003-04	2004-05	2005-06	2006-07	2007-08
APR	929	929	927	940	943
Eligibility	925	921	919	933	933
Retention	931	933	931	942	946
% 0/2s	9.0%	8.6%	7.1%	7.1%	5.7%
% Squads < 900	22%	23%	25%	12%	13%
% Squads < 925	39%	41%	38%	32%	31%

Note: Analyses based on 233 football squads (119 in FBS vs. 114 in FCS) that sponsored the sport within Division I during all five years.

Summary – Overall Trends

- Average APR has risen substantially. However, a portion of that change is due solely to the change in the retention calculation for 2007-08.
- As three more years of APRs with the transfer adjustment are rolled into the rate, we expect APRs to continue to increase substantially regardless of whether academic behaviors change.
- Eligibility rates increased fairly sharply in 2007-08 (not related to change in retention calculation).
- Retention rates calculated as they have for the past four years show similar student-athlete departure this year as last year.
- Numbers of 0/2s continue to decrease sharply.

Summary – Sport Trends

- Large APR increases seen in baseball due to changes in both eligibility rates and retention.
- Eligibility rates increased substantially in men's basketball, although retention rates (adjusted to old metric) remained similarly low.
- Football APRs increased on average but the sport now lags far behind baseball and men's basketball in eligibility rates.
- Most men's sports showing increases in academic behaviors, although some sports exhibiting issues (e.g., track).
- Aggregate five-year changes among women's squads are much smaller than among men's.
- Some concerns with 2007-08 numbers in women's basketball.

Summary – Institutional Differences

- Low resource institutions continue to lag in APR, especially in men's basketball.
- APR struggles in football are much more apparent among FCS squads.

Trends in Student-Athlete Transfers Into Division I Institutions

Overall Transfers Into Division I (Division I APP)

	Overall				
	2003-04	2004-05	2005-06	2006-07	2007-08
Non-Transfers	86.6%	86.8%	87.2%	87.6%	88.0%
2-year Transfers	6.1%	5.9%	5.6%	5.3%	5.1%
4-year Transfers	7.3%	7.2%	7.2%	7.2%	6.9%

*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

2007-2008 Transfers into Division I (by Sport Group)

	Baseball	Men's Basketball	Football	Men's Other	Women's Basketball	Women's Other
Non-Transfers	74.0%	73.8%	87.8%	88.9%	83.7%	91.6%
2-year Transfers	17.6%	15.4%	6.9%	2.9%	9.4%	2.3%
4-year Transfers	8.4%	10.7%	5.2%	8.2%	6.9%	6.1%

Trends of Transfers Into Division I: Men's Baseball

	2003-04	2004-05	2005-06	2006-07	2007-08
Non-Transfers	5,462 (72.6)	5,619 (72.7)	5,709 (72.9)	5,773 (74.0)	5,855 (74.0)
2-year Transfers	1,452 (19.3)	1,450 (18.8)	1,421 (18.1)	1,369 (17.5)	1,393 (17.6)
4-year Transfers	613 (8.1)	656 (8.5)	702 (9.0)	660 (8.6)	664 (8.4)

*Note: Number in ( ) is percent.

Trends of Transfers Into Division I: Men's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08
Non-Transfers	3,053 (73.9)	3,043 (72.5)	3,050 (72.1)	3,018 (71.9)	3,119 (73.8)
2-year Transfers	687 (16.6)	735 (17.5)	759 (17.9)	729 (17.4)	656 (15.5)
4-year Transfers	393 (9.5)	418 (10.0)	424 (10.0)	450 (10.7)	450 (10.7)

*Note: Number in ( ) is percent.

Trends of Transfers Into Division I: Men's Football

	2003-04	2004-05	2005-06	2006-07	2007-08
Non-Transfers	16,342 (86.5)	16,647 (86.8)	16,773 (87.2)	16,719 (87.3)	16,970 (87.8)
2-year Transfers	1,526 (8.1)	1,524 (7.9)	1,417 (7.4)	1,376 (7.2)	1,339 (6.9)
4-year Transfers	1,025 (5.4)	1,011 (5.3)	1,043 (5.4)	1,065 (5.5)	1,014 (5.3)

*Note: Number in ( ) is percent.

Trends of Transfers Into Division I: Men's Other

	2003-04	2004-05	2005-06	2006-07	2007-08
Non-Transfers	23,944 (87.1)	24,620 (87.2)	25,540 (87.9)	25,608 (88.3)	26,477 (88.9)
2-year Transfers	1,033 (3.8)	992 (3.5)	946 (3.3)	834 (2.9)	861 (2.9)
4-year Transfers	2,509 (9.1)	2,607 (9.2)	2,563 (8.8)	2,546 (8.8)	2,439 (8.2)

*Note: Number in ( ) is percent.

Trends of Transfers Into Division I: Women's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08
Non-Transfers	3,754 (82.5)	3,788 (83.1)	3,845 (84.2)	3,830 (83.7)	3,793 (83.7)
2-year Transfers	452 (9.9)	440 (9.6)	409 (9.0)	420 (9.2)	427 (9.4)
4-year Transfers	346 (7.6)	333 (7.3)	310 (6.8)	325 (7.1)	314 (6.9)

*Note: Number in ( ) is percent.

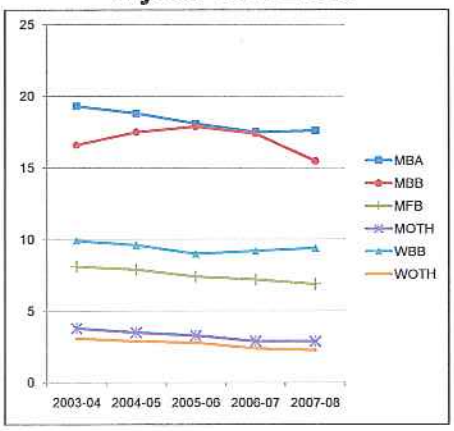
Trends of Transfers Into Division I: Women's Other

	2003-04	2004-05	2005-06	2006-07	2007-08
Non-Transfers	39,964 (90.4)	40,740 (90.7)	41,929 (90.9)	42,526 (91.3)	43,127 (91.6)
2-year Transfers	1,385 (3.1)	1,314 (2.9)	1,282 (2.8)	1,119 (2.4)	1,065 (2.3)
4-year Transfers	2,879 (6.5)	2,853 (6.4)	2,917 (6.3)	2,948 (6.3)	2,882 (6.1)

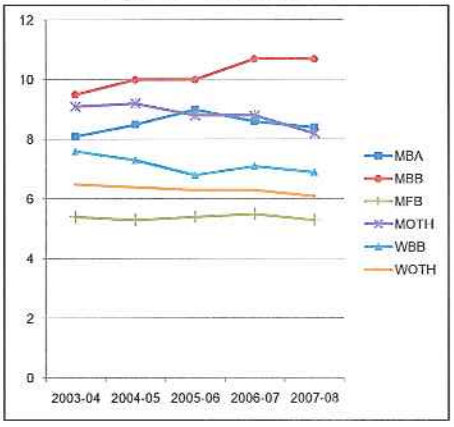
*Note: Number in ( ) is percent.

Percentages of Transfers Into Division I by Sport Grouping

2-year Transfers

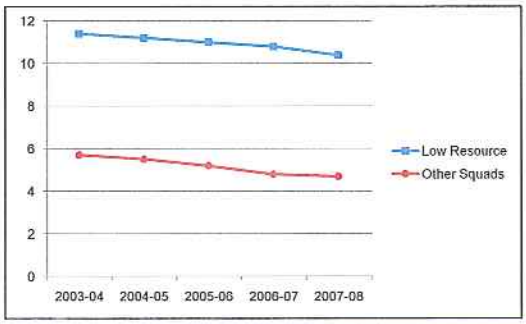


4-year Transfers



2-year Transfers-In by Resource Level

	2003-04	2004-05	2005-06	2006-07	2007-08
Low Resource	11.4%	11.2%	11.0%	10.8%	10.4%
Other Squads	5.7%	5.5%	5.2%	4.8%	4.7%



Summary

- Overall, transfers into Division I have decreased slightly over the past 5 years. The decrease has come mainly from a decrease in the number of 2-4 transfers.
- Low resource schools have a greater percentage of two-year transfers than their comparison group.

To be distributed at the meeting.

REPORT OF THE
NCAA INTERNATIONAL STUDENT RECORDS COMMITTEE
MARCH 5, 2009, MEETING

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

- None.

***INFORMATIONAL ITEMS*.**

1. **Grading Scale.** The committee approved a revised grading scale for Belarus.

2. **Western Australia.** The committee determined that courses marked with the subject codes of "D" and "E" completed by the conclusion of year 12 that appear on the leaving certificate are curriculum council subjects and should be used in the core-course grade-point average calculation for Western Australia (even if the courses share the same course title). The committee noted that the core-course grade-point average should continue to be calculated based on exams only (now to include "D" and "E" courses).

3. Expected High School Graduation Date for Prospective Student-Athletes from British-Patterned Secondary Educational Systems and Quebec, Canada. This agenda item was tabled prior to any committee consideration for further discussion by the NCAA staff.

4. United Kingdom and the Use of Preliminary Statement of Results. The committee determined that preliminary documents (e.g., provisional results, preliminary results, statement of results) from the following sources may be used to certify the initial-eligibility of prospective student-athletes from the United Kingdom and Ireland. The acceptable awarding agencies for the United Kingdom are AQA, CIE, EDEXCEL, and OCR. The acceptable awarding agency for Ireland is the State Examinations Commission of Ireland. The committee determined that the use of the preliminary documents listed above to certify the initial-eligibility of prospective student-athletes are effective immediately.

5. **Conceded Pass for Greece and French-Based Educational Systems.** The committee determined that the conceded pass concept should be applied to all applicable documents from Cameroon, France, Lebanon, Morocco, Senegal and Tunisia for category one, two and three documents. In addition to the above-referenced French-based educational systems, the committee determined that the conceded pass concept should be applied to all applicable documents from Greece for category one, two and three documents. The committee determined that the application of the conceded pass concept to the above-referenced countries are effective immediately and that this information should be reflected in the guide.

6. **Sweden and the *Slutbetyg* in Humanties/Social Science Line.** The committee determined that the *slutbetyg* in the humanities/social science line should remain a category one document. However, the committee noted that when a prospective student-athlete delays high school graduation or splits his or her secondary education between two countries, the *slutbetyg* in the humanities/social science line should be treated as a category two document. Moreover, the Math B course in any academic program should be counted as a full unit of math. The committee agreed that this application is effective immediately.

7. **Approval of Committee Policies and Procedures.** The committee approved its policies and procedures as amended.

8. **Change to Committee's Name.** The committee changed its name from the Foreign Student Records Committee to the International Student Records Committee.

Committee Chair: Robert Watkins, University of Texas at Austin, Big 12 Conference
Staff Liaisons: A. Frank Arredondo, Academic and Membership Affairs
Jobrina Perez, Academic and Membership Affairs

REPORT OF THE NCAA STUDENT RECORDS REVIEW COMMITTEE MARCH 24-25, 2009 MEETING

***ACTION ITEMS*.**

- None.

***INFORMATIONAL ITEMS*.**

1. The NCAA Student Records Review Committee discussed several problematic trends arising from the presentation of nontraditional courses by prospective student-athletes for initial-eligibility purposes. The committee noted the following trends regarding nontraditional courses are particularly prevalent in cases involving coursework from correspondence programs.

   a. Pacing – the completion of a core course in a condensed time frame. Prospective student-athletes often present core courses from correspondence programs that are completed in a condensed time frame (e.g., five hours, seven days, 14 days). This time frame is much shorter than the guidelines for completion published by the course provider, as well as the time frame for traditional coursework completed through traditional secondary school programs.

      Current prospective student-athlete review triggers identify for review those courses completed in less than 30 days (one-half unit) and less than 60 days (one unit). Therefore, a correspondence course completed in seven days will be identified for further review. During the review, the prospective student-athlete's institution will assert the course was previously approved as a core course, was included on the provider's NCAA list of approved core courses and was selected for completion in reliance on its inclusion on a program's list of approved core courses.

      Through the prospective student-athlete review process, the student-athlete may produce coursework (e.g., assignments, quizzes, tests, final examination) demonstrating valid completion of the course in question. Absent the appropriate coursework, the prospective student-athlete may demonstrate the course was completed in an academically sound manner. For example, the prospect completed the course during his or her winter break, was not enrolled in any other courses, was not competing or training in his or her sport and could focus exclusively on the course in question.

      Many nontraditional programs do not permit the completion of their courses in a condensed time frame, requiring students to pace out course assessments for the duration of the course. However, there are a number of correspondence programs

that permit individuals to complete courses in a condensed time frame, regardless of whether the program publishes guidance on the appropriate time frame for completion. Further, the NCAA's current legislation does not prohibit the condensed completion of a course, and the academic and membership affairs staff has never issued an interpretation that precludes this practice.

The result is that the staff and/or committee are often in the position of reviewing a course that has been previously approved as a core course, but has been completed in a condensed time frame (e.g., American History completed in three days). Further, with the appropriate documentation to support the prospective student-athlete's completion of the course, and without the legislative authority to invalidate the course solely on the condensed time frame, the staff or committee must validate the course. These validations result in the use of a core course for initial-eligibility certifications that cannot possibly provide the type of substance or depth required to be college preparatory.

b. Lack of teaching by a qualified instructor. The NCAA's legislated definition of a core course requires a course "*be taught by a qualified instructor as defined by the appropriate academic authority*." Neither the legislation nor the interpretations further explain or define what is meant by the term, "qualified." During its discussion, the committee did not discuss teacher qualifications, and focused on the lack of instruction in correspondence courses.

Many correspondence programs enable prospective student-athletes to complete a course without receiving any instruction. The prospective student-athlete simply registers for the course, is shipped the course materials, completes the assignments for the course and takes the final examination at his or her discretion. Some programs will provide students with the ability to complete the final examination before the course assignments are completed, and many do not require completion of the course assignments before the final examination. In the most extreme example, students are able to complete a final examination before the course materials are even shipped from the course provider.

Correspondence courses at issue in a review case presumably meet the legislated definition of a core course, including that the course is taught by a qualified instructor. If the appropriate documentation is provided to support the prospective student-athlete's completion of the course, the staff and/or committee is placed in the position of validating the course, even though the course is not taught by a qualified instructor. Enforcing the current legislation may be useful to assist the staff and/or committee, but will result in decisions which are

inconsistent and in direct conflict with decisions made by the core-course review staff in approving a program's list of NCAA approved core courses.

c. Lack of student interaction with a qualified instructor. The legislated definition of a permissible nontraditional course requires, "*the instructor and student have access to one another during the duration of the course for purposes of teaching, evaluating and providing assistance to the student*." As set forth in Item b above, many correspondence courses presented for initial-eligibility purposes are completed without any instruction. Further, these courses often do not require any interaction between the student and instructor.

The practice of many correspondence programs is to only provide access to an instructor at the request of the student. This access is generally limited to the grading of "speed back" assignments. These assignments are completed by students in preparation for actual course assessments (e.g., exams), and the grading is limited to the instructor identifying incorrect answers and where the student may find the correct answer in the course materials. This limited access amounts to a student receiving assistance in preparation for course assessments, but does not result in actual instruction.

To this point, the staff and committee have validated courses presented from correspondence programs if the student has access to an instructor. These validations have occurred regardless of whether the student takes advantage of available access to an instructor. The result is that coursework completed without any legitimate instruction or student-teacher interaction, both of which are required by NCAA legislation, is validated through the prospective-student athlete review process.

d. The inability to produce coursework completed throughout the duration of a correspondence course. Coursework is the clearest manner for a prospective student-athlete or member institution to substantiate the prospect's completion of a nontraditional course. It also is the best evidence used by the staff and/or committee to validate a prospective student-athlete's completion of the coursework in question. However, in many cases involving correspondence courses, coursework is not available. Many of the reasons for this are set forth in Items b and c above. For example, the course provider does not require the completion of any assignments prior to the completion of the course assessments; therefore, no coursework exists, a fact which is outside the control of the student.

In lieu of coursework, the staff receives course syllabi or other materials that are not specific to the prospective student-athlete's completion of the course and do

not assist in reaching a determination as to whether the prospective student-athlete's completion of the course was valid. The result is that the staff and committee are often forced to rely on written statements from the prospective student-athlete, administrators from the prospect's high school, coaches and family members. These statements almost always lack the specificity evident in actual coursework and can be extremely self-serving toward the prospective student-athlete.

Review policies permit the validation of courses based on coursework provided. Particularly for recruited student-athletes, there has been more than sufficient notice provided to member institutions regarding prospective student-athlete review identifiers and the need to advise prospects to save coursework from nontraditional courses. However, the current legislation does not require the submission of coursework in order for it to be used as a core course for initial-eligibility purposes. The staff and committee are in the position of viewing those cases in which coursework is available under a different standard than cases in which coursework is not available.

e. Completion of a significant number of core courses late in a secondary school career. Academic records are often identified for review as a result of the use of correspondence programs to complete a large number of core courses late in an individual's secondary school career (e.g., seven core courses during grade 12; three core courses in the summer after graduation). The completion of core courses in this fashion often also involves sequential coursework out of the normal progression (e.g., Spanish II before Spanish I), or the simultaneous completion of sequential courses (e.g., Algebra I, Algebra II and Geometry).

The cases described above generally result for two reasons. First, an individual repeats courses previously failed or passed with a low grade in an effort to significantly improve his or her core-course grade-point average. Second, an individual needs a significant number of courses to satisfy the core-course requirement. In either scenario, the number of courses completed subsequent to the sixth semester of high school is disproportionate to the number of core courses previously completed. Additionally, a prospective student-athlete's recovery of core courses is often made while he or she is concurrently enrolled in a traditional high school program, competing in athletics and fulfilling other responsibilities (e.g., full-time job, care of a family member).

To this point, the staff and committee have analyzed cases involving the late recovery of core courses under a standard of academic soundness. A review may also incorporate the prospective student-athlete's entire academic record.

However, this standard is largely subjective. Further, it is difficult to determine whether the completion of a large number of core courses is academically sound, particularly when there is no coursework provided to support such completion.

f. Credit-recovery programs. Credit-recovery programs, which enable students to recover a failed or low grade without repeating an entire course, are not unique to correspondence programs. They are employed by public and private high schools in an effort to assist students recover graduation requirements and in some cases, solely to meet initial-eligibility standards. A recent trend in review cases involves the use of credit-recovery programs by prospective student-athletes to satisfy initial-eligibility requirements after seven semesters of high school in order to enroll early at an NCAA member institution. Through the use of software, sometimes provided by an outside entity, the student is able to pretest out of a significant percentage of a course. The result is that the student only repeats a small percentage of the course and essentially earns credit by examination.

Current NCAA legislation permits prospective student-athletes to repeat a course, with the best grade in the course acceptable for initial-eligibility purposes. However, the legislation prohibits credit by examination. In those cases involving coursework completed through a credit-recovery program, member institutions and prospective student-athletes rely on the high school's list of approved core courses. However, the course must be repeated in full in order to be acceptable as a core course.

Institutions argue that the ability to pretest out of a portion of a course, demonstrates mastery of those portions, and prospects should not be required to repeat those portions already mastered. This clearly is problematic for the staff and committee because its charge is to review the validity of the course's completion, not whether the material has been mastered.

2. The committee directed the staff to propose amendments to its policies and procedures to more completely define the staff and committee's authority during the prospective student-athlete review process, and increase the level of documentation necessary to validate an individual's academic credentials. These amendments will permit the staff and committee to carry out the charge of the NCAA Working Group on Initial-Eligibility Trends and more accurately determine the validity of academic credentials presented by prospective student-athletes.

3. The committee amended its policies and procedures to permit the staff and committee to revisit the certification of a prospective student-athlete when information is obtained subsequent to the certification that indicates the certification was based on fraudulent information or activity.

4. The committee incorporated the NCAA Executive Committee's New Committee Member Conflict of Interest Policy into its policies and procedures.

5. The committee reviewed its policy permitting institutional participation during appeal teleconferences and agreed to continue to use the same policy for all appeal teleconferences during the 2009-10 academic year.

6. The committee confirmed that its prohibition against the recording of any appeal teleconference was incorporated into its policies and procedures.

7. The committee reviewed current initial-eligibility legislation, including those bylaws and current proposals applicable to the prospective student-athlete review process.

   In its discussion of NCAA Division I Proposal No. 2008-75, the committee expressed concern that federal privacy laws and institutional policies prohibit an institution from providing a student's transcripts to the NCAA Eligibility Center, as required by the proposed legislation. The committee requested that staff consult with NCAA staff liaisons to the NCAA Division I Legislative Council on this topic.

8. The committee received a summary of prospective student-athlete review cases from the 2008-09 academic year, as well as a three-year statistical summary of review cases. The committee discussed the overarching philosophy for processing prospective student-athlete review cases, both by the staff and committee, in the context of the decreased number of cases during 2008-09 as compared to the previous two academic years.

9. The committee received a presentation from Allison Powell from the North American Council for Online Education (iNACOL). Ms. Powell's presentation covered iNACOL's international standards for online programs, courses and instructors.

10. The committee received an update regarding the high school review and core-course review processes from NCAA staff. The committee also received a presentation from the high school review staff regarding potential academic issues arising from those programs that conduct their athletics programs without the regulatory oversight of a state athletic association or other governing body.

11. The committee discussed the use of nontraditional courses presented by prospective student-athletes for initial-eligibility purposes. As part of this discussion, the committee received a presentation from the high school review staff that included a historical perspective on approval of high school lists of NCAA approved core courses, as well as how current practice regarding lists of NCAA approved core courses impact the prospective student-athlete review process.

12. The committee recognized the departure of Linda Myers (Morley Stanwood Community Schools, Michigan) due to her retirement and the need to recommend a replacement from the secondary school community.

Committee Chair: Dan Garrick, St. Francis DeSales (Ohio) High School
Staff Liaisons: Steve Clar, Academic and Membership Affairs
Alex Smith, Academic and Membership Affairs

REPORT OF THE NCAA STUDENT RECORDS REVIEW COMMITTEE MAY 8, 2009, TELECONFERENCE

ACTION ITEMS.

1. Legislative Items.

- None.

2. Nonlegislative Items.

- The NCAA Student Records Review Committee amended its policies and procedures to include a policy to address academic fraud subsequent to a prospective student-athlete's certification.

INFORMATIONAL ITEMS.

1. The committee reviewed and approved its March 24-25 meeting report.

2. The committee approved amendments to the prospective student-athlete review trigger list.

3. The committee discussed the need to identify potential committee members from the secondary school community to replace Linda Myers.

Committee Chair: Dan Garrick, St. Francis DeSales (Ohio) High School
Staff Liaisons: Steve Clar, Academic and Membership Affairs
Alex Smith, Academic and Membership Affairs

SUPPLEMENT NO. 15

NCAA

Student Records Review Committee

Policies and Procedures Manual

Last Updated May 21, 2009

Table of Contents

1. Legislated duties of the review committee 3
2. Responsibilities of the review committee 3
3. Review committee composition and reporting lines 3-4
4. Review committee terms 4
5. Review committee appointment and resignation policies and requirements 4-5
6. Selection of review committee chair 6
7. Duties and responsibilities 6-7
8. Telephone conference and voting procedures 7-8
9. Staff authority and review process 8-9
10. Decisions of the staff and/or review committee 9-10
11. Information to be considered 11
12. Appeals/reconsiderations 11-12
13. Recusal 12
14. Conflict of interest 12-13
15. Confidentiality 13
16. Speaking agent policy 13-14
17. Absences 14

1. Legislation Related to Duties of the NCAA Student Records Review Committee (Divisions I and II Bylaw 14.1.2.2).

NCAA Bylaw 14.1.2.2 (Student Records Review Committee).

The NCAA Student Records Review Committee (review committee) shall have the authority 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 NCAA Division I Academic Cabinet. (NCAA Bylaw 21.6.5) *(Adopted: 1/8/07)*

The review committee shall be responsible for reviewing appeals from the staff's initial decision on prospective student-athlete review cases.

2. Responsibilities of the Committee.

a. Review cases and render decisions consistent with related legislation and policies and procedures.

b. On an annual basis, review and make recommendations to the Academic Cabinet and NCAA Division II Academic Requirements Committee regarding policies and procedures and potential legislative changes.

c. On an annual basis, review cases decided by both the staff and review committee during the previous academic year to determine if case decisions should continue to be included as case precedent.

d. On an annual basis provide a report of all staff and review committee decisions to the Academic Cabinet and Academic Requirements Committee.

3. Review Committee Composition and Reporting Lines.

The review committee shall consist of nine members appointed by the NCAA Division I Administration Cabinet and by the Academic Requirements Committee.

a. One admissions officer from an NCAA Division I or Division II member institution.

b. One Division I or Division II member institution or conference office staff member.

c. One Academic Cabinet member.

d. One Academic Requirements Committee member.

e. Four members from the secondary school community.

f. One at-large member (can be high school or college member).

The review committee shall report directly to the Academic Cabinet and Academic Requirements Committee.

4. Review Committee Terms.

Generally, review committee members shall be appointed for four years. A member's term of service shall commence January 1. The review committee member may be appointed to an additional term on the committee after four years have elapsed. An individual who has served two terms on the review committee may not serve further. Service will run concurrently with Academic Cabinet and Academic Requirements Committee terms. The chair of the review committee may recommend to the Academic Cabinet and Academic Requirements Committee that a member be replaced if such member is not discharging the member's duties properly.

5. Review Committee Appointment and Resignation Policies and Requirements.

a. Appointment of review committee members. The Administration Cabinet and Academic Requirements Committee shall make appointments as needed to fill vacancies that occur.

(1) Appointment Policies. The Administration Cabinet and Academic Requirements Committee shall consider the following in making appointments to the review committee:

(a) Appropriate representation per committee requirements.

(b) Consideration of an individual's position on campus at the secondary school level or at the conference office.

(c) Individuals eligible for reappointment.

(d) Consideration of an individual's expertise and background in a particular area or field.

(2) Appointment Procedures.

(a) A one-page information form has been developed on which each nominee shall provide information regarding institutional, conference and secondary school position, experience, current or past NCAA committee service, education and qualifications. Submission of other documentation such as a resume is not required.

(b) Nominations must be submitted by interested individuals, member conferences, institutions or secondary school administrators. Only nominations submitted in accordance with the deadline will be considered, except in a situation where no nominee meets the specific requirements for the vacancy. In that case, an individual may be appointed to fill the vacancy.

(c) All nominations are to be forwarded to the NCAA academic and membership affairs associate director supporting the review committee.

(d) A file of nominees for committee service shall be maintained in the NCAA national office for a one-year period, and such nominees may be considered for any vacancy during that year.

(e) Additional nominations will be solicited when there are no eligible and qualified individuals nominated prior to the deadline.

b. Resignation Policy.

If a member of the review committee decides that he or she must resign from participating as a member of the committee, the member must provide notice, preferably in writing, to the NCAA staff member responsible for coordinating the review committee. When the NCAA staff receives notice of resignation, the

procedures to solicit and appoint a new member will be initiated and a new review committee member will be appointed as soon as possible.

6. <u>Selection of Review Committee Chair</u>.

Nominations from review committee members will be solicited. The review committee shall appoint the chair based on a majority vote. Generally, the chair shall serve for the remainder of his or her term.

7. <u>Duties and Responsibilities</u>.

a. Chair.

(1) The chair will lead all review committee conference calls and in-person meetings; and

(2) The chair will make a recommendation to the appropriate divisional committee or cabinet that a member of the review committee be replaced if such a member is not discharging his or her duties.

b. Review Committee Members.

(1) Thoroughly review all case materials prior to the teleconference and be prepared to discuss and decide each case.

(2) Be present and participate in all scheduled telephone conference calls and in-person meetings.

(3) Communicate to staff if unable to participate in a particular telephone conference call or in-person meeting.

(4) Recuse themselves from cases when appropriate.

(5) Adhere to the review committee policies and procedures.

c. NCAA Staff.

(1) Review and process all cases.

(2) Render an initial decision for all cases.

(3) Prepare all appeal cases in accordance with established guidelines for consideration by the review committee. Provide all information the review committee requires in order to effectively conduct its work prior to, during and after all appeal conference calls.

(4) Present the case on a conference call. During its presentation, the staff shall provide a brief overview of the case, including the mitigating circumstances that the institution and/or prospective student-athlete have raised and applicable case precedent. The staff will then answer questions related to the facts of the case or the staff decision.

(5) Provide the involved institution representing the interests of the prospective student-athlete with the result of the review committee's decision as soon as reasonably possible, but not later than 24 hours after the decision.

8. Telephone Conference and Voting Procedures.

Generally, the review committee shall meet via telephone conference once per week at an established time or as needed. It is vital that all review committee members be present on all calls to ensure the timely consideration of appeals.

All case materials will be scanned and placed on an NCAA secure Web site for review. It is each member's responsibility to retrieve the case materials from the Web site and review them prior to the conference call.

The chair is responsible for conducting the conference call and begins by asking for a motion to approve the minutes (the previous week's cases) and staff decisions, if any. After the minutes and staff decisions are approved with any noted revisions, the chair shall proceed to the cases for discussion, which are considered individually. The staff member who processed the case is present on the call to present the basic facts of the case; then, the chair leads the discussion and calls for a vote.

Each case must be moved and seconded and a vote taken. The chair shall vote only in the event of a tie. Cases are decided by a majority vote of all members present and voting.

Additional Information for Committee Teleconferences.

Prior to the appeal teleconference, the institution shall designate one representative to participate during the teleconference. This shall be the only individual from the

institution permitted to directly address the review committee, and shall be the only individual to whom the committee directs its questions.

The review committee shall not require the prospective student-athlete whose academic credentials are at issue to be present during the teleconference. If the institution chooses to have the prospective student-athlete present during the teleconference (e.g., listening on speaker phone), the review committee shall not directly address him or her.

NCAA staff will direct the case manager and institutional representative(s) to sign on to the teleconference once his or her case has been called for review by the review committee chair.

The review committee chair will ask the case manager to present to the committee all relevant factual information, as well as the staff decision and rationale. The case manager will have 10 minutes to present the case in its entirety.

At the conclusion of the case manager's presentation, the review committee chair will provide the institution with 10 minutes to present any information it believes is pertinent to the case. The institution may not present any new factual information to the committee. In the event the institution presents new information, the committee will determine whether such information requires additional review by the NCAA staff.

After the case manager and the institutional representative have presented information, the review committee will have the opportunity to ask questions regarding information presented by the NCAA staff or institution at any time prior to deliberation.

When the review committee has determined that it has obtained all the information necessary for deliberation, the chair will direct the case manager and the institutional representative to depart the call, asking them to be on stand-by in the event additional information is requested by the review committee. The chair and NCAA staff will ensure that the case manager and the institutional representative have departed the call prior to deliberation.

After the review committee renders a decision, the NCAA staff shall provide the decision to the institution within 24 hours of the teleconference.

The recording of review committee teleconferences is prohibited.

9. Staff and Review Committee Authority and Review Process.

The review committee has the authority and is expected to render a decision when an institution wishes to appeal an invalidation decision made by the NCAA staff.

All staff and review committee decisions will be based on the following criteria:

a. Reasonable explanation of academic irregularities in the individual's record; and

b. Individual's reasonable reliance on information provided by high school personnel or institutional personnel.

10. Decisions of the NCAA Staff and/or Review Committee.

After reviewing all information, the staff and/or review committee will render one of the following decisions.

a. Validate. The prospective student-athlete's academic record and/or demonstrated circumstances warrant the use of the academic credentials as presented to the NCAA Eligibility Center. The Eligibility Center is notified of the decision and will be instructed to remove the review code (N03) and to place the admissions alert code (N02) in the file, if appropriate.

b. Invalidate. The prospective student-athlete's academic record and/or demonstrated circumstances do not warrant the use of the academic credentials as presented to the Eligibility Center. The Eligibility Center will render a final certification decision without the use of the denied credentials.

c. Table/Defer. The staff or review committee may table/defer a prospective student-athlete's case due to inadequate or insufficient documentation. The case will be heard at the next available opportunity. If tabled by the review committee, the committee will direct the staff to work with the institution to obtain the needed information. In its directive to the staff, the review committee should indicate the information or documents that need to be acquired. A case may be tabled for not more than two calls unless the review committee agrees that it is unable to render a decision without the requested information. Under no circumstances will any case be tabled for more than four calls.

If an institution is not able to obtain the requested information within four weeks, it may request an extension from the chair of the review committee. The request should include documentation of the institution's efforts to obtain the requested

information. If the request is denied, the case shall be heard on the next available call. If the extension request is approved, the chair shall provide a deadline for the case to be heard.

Additional Information Regarding Decisions of the NCAA Staff and/or Review Committee.

When information is received regarding potential fraudulent activity related to a prospective student-athlete's final academic certification, the academic and membership affairs staff will conduct a telephone or in-person interview with the individual providing the initial information. This will permit the staff to determine the nature and source of the information.

If the staff determines the information is reasonably reliable, it shall be shared with appropriate personnel at the member institution. Appropriate institutional personnel shall include, but are not limited to the institution's chancellor or president, provost or any other administrators listed in the NCAA membership database as having oversight of athletics, directors of athletics, senior woman administrators, compliance directors, faculty athletics representatives, admissions officers and registrars.

Before any invalidation of the final certification, the institution and the prospective student-athlete shall have the opportunity to respond to the academic and membership affairs staff.

If the student-athlete's certification is invalidated as a result of any follow-up investigation, his or her record will be made final without any credentials related to the fraud. If the invalidation of academic credentials results in the student-athlete not satisfying all initial-eligibility requirements, he or she shall be treated as a nonqualifier from this point forward. The student-athlete and member institution will be presented with the following options.

a. Proceed without the credential in question.

b. Request an appeal of this decision to the review committee.

If it is determined that the fraudulent activity is a systemic issue with a particular secondary school program, the high school review staff will be notified and shall assume responsibility for any subsequent investigation of the secondary school program.

11. <u>Information to be Considered</u>.

When deliberating the outcome of any review case, the review committee may consider any information submitted by the applicant institution, prospective student-athlete or NCAA staff relative to or affected by the prospective student-athlete's secondary school academic record. This may include, but is not limited to:

a. Secondary school academic record;

b. SAT and/or ACT scores;

c. Extenuating or mitigating circumstances that may have contributed to the prospective student-athlete's academic record;

d. Letters of recommendation or support;

e. Student-athlete's written comments;

f. Case precedent provided by the applicant institution and/or staff (if applicable);

g. Evidence supporting or explaining the prospective student-athlete's academic record; and

h. Any other information the review committee deems appropriate.

The review committee cannot consider coursework completed as either a part-time or full-time student at a collegiate institution. Further, the review committee should not consider the prospective student-athlete's potential to be academically successful at the collegiate institution.

12. <u>Appeals/Reconsiderations</u>.

a. Appeals of Staff Decisions. After the staff has acted on a review case, the involved institution may appeal the decision to the review committee. An institution may appeal a staff decision for any reason, but its intent to file an appeal must be made within 30 days of written notification of the staff's decision.

Any appeal filed after 30 days must include an explanation of why the appeal was not filed within the prescribed time limit. The chair of the review committee shall determine whether any appeal filed after 30 days shall be heard.

b. Reconsideration. After the staff or review committee has acted on a review case, the institution may request the staff or review committee reconsider its decision if the institution submits new information that was not originally considered by the staff or review committee. Cases with new or additional information may not be heard by the review committee until the staff has reviewed or considered the new information.

13. Recusal.

A review committee member or NCAA staff member shall recuse himself or herself from participating in proceedings (i.e., staffing a case or deliberating as a review committee member) of a review case when he or she is directly connected with the involved institution. This includes, but is not limited to, a member institution, conference or secondary school. A review committee or staff member with a personal relationship or institutional affiliation that reasonably would result in the appearance of bias or prejudice should refrain from participating in any manner in the processing of a review request. It is the responsibility of the review committee or staff member to remove himself or herself if a conflict exists. Institutional objections to a review committee or staff member participating in the review of a case should be raised with and resolved by the chair or the most senior member of the review committee as soon as recognized, but will not be considered unless the concern is raised prior to the scheduled teleconference. Exceptions to the recusal policy may be granted by the chair or most senior member of the review committee due to time constraints.

14. Conflict of Interest.

"The NCAA is a voluntary Association comprised of colleges, universities, conferences and other organizations, and governed through a membership-led committee structure. Within the governance structure, committee members must carefully balance their responsibilities to their respective institutions and/or conferences with the obligation to advance the interests of the Association, the division, or the sport, and ultimately enhance the student-athlete experience. While the fiduciary obligations of committee members to their own institution, their conference, and to the Association ordinarily are not in conflict, it is recognized that as a representative membership organization, committee members' fiduciary obligations are first to their institution, second to their conference, and third to the Association. NCAA committee service involves important ethical and moral obligations. Committee integrity is critical to the decision-making process and includes trust, confidentiality and honesty in all issues and aspects of service and representation. NCAA committee members shall disclose any conflict or potential conflict between their respective personal, professional, institutional, conference, or

business interests and the interests of the Association that may affect or otherwise threaten such integrity, in any and all actions taken by them on behalf of the Association, for committee evaluation under this Statement.

In addition to any fiduciary obligation to their institution and conference, committee members also have a fiduciary duty to the Association not to use knowledge or information obtained solely due to service on that committee to the disadvantage of the Association during the term of committee service. Further, a Committee member shall not participate in the committee's discussion or vote on any action that might bring direct or indirect personal financial benefit to the member or any organization (other than the member's institution or conference) in which the member is financially interested. A committee member should also not participate in a discussion or vote for which the member's institution or conference is to be accorded a special benefit beyond benefits shared with other institutions or conferences or is to receive a penalty or disqualification. A violation of either of the above rules by a member of the committee shall not invalidate the action taken by the committee if, following disclosure of the conflict of interest, the committee authorizes, ratifies or approves the action by a vote sufficient for the purpose, without counting the vote of the committee member with the conflict of interest, and the appropriate oversight body approves the action.

A committee member is responsible for advising the chair of any actual or potential conflicts of interest or obligations which he/she may have hereunder, and should recuse him/herself from participating in proceedings, as may be warranted by this policy. Abuse of one's position as a member of a committee may result in dismissal from that position. Where such abuse appears evident, a committee member will be notified by the committee chair and will have the opportunity to present a rebuttal or details of the situation." *(Excerpt from the August 2008 NCAA Executive Committee minutes.)*

15. <u>Confidentiality</u>.

Review committee members shall not communicate any information related to specific review cases to anyone other than NCAA staff or other review committee members. Under no circumstances shall information related to a prospective student-athlete's academic record or review case be communicated with any other person (e.g., media representative, parent, member institution, conference office).

16. <u>Speaking Agent Policy</u>.

"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. The president of the Association is hereby granted authority to designate additional speaking agents of the Association." *(Excerpt from the April 2001 Executive Committee minutes.)*

17. <u>Absences</u>.

The processing of review cases is a very time-sensitive process. Prospective student-athletes need timely decisions in order to practice, receive institutional financial aid and compete. The staff and review committee must work to ensure institutions receive decisions as quickly as possible.

Because the review committee makes many of these decisions, it is imperative that all review committee members are present on each call. There may be times that a review committee member is unable to attend a call due to other commitments or to circumstances beyond his or her control. However, if those circumstances arise, it is the responsibility of the review committee member to inform the staff immediately so an alternate call may be scheduled, if needed.

White Paper Regarding
Non-Traditional Courses and Online Learning in NCAA Initial Eligibility

Executive Summary

1. The online secondary school environment is growing rapidly and has changed significantly in the past five years.

2. NCAA legislation should be reviewed to ensure the academic goals and purposes of the Association are being met with regard to nontraditional courses.

3. The following issues have been identified as potential concerns with some nontraditional high school courses:

    a. The completion of courses in a short timeframe.

    b. Courses that lack a qualified instructor.

    c. Lack of interaction between instructor and student throughout a course.

    d. Courses that do not yield work that can be reviewed.

    e. The completion of a large number of courses in a short timeframe.

    f. Repeated courses that are abbreviated from the original course.

4. Potential recommendations to address these concerns include:

    a. Sponsor a legislative proposal to require student-teacher interaction in nontraditional courses used to satisfy initial-eligibility requirements.

    b. Recommend an interpretation and educational column to clarify the use of credit by examination and repeated courses to meet core-course requirements.

    c. Update NCAA Student Records Review Committee policies to clarify the role of documentation in the review process.

5. The NCAA Division I Academic Cabinet and NCAA Division II Academic Requirements Committee are being asked to consider these concerns and possible recommendations as appropriate.

White Paper Regarding
Non-Traditional Courses and Online Learning in NCAA Initial Eligibility

Introduction and Legislative Background.

The delivery of secondary education today is very different than it was even 10 years ago and it will continue to evolve in the future. In order to meet the needs of today's students, to help retain students and prepare them for post-secondary education, schools are using technology to deliver course content in formats other than the traditional in-class, face-to-face structure. This level of diversity of course delivery (nontraditional courses) was contemplated when current NCAA initial-eligibility requirements were established, but it was far from reality. While the evolution of course delivery has provided additional opportunity for all high school students, it has created issues that should be considered in the NCAA initial-eligibility process.

One area where the impact of nontraditional courses is particularly significant for prospective student-athletes and NCAA member institutions is a recent Division I legislative change limiting the number of core courses that a prospective student-athlete can complete after high school graduation for purposes of meeting initial-eligibility requirements. The bylaw has encouraged on-time graduation from high school, but has also resulted in the increased use of nontraditional coursework to earn one additional core course during the summer immediately following high school graduation. Often, prospective student-athletes find that nontraditional courses are the preferred option to complete coursework in the condensed timeframe between high school graduation and the student's initial college enrollment or participation in practice activities. Additionally, prospective student-athletes are also using nontraditional courses to earn credits prior to graduation, either as a supplement to or a replacement for courses taken in a traditional classroom setting.

Prior to 2000, the NCAA specifically prohibited the use of independent study or correspondence courses to meet initial-eligibility requirements; however, legislation did not address other forms of nontraditional course delivery, notably online courses or courses taught through other technology-based curriculum delivery methods.

Current Legislation Regarding Nontraditional Courses.

In 2000, the NCAA, following an extensive process lead by the NCAA Core-Course Review Committee, which included input from several representatives of the secondary-school community, adopted legislation to permit the use of "nontraditional" coursework to meet NCAA initial-eligibility requirements. The new legislation defined nontraditional coursework as "courses taught via the Internet, distance learning, independent study, individualized instruction, correspondence, and courses taught by similar means" (NCAA Divisions I and II Bylaw 14.3.1.2.2). The legislation specified conditions that the nontraditional course must meet to be used for initial-eligibility purposes; further, the courses must meet the NCAA definition of a core course as enumerated in Divisions I and II Bylaw 14.3.1.2. The legislation was an attempt to permit prospective student-athletes to access the evolving methods of instruction while continuing to ensure that they received sufficient preparation to attend a four-year college.

Divisions I and II Bylaw 14.3.1.2.2 (Nontraditional Courses).

Courses taught via the Internet, distance learning, independent study, individualized instruction, correspondence, and courses taught by similar means may be used to satisfy NCAA core-course requirements if all of the following conditions are satisfied:

(a) The course meets all requirements for a core course as defined in Bylaw 14.3.1.2;

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

(c) Evaluation of the student's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies; and

(d) The course is acceptable for any student and is placed on the high school transcript.

Divisions I and II Bylaw 14.3.1.2 (Core-Curriculum Requirements).

For purposes of meeting the core-curriculum requirement to establish eligibility at a member institution, a "core course" must meet all of the following criteria:

(a) A course must be a recognized academic course and qualify for high school graduation credit in one or a combination of the following areas: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy;

(b) A course must be considered college preparatory by the high school. College preparatory is defined for these purposes as any course that prepares a student academically to enter a four-year collegiate institution upon graduation from high school;

(c) A mathematics course must be at the level of Algebra 1 or a higher level mathematics course;

(d) A course must be taught by a qualified instructor as defined by the appropriate academic authority (e.g., high school, school district or state agency with authority of such matters); and

(e) A course must be taught at or above the high school's regular academic level (remedial, special education or compensatory courses shall not be considered core courses). However, the prohibition against the use of remedial or compensatory courses is not applicable to courses designed for students with education-impacting disabilities (see Bylaw 14.3.1.2.1.2).

More Changes: Initial-Eligibility Trends Working Group.

In 2006, the NCAA Working Group to Review Initial-Eligibility Trends was established at the request of several presidents and chancellors at NCAA member institutions in order to review trends in secondary-school education and the impact on NCAA legislation and policies. The primary outcome of the working group was establishing the authority and procedures for the NCAA to review the academic credentials of any high school and/or any prospective student-athlete to review the integrity of courses used for initial eligibility purposes. A key assumption of this new process was that the use of Internet and other technology-based curricula have created sound educational options that are now an important part of the high school and college educational system; however, in certain instances the integrity of the school offering the course and coursework has been in question.

In addition to new legislation, a number of operational revisions were necessary to address the evolving secondary education environment. Due to the new legislation, programs that offered only nontraditional coursework were able to establish a list of approved core courses with the NCAA Initial-Eligibility Clearinghouse (now NCAA Eligibility Center). The clearinghouse was instructed to ask each program administrator six questions, which mirrored the legislative requirements for nontraditional courses. If the administrator answered these questions affirmatively, the school was generally permitted to establish a list of approved core courses with no additional scrutiny. Programs not answering all questions affirmatively are subject to additional review by Eligibility Center staff and the NCAA High School Review Committee. Under current legislation and practice, all schools wishing to establish a list of NCAA approved core courses are reviewed by the Eligibility Center.

The Online Educational Environment.

Since the work of the Initial-Eligibility Trends Working Group was completed in 2006, the number of courses offered and taken via nontraditional delivery formats has grown significantly. While the working group had keen vision regarding the future of the online education environment, the group did not contemplate some of the more recent developments outlined in this paper.

Growth of Distance Learning.

The International Association for K-12 Online Learning (*i*NACOL) is the leading international K-12 nonprofit organization representing the interests of administrators, practitioners, businesses and students involved in online learning in the United States and around the globe. The following

statistics provided by *i*NACOL[1] provide some insight into the rapidly growing world of distance learning.

1. K-12 online learning consists of an estimated $50 million market, which is growing at an estimated annual rate of 30 percent.

2. Forty-four states have significant supplemental online learning programs, significant full-time programs or both.

3. Thirty-four states offer state-led online programs.

4. Fifty-seven percent of public secondary schools provide access to students for online learning.

5. Within six years, 10 percent of all courses will be computer-based, and by 2019 about 50 percent of courses will be delivered online.

Why Distance Learning?

Students elect to take distance learning courses, and high schools place students into such courses, for a variety of reasons which may include one or more of the following:

1. Flexibility to take courses at times/places more suitable for the student.

2. Advanced Placement, International Baccalaureate, college or other advanced courses may not be offered at the student's traditional school.

3. Credit or grade recovery/need to catch up/stay on track.

4. Need to get ahead/graduate early or free up schedule to take other courses.

5. No Child Left Behind.

6. Revenue recovery for dropouts that return to school.

7. Courses otherwise unavailable.

8. Alternative environment better suited to individual student needs.

9. Required by school or state.

10. Access to highly qualified teachers in subjects where qualified teachers are lacking.

[1] Allison Powell, *i*NACOL Vice President, at March 25, 2009, NCAA Student Records Review Committee meeting.

Complexity of Distance Learning.

Distance learning cannot be defined easily; it may include courses taken online, through correspondence programs, credit recovery and independent study. Learning may be in real time (synchronous) or not (asynchronous).[2] Assessments may be rich and variable, including significant teacher interaction, or may require no interaction at all, with limited assessments. To assist in the discussion, a few of the more common delivery methods are outlined below.[3]

1. Online or Virtual Courses: Types of Online Programs.

   a. State-Led Programs.

      These are programs created by state legislatures, governors or state education agencies, and funded by the state. These programs are usually mostly or entirely supplemental, and typically work with local schools that grant course credit and award diplomas. Examples: Florida Virtual, Michigan Virtual, Idaho Digital Learning Academy. These programs often sell their curriculum to schools or school districts in other states; this curriculum may be used in its entirety, or modified by the purchaser to meet state standards or student needs. Therefore, because of this customization, each program that uses a previously approved school's curriculum would need to have their use of that curriculum reviewed to determine its acceptability.

   b. Online Charter Schools.

      These schools are a type of public school available in 40 states. There are two types of charter schools related to online learning: fully online schools and brick-and-mortar charter schools that have added an online component. Online charters may develop their own learning management systems and curriculum, or they may use another entity (or entities) for their platforms, curriculum and teachers.

   c. District Programs.

      These programs are run by school districts, and may be single-district or multidistrict. They may be full time or supplemental. As with other types of programs, district programs may develop their own systems and curriculum to be taught by district teachers, or they may outsource some or all of these functions.

[2] Allison Powell, iNACOL Vice President, at March 25, 2009, NCAA Student Records Review Committee meeting.

[3] Allison Powell, iNACOL Vice President, at March 25, 2009, NCAA Student Records Review Committee meeting.

d. Consortium Programs.

These network programs are collaborative efforts among school districts or other local education agencies. These networks realize that there is value in combining resources to create courses, train teachers and provide student support. Students often purchase a course through the network, but the network may procure the course from another online or virtual source. That virtual school may have developed its own curriculum, or obtained the curriculum from yet another provider. The teacher or facilitator may come from the source of the course itself, or may be at the home high school where the student attends full time.

e. For-Profit Providers.

These programs are not created by states or districts, but may sell their learning management systems or curriculum to individual schools, districts or states. Customers have the option of using such providers' platforms, curriculum and teachers or any combination thereof.

2. Correspondence Courses.

These courses are those that typically do not require or offer teacher interaction, and are self-paced and self-guided. The student obtains the course materials via mail (paper-based or DVD) or through the Internet, and completes the assessments required to achieve the course credit and/or course grade. The courses are also typically open/exit, which allows the student the flexibility of not being tied to a cohort. Some correspondence programs issue diplomas to students, where others require the home high school to grant credit to the student.

3. Credit by Examination.

The College Level Examination Program (CLEP) exam gives students the opportunity to receive college credit for what students have previously learned by earning qualifying scores on any of 34 examinations. Pursuant to NCAA legislation and interpretations, credit by exam, whether CLEP or other versions in which the course credit is tied to a single assessment, cannot be used in the initial-eligibility process.

4. Credit Recovery.

High schools use credit recovery for a variety of reasons. It is a means for students to receive credit for courses previously failed in an effort to meet high school graduation requirements. This is, in turn, tied to No Child Left Behind, revenue recovery, graduation rates, etc. Some high schools permit students to use credit recovery to increase their grade-point averages, to catch up with their peers, to prevent dropouts or to invite dropouts back. Cases of credit recovery used to allow students to more quickly satisfy graduation or NCAA initial-eligibility requirements have also been seen.

Unlike true virtual or online courses, credit recovery courses employ computer software that is purchased by the school or district, and administered at the high school. This software may be highly customized to meet student needs, and often provides a means for the student to "test out" of topics or modules previously mastered. Therefore, a course "recovered" through this method may not cover the same material offered in the original course, and may not resemble the original course in content, but only in title.

Current Case Studies and Examples.

1. School No. 1 – Approved nontraditional course provider.

The following information was taken from a virtual program that has been reviewed and approved by the Eligibility Center. No courses from this school have been subject to additional scrutiny under the prospective student-athlete review process (PSA review).

a. Teachers/Teacher Interaction.

- All courses are taught by state-certified instructors certified in their fields. Teachers communicate with students on a regular basis by phone, e-mail and online discussions.

b. Course Duration/Pacing.

(1) Courses are 16-18 weeks per half credit. The school does not offer reduced content, or summer school. All courses provide the entire spectrum of components required by the state.

(2) All courses have a pace chart embedded in them. This allows students to know exactly what is expected to be submitted on a weekly basis, whether they choose a traditional, extended or accelerated pace. Teachers assist students in modifying the chart to reflect their chosen pace.

(3) Each student is required to submit a specific amount of work each week to maintain the appropriate pace decided on by teacher and student. The number of required weekly submissions depends on the course taken. Failure to maintain pace results in warnings, reduced grades and, if unheeded, withdrawal from the course.

c. Course Administration.

(1) All students are placed on a waitlist when requesting courses. Wait time depends on number of students on the list. Typical wait time regardless of selected course is four to six weeks. The faster seats become open, the faster students get placed.

(2) Courses begin at different times of the year. The school does not follow a traditional school calendar, therefore start time is flexible. When a student registers, he or she can select the preferred start month. The school will try to place the student sometime during the preferred month; however, placement at that time is not guaranteed. As students are assigned to instructors, a welcome call must then be completed. Once the welcome call is complete, the student may begin working in the course.

d. Assessments.

- On entering the course, students have access to all assignments, but access to tests or quizzes may not be available until certain assignments have been completed. Students move sequentially through the course but may be allowed to occasionally move ahead or test out of certain areas, pending instructor approval.

Summary.

a. State-certified teachers have regular interaction with students.

b. Courses to not offer reduced content or compressed timeframe.

c. Weekly submission of assignments and feedback from instructor.

2. School No. 2 – Typical correspondence program.

a. Teachers/Teacher Interaction.

- There is no required interaction with any teacher; the student progresses through the course materials without instruction or direction. If a student has a question about anything in the program, they may call a toll-free instructional support hotline, through which faculty and instructional advisors are available to answer questions.

b. Course Duration/Pacing.

(1) The courses are self-paced and open entry/exit; therefore, there are no pacing guides or guidelines for completing course materials. The student is allowed to progress through the course at his or her own pace.

(2) In the first example transcript provided (Attachment A), the student registered for a course and was allowed access to the online examinations. The student completed both examinations in a two-day period, before the course materials were shipped from the school.

(3) In the second and third example transcripts provided (Attachments B and C), the students completed a large number of courses in abbreviated timeframes.

c. Course Administration.

(1) Students are permitted to enroll in courses at any time, and complete them at their own pace.

(2) Course progress is not monitored. Provided the student successfully passed the assessment examinations, the school grants credit and a grade, even in situations in which the student could not have read the requisite materials or completed the ungraded workbook exercises.

(3) Due to these course administration issues, students are able to enroll in multiple courses in several disciplines and complete those courses in abbreviated timeframes.

d. Assessments.

(1) There are no required or graded assignments, and therefore no monitoring of student learning.

(2) The course credit and grade are based on the successful completion of the end-of-unit examinations.

Summary.

a. No required interaction or instruction between instructor and student.

b. Self-paced format and courses can be completed in two days, even prior to the student receiving the course materials.

3. School No. 3 - Typical credit recovery program (Attachment D).

a. Teachers/Teacher Interaction.

- Interaction occurs through the computer program itself. The classroom teacher may step in and intervene, remediate and monitor student progress, but interaction and instruction with a classroom teacher is not required.

b. Course Duration/Pacing.

- Once the classroom teacher sets up the individualized plan for the student, that student may move through the course at his or her own pace. There are

no required pacing guides other than what the classroom teacher may place on the student.

c. Course Administration.

(1) The program emphasizes individualized learning, and enables schools to narrow the focus of the material to serve the needs of specific populations.

(2) The program specifically addresses credit accrual, dropout recovery, basic skills, summer school, GED/SAT/ACT prep, state test prep, correctional education and extended day.

d. Assessments.

The classroom instructor sets up the individual program modules or curriculum standards for the student. The computer program has built-in tests and quizzes to assess progress in the selected modules. Students may also "test out" of some or most of the content, and focus on areas of specific weakness.

Summary.

a. Interaction and instruction with a classroom teacher is not required.

b. The student may move through the course at his or her own pace.

c. Students may also "test out" of some or most of the content, and only complete a portion of the full course.

Description of Relevant NCAA Committees.

In its final report, the Working Group to Review Initial-Eligibility Trends recommended that the NCAA Division I Board of Directors and NCAA Division II Presidents Council formally approve policies and procedures established for determining the validity of high school and prospective student-athlete academic credentials for the purpose of initial eligibility. The policies and procedures provided for the creation of appellate groups to hear appeals of staff decisions in these areas. Members of the appellate group for high school review and appellate group for student academic record review were selected by the Academics/Eligibility/Compliance Cabinet Administrative Committee and the NCAA Division II Academics Requirements Committee in June 2006. The original groups and their duties were codified, and the groups established as formal committees, in January 2007 through the amendments of Divisions I and II Bylaws 14.1.2 and 21.6.

Currently, the NCAA High School Review Committee is authorized, subject to approval by the Academic Cabinet in Division I and Academics Requirements Committee in Division II, to establish policies and procedures related to the academic review of high schools and to determine the validity of a particular high school for the purpose of meeting initial-eligibility requirements. Areas of validation review include, but are not limited to, a particular high school's core courses, curriculum and grades. The High School Records Committee also serves as the appellate body for any appeals of staff decisions in this area, for example a decision to not use a high school course for initial-eligibility certification purposes for any student-athlete who attends the high school based on not meeting the definition of a "core course."

The Student Records Review Committee is authorized, subject to approval by the Academic Cabinet in Division I and Academics Requirements Committee in Division II, to establish policies and procedures related to review 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. Areas of validation review center on the academic records of specific prospective student-athletes. The Student Records Review Committee also serves as the appellate body for any appeals of staff decisions in this area, for example a decision to not use a course for initial-eligibility certification purposes for a particular student-athlete based on a lack of documentation demonstrating actual or appropriate completion of the course.

Identification of Issues.

The NCAA academic and membership affairs staff and the Student Records Review Committee identified several problematic trends arising from the presentation of nontraditional courses by prospective student-athletes for initial-eligibility purposes [see report from March 24-25, 2009, Student Records Committee (Attachment E)]. The following trends regarding nontraditional courses are particularly prevalent in cases involving course work from correspondence programs.

1. Pacing – The completion of a core course in a condensed timeframe.

   Prospective student-athletes present core courses from correspondence programs which are completed in a condensed timeframe (e.g., five hours, seven days, 14 days). This timeframe is much shorter than the guidelines for completion published by the course provider, as well the timeframe for traditional course work completed through traditional secondary school programs.

   Current prospective student-athlete review triggers identify for review those courses completed in less than 30 days (one-half unit) and less than 60 days (one unit). Therefore, a correspondence course completed in seven days will be identified for further review. During the review, the prospective student-athlete's institution often assert that the course was previously approved as a core course, was included on the provider's NCAA list of approved core courses (48-H), and was selected for completion in reliance on its inclusion on a program's 48-H.

Through the PSA review process, the prospective student-athlete is often asked to produce coursework (e.g., assignments, quizzes, tests, final examination) demonstrating valid completion of the course in question. Absent the appropriate coursework, the prospective student-athlete may demonstrate the course was completed in an academically sound manner. For example, the prospective student-athlete completed the course during his or her winter break, was not enrolled in any other courses, was not competing or training in his or her sport, and could focus exclusively on the course in question.

Many nontraditional programs do not permit the completion of their courses in a condensed timeframe, requiring students to pace out course assessments for the duration of the course. However, there are a number of correspondence programs which permit individuals to complete courses in a condensed timeframe, regardless of whether the program publishes guidance on the appropriate timeframe for completion. Further, the NCAA's current legislation does not prohibit the condensed completion of a course, and the academic and membership affairs staff has never issued an interpretation which precludes this practice.

The result is that the staff and/or committee are often in the position of reviewing a course which has been previously approved as a core course, but which has been completed in a condensed timeframe (e.g., American History completed in three days). Further, with the appropriate documentation to support the prospective student-athlete's completion of the course, and without legislative authority to invalidate a core course based solely on the condensed timeframe, the staff or committee must validate the course. These validations result in the use of core course for initial-eligibility certifications which do not possibly provide the type of substance or depth required to be college preparatory.

2. Lack of teaching by a qualified instructor.

The NCAA's legislated definition of a core course requires a course "*be taught by a qualified instructor as defined by the appropriate academic authority.*" Neither the legislation nor the interpretations further explain or define what is meant by the term, "qualified." During its last meeting, the Student Records Review Committee did not discuss teacher qualifications, and focused on the lack of instruction in correspondence courses.

Many correspondence programs enable prospective student-athletes to complete a course without receiving any instruction. The prospective student-athlete simply registers for the course, is shipped the course materials, completes the assignments for the course, and takes the final examination at his or her discretion. Some programs will provide students with the ability to complete the final examination before the course assignments are completed, and many do not require completion of the course assignments before the final examination. In the most extreme example, students are able to complete a final examination before the course materials are even shipped from the course provider.

Correspondence courses at issue in a prospective student-athlete review case presumably meet the legislated definition of a core course, including that the course is taught by a qualified instructor. If the appropriate documentation is provided to support the prospective student-athlete's completion of the course, the staff and/or committee is placed in the position of validating the course, even though the course is not taught by a qualified instructor. Enforcing the current legislation may be useful to assist the staff and/or committee, but will result in decisions which are inconsistent and in direct conflict with decisions made by the core-course review staff in approving a program's list of NCAA approved core courses.

3. Lack of student interaction with a qualified instructor.

The legislated definition of a permissible nontraditional course requires, "*the instructor and student have access to one another during the duration of the course for purposes of teaching, evaluating and providing assistance to the student.*" As noted in the previous section regarding the lack of teaching by a qualified instructor, many correspondence courses presented for initial-eligibility purposes are completed without any instruction. Further, these courses often do not require any interaction between the student and instructor.

The practice of many correspondence programs is to only provide access to an instructor at the request of the student. This access is generally limited to the grading of periodic assignments. These assignments are completed by students in preparation for actual course assessments (e.g., exams), and the grading is limited to the instructor identifying incorrect answers, and where the student may find the correct answer in the course materials. This limited access amounts to a student receiving assistance in preparation for course assessments, but does not result in actual instruction.

To this point, the staff and subcommittee have validated courses presented from correspondence programs if the student has access to an instructor. These validations have occurred regardless of whether the student takes advantage of available access to an instructor. The result is that course work is validated through the prospective student-athlete review process which is completed without any legitimate instruction or student-teacher interaction, both of which are required by NCAA legislation.

4. The inability to produce coursework completed throughout the duration of a nontraditional course.

Coursework is the clearest manner for a prospective student-athlete or member institution to substantiate the prospective student-athlete's completion of a nontraditional course. It also is the best evidence used by the staff and/or committee to validate a prospective student-athlete's completion of the coursework in question. However, in many cases involving correspondence courses, coursework is not available. Many of the reasons for this are discussed in the previous sections. For example, the course provider does not require the completion of any assignments prior to the completion of the course assessments; therefore, no coursework exists, a fact which is outside the control of the student.

In lieu of coursework, the staff receives course syllabi or other materials which are not specific to the prospective student-athlete's completion of the course, and do not assist in reaching a determination as to whether the prospective student-athlete's completion of the course was valid. The result is that the staff and committee are often forced to rely on written statements from the prospective student-athlete, administrators from the prospective student-athlete's high school, coaches and family members. These statements almost always lack the specificity evident in actual coursework, and can be self-serving toward the prospective student-athlete.

Review policies permit the validation of courses based on coursework provided. Particularly for recruited student-athletes, there has been more than sufficient notice provided to member institutions regarding prospective student-athlete review identifiers, and the need to advise prospective student-athletes to save coursework from nontraditional courses. However, the current legislation does not require the submission of coursework in order for it to be used as a core course for initial-eligibility purposes. The staff and committee are in the position of viewing those cases in which coursework is available under a different standard than cases in which coursework is not available.

5. Completion of a significant number of core courses late in a secondary school career.

Academic records are often identified for review as a result of the use of correspondence programs to complete a large number of core courses late in an individual's secondary school career (e.g., seven core courses during grade 12; three core courses in the summer after graduation). The completion of core courses in this fashion often also involves sequential coursework out of the normal progression (e.g., Spanish II before Spanish I), or the simultaneous completion of sequential courses (e.g., Algebra I, Algebra II and Geometry).

The cases described above generally occur for two reasons. First, an individual repeats courses previously failed or passed with a low grade in an effort to significantly improve his or her core-course grade-point average. Second, an individual needs a significant number of courses to satisfy the core-course requirement. In either scenario, the number of courses completed subsequent to the sixth semester of high school is disproportionate to the number of core courses previously completed. Additionally, a prospective student-athlete's recovery of core courses is often made while he or she is concurrently enrolled in a traditional high school program, competing in athletics and fulfilling other responsibilities (e.g., full-time job, care of a family member).

To this point, the staff and committee have analyzed cases involving the late recovery of core courses under a standard of academic soundness. A review may also incorporate the prospective student-athlete's entire academic record. However, this standard is largely subjective. Further, it is difficult to determine whether the completion of a large number of core courses is academically sound, particularly when there is no coursework provided to support such completion.

6. Credit recovery programs and repeated courses.

Credit recovery programs, which enable students to recover a failed or low grade without repeating an entire course, are not unique to correspondence programs. They are employed by public and private high schools in an effort to assist students recover graduation requirements, and in some cases, solely to meet initial-eligibility standards. A recent trend in prospective student-athlete review cases involves the use of credit recovery programs by prospective student-athletes to satisfy initial-eligibility requirements after seven semesters of high school, in order to enroll early at an NCAA member institution. Through the use of software, usually provided by an outside entity, the student is able to pretest out of a significant percentage of a course. The result is that the student only repeats a small percentage of the course, and essentially earns credit by examination.

Current NCAA legislation permits prospective student-athletes to repeat a course, with the best grade in the course acceptable for initial-eligibility purposes. However, the legislation prohibits credit by examination. In those cases involving coursework completed through a credit recovery program, member institutions and prospective student-athletes rely on the high school's list of approved core courses. However, the course must be repeated in full in order to be acceptable as a core course.

Institutions argue that the ability to pretest out of a portion of a course, demonstrates mastery of those portions, and prospective student-athletes should not be required to repeat those portions already mastered. This clearly is problematic for the staff and committee, because its charge is to review the validity of the course's completion, not whether the material has been mastered.

Another issue with credit recovery is the highly individualized nature of the programs. The software program allows the school to select the modules, lessons or concepts they feel are those best suited to an individual student. Therefore, what may be Algebra II for one student may be Pre-Algebra for another.

Possible Solutions.

The staff considered an array of legislative and nonlegislative options to address the issues identified in the previous section. The staff recommends the cabinet and committee consider the following concepts, which are intended to complement one another and improve the academic integrity related to the use of nontraditional coursework within the initial-eligibility process.

1. Sponsor a legislative proposal to require student-teacher interaction in nontraditional courses used to satisfy initial-eligibility requirements. (Attachment F)

Current legislation regarding the use of nontraditional courses to meet NCAA initial-eligibility requirements was adopted in 2000, and was intended to allow prospective student-athletes to access new course formats in the same manner as other prospective college students. As noted previously, the current bylaw requires that "the instructor and student have access to one another for the purposes of teaching, evaluating and providing assistance." Many courses reviewed by the staff and committees do not provide for more than the opportunity for the student to contact the instructor if desired, which is generally not sufficient for the level of teaching and learning expected in a core course. While the original intent of the legislation was to allow individuals to take advantage of increased learning opportunities without compromising the intent of the core-curriculum legislation, it is important to clarify that there is an expectation that nontraditional courses should offer regular and ongoing access to and interaction between the instructor and the student throughout the duration of the course.

The staff noted that a modest revision to the current bylaw may help address the limited interaction between student and instructor during nontraditional courses. Specifically, the legislation could be revised to specify that "the instructor and student have ***regular and ongoing*** access to ***and interaction with*** one another for the purposes of teaching, evaluating and providing assistance ***throughout the duration of the course***." The suggested amendment clarifies the legislation consistent with the purpose of a core course and provides additional guidance during the eligibility certification and prospective student-athlete review processes. In addition, the proposed change does not represent a new legislative requirement, but an enhancement to existing standards previously adopted by the membership.

Interaction between student and instructor is so important to the educational experience and to the very nature of core courses. Interaction helps to ensure that the course is taught at the appropriate academic level and helps prepare a student academically to enter a collegiate institution, as required by the definition of a core course. This recommendation also addresses concerns about the time to complete some courses since required interaction will not typically permit a course to be completed in a matter of hours or days.

The recommended change will also help ensure that nontraditional courses used for initial-eligibility purposes are delivered consistent with best practices for the industry. Specifically, the International Association for K-12 Online Learning has identified national standards of quality for online courses[4] which include the following elements related to student-instructor interaction:

[4] *National Standards of Quality for Online Courses*, Endorsed in September 2007 by North American Council for Online Learning. Available from International Association for K-12 Online Learning at: http://www.inacol.org/resources/nationalstandards/index.php.

a. The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress.

b. The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction.

2. Recommend an interpretation and educational column to clarify the use of credit by examination and repeated courses to meet core-course requirements. (Attachment G)

As noted previously, credit recovery programs are sometimes used to repeat core courses and earn a disproportionately large number of core courses late in a prospective student-athlete's high school career. The programs sometimes incorporate credit by examination to allow students to test-out of portions of a course that he or she is repeating and therefore the student actually repeats only a portion of the course.

A current interpretation of NCAA legislation, issued October 24, 2007, specifies that credit by examination cannot be used to satisfy NCAA core-course requirements; however, the lack of a codified definition of credit by examination leaves the classification of courses an inexact practice. The staff recommends that an educational column be issued related to credit by examination and the October 24, 2007, interpretation to help define the type of coursework that is considered credit by examination and to clarify the application of the October 24, 2007, interpretation. The educational column should provide examples of credit by examination and credit recovery programs.

Similarly, an interpretation related to repeated coursework may help to clarify the use of such courses to meet NCAA initial-eligibility requirements. Current legislation permits the use of repeat coursework, but does not specify when a course shall be considered repeat coursework, particularly when it is completed at a different school from the original course. As a starting point, the interpretation could specify that "a repeat course must be substantially comparable, qualitatively and quantitatively, to the previously completed course." In addition, the courses would still be required to meet the legislated parameters of a core course. The recommended interpretation would help ensure that students who repeat a course receive a similar educational experience to the original course.

Procedurally, both the interpretation and educational column would be subject to review and approval by the appropriate staff and governance bodies. Should that review result in substantial changes to the interpretation, revisions to the educational column may also be necessary to maintain consistency.

3. Update Student Records Review Committee policies to clarify the role of documentation in the review process. [Attachment H]

Whereas the subjective nature of assessing the quality of nontraditional course offerings may limit the opportunity for legislative solutions, amendments to the Student Records Review Committee policies may provide appropriate flexibility in the prospective student-athlete review process. The staff has provided some recommended revisions in Attachment G for the cabinet's and committee's consideration.

Amending the committee's policies can provide the opportunity for greater scrutiny of the coursework submitted for purposes of earning initial eligibility under NCAA legislation. The amended policies can also reinforce the legislative proposal recommended previously by further specifying what means the committee will use to review student-teacher interaction during the review process.

Adding the "review of materials submitted in response to the List of Required Documents" will permit the staff and committee to consider elements such as pacing/time to complete the course and the use of a learning management system to monitor student progress in the course.

Consistent with the committee's current policies, the recommendations do not include details specific to a particular type of course or how the committee will specifically consider a particular item, but does provide authority for the committee to consider additional factors and information than at present. If necessary, an additional document can be developed that includes review standards for the committee, but that information has not traditionally been codified in the committee's policies and procedures.

The staff recommendations will be reviewed by the Student Records Review Committee and the High School Review Committee via teleconference in advance of the June Division I Academic Cabinet meeting. These governance bodies' feedback will be provided to the cabinet and committee during their respective meetings.

The staff also considered revisions to the High School Review Committee's policies, but determined that the existing High School Review Committee's policies and procedures provide the flexibility for reviewing the issues of concern noted previously. In addition, the High School Review Committee staff is going to prepare a "best practices" document that further develops the high school review process.

The staff considered several additional potential recommendations, including possible legislation regarding the pacing/timing of course completion, further specifications regarding "qualified instructors" as legislated in Bylaw 14.3.1.2-(d) and attempts to measure the academic rigor and quality of nontraditional courses. The staff elected to recommend the three concepts presented above in order to address some of the recent changes on the nontraditional course environment, and to allow for appropriate action in the future as course delivery continues to evolve.

ATTACHMENT A

PENN FOSTER HIGH SCHOOL

VOID VOID VOID VOID VOID VOID VOID VOID VOID VOID VOID VOID

CORRESPONDENCE SCHOOL TRANSCRIPT

0.0 TRANSFER CREDITS AWARDED

Student N

Program No.: 00999999

Enrollment Date: 06/16/08

Code	Cour.	Credit	Grade	Date Completed
M63H	WORLD GEOGRAP'	1.0	80	06/18/08

RECEIVED
JUN 2 1 2008
NCAA
ELIGIBILITY CENTER

_____ Diploma granted

_____ Diploma to be awarded upon completion of requirements

Connie C. Dempsey 06/18/08
Chief Academic Officer

D5225 This officially sealed and signed transcript is printed on green security paper with the name of the institution printed in small white type across the face of the document. A raised seal is not required. When photocopied the word copy should appear. A BLACK AND WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED!

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ATTACHMENT B

September 25, 2008

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SEP 26 2008
NCAA
ELIGIBILITY CENTER

List and Status of All Courses:

EARTH 041 004	(web) Earth Science 1 - 0.5 Hrs.	**Completed 04/07/08**	**Grade: B**
EARTH 043 002	(web) Earth Science 2 - 0.5 Hrs.	**Completed 04/22/08**	**Grade: C**
EARTH 051 004	(web) General Astronomy - 0.5 Hrs.	**Completed 04/25/08**	**Grade: C+**
SOCSC 051 002	(web) Intro To Sociology - 0.5 Hrs.	**Completed 05/05/08**	**Grade: C**
READ 045 004	(web)reading Comprehension - 0.5 Hrs.	**Completed 05/05/08**	**Grade: B-**

DEPARTMENT

9/25/2008

NCAA Eligibility Center
Certification Processing
PO Box 7136
Indianapolis, IN 46207-7136

To Whom It May Concern:

The following information is in regards t Missing from the transcripts are the registration dates for each of the following courses:

Course Name	Registration Date	Completion Date
EARTH 041	03/04/08	04/07/08
EARTH 043	03/04/08	04/22/08
EARTH 051	03/04/08	04/25/08
SOCSC 051	03/04/08	05/05/08
READ 045	03/04/08	05/05/08

If you need any further information, please let me know.

Sincerely,

SEP-26-2008 FRI 01:19 P. 03

EARTH 041
#01 03/05/08 C
#02 03/09/08 A
#03 03/11/08 B
#04 03/11/08 C-
#05 03/12/08 D
#06 03/13/08 C
#07 03/13/08 D-
#08 03/13/08 B+
#09 03/13/08 A
#10 03/14/08 A

EARTH 043
#01 03/17/08 C
#02 03/19/08 B+
#03 03/19/08 B-
#04 03/21/08 D
#05 03/25/08 D+

EARTH 051
#01 03/27/08 A
#02 03/27/08 C+
#03 03/27/08 B+
#04 03/27/08 B
#05 03/30/08 A-
#06 03/31/08 A

SOCSC 051
#01 04/21/08 B
#02 04/21/08 B-
#03 04/21/08 C+
#04 04/21/08 C-
#05 04/23/08 B-
#06 04/23/08 B

READ 045
#01 04/14/08 C
#02 04/15/08 C
#03 04/15/08 B
#04 04/15/08 A
#05 04/15/08 C+
#06 04/15/08 A
#07 04/20/08 D+
#08 04/20/08 A-

09/26/2008 3:10PM (GMT-04:00)

ATTACHMENT C

0.0 TRANSFER CREDITS AWARDED

Student No Pr Enrollment Date: 03/07/08

Code	Cours	Credit	Grade	Date Completed
MCL6	PRACTICAL ENGLISH	1.0	81	04/19/08
MJJ4	PHYSICAL SCIENCE	1.0	82	06/07/08
MRA8	AMERICAN LITERATU	1.0	86	07/11/08
M63H	WORLD GEOGRAPHY	1.0	92	06/29/08

1890 HIGH SCHOOL

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AUG 05 2009
NCAA
ELIGIBILITY CENTER

_____ Diploma granted

_____ Diploma to be awarded upon completion of requirements

08/01/08

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60999 Business and Industrial
I N Q U I R Y

Page - 1
Date - 8/15/08

Program Number
Student Number

User ID. . . . .
Registration Type.
Enrollment Date. . 03/02/05
Study Exp. Date: 09/01/08

Tel. Number -
Social Sec. Number -

Instruction Text Title	Shipped	Lesson Number	Grading Date	Lesson Grade	Course Grade
Course/Semester:					
Module No.: MC16	03/05/08				81
THE PARTS OF SPEECH		007072	03/22/08	95	
WORD USAGE		007073	03/30/08	85	
SENTENCE SKILLS		007074	03/22/08	70	
PART 1 THE WRITING PROCESS		007075	04/17/08	85	
PART 2 THE WRITING PROCESS		007076	04/19/08	71	
Module No.: MJ04	04/02/08				82
MECHANICS		007091	05/18/08	100	
HEAT		007092	05/07/08 *	70	
SOUND		007093	05/25/08	72	
CHEMISTRY		007094	05/18/08	85	
LIGHT		007095	05/25/08	85	
ELECTRICITY AND ELECTRONICS		007096	05/27/08	92	
Module No.: MRA8	06/05/08				86
INTRODUCTION AND THE SHORT	STORY, PART 1	007798	07/06/08	90	
THE SHORT STORY, PART 2		007799	07/08/08	90	
THE NOVEL		007601	07/09/08	95	
POETRY, PART 1		007602	07/06/08	80	
POETRY, PART 2		007603	07/11/08 *	70	
NONFICTION		007604	07/06/08	85	
DRAMA		007605	07/08/08	95	
Module No.: MG3H	06/12/08				92
WORLD GEOGRAPHY, EXAM 1		6648 Y	06/29/08	95	
WORLD GEOGRAPHY, EXAM 2		6648 Y	06/29/08	88	

	Total	Complete	Excused	Omitted	Lesson Avg	VA Approved (College)	VA Approved Lessons
LESSONS:	20	20			85		

ATTACHMENT D

Student Name

Grade	Gender
12	M

Birth Place | Date Of Birth

Parent Guardian

Official Transcript

Enter Date: 07/18/94

Leave Date:

Class Of: 2009

RECEIVED

JAN 08 2009

NCAA
ELIGIBILITY CENTER

Crs ID	Course Title	Mk	Ab	Credit
	H SCHOOL Grd 11 1/2008			
1001310	Eng I	C	7	0.500
1200310	Algebra I	F	2	A
1501300	Personal Fit	A	2	0.500
1503350	Team Sports I	A	1	0.500
2001310	Earth/Spa Sci	B	2	0.500
8209020	Bus Sys and Tech	C	2	0.500
Crd Att: 2.500	Cmp: 2.500	Dist Wght GPA:		3.000
	H SCHOOL Grd 11 4/2008			
0800300	Health I-Lf Mgmt S			0.500
1001310	Eng I	C	8	0.500
1200310	Algebra I	F	5	A
1502410	Ind Dual Sports I	A	3	0.50
2001310	Earth/Spa Sci	B	4	0.500
8209020	Bus Sys and Tech	C	3	0.500
Crd Att: 2.500	Cmp: 2.500	Dist Wght GPA:		2.600
	SCHOOL Grd 11 6/2008			
0708340	Spanish I			0.500
1000410	Intensive Reading	C	27	0.500
1001340	Eng II	C	20	0.500
1206310	Geometry	F	12	A
2000310	Biology I	D	11	A
2109320	H World History Hono	C	12	0.500
Crd Att: 2.000	Cmp: 2.000	Dist Wght GPA:		1.875
0708340	Spanish I		12	0.500
1000410	Intensive Reading	D	28	0.500
1001340	Eng II	D	14	A
1206310	Geometry	F	5	A
2000310	Biology I	D	7	A
2109320	H World History Hono	C	6	0.500
Crd Att: 1.500	Cmp: 1.500	Dist Wght GPA:		1.500
				0.500
Crd Att: 0.500	Cmp: 0.500	Dist Wght GPA:		2.000
	Grd 10 7/2007			
		B		0.500
Crd Att: 0.500	Cmp: 0.500	Dist Wght GPA:		3.000

Crs ID	Course Title	Mk	Ab	Credit
	H SCHOOL Grd 11 1/2008			
	ish II	D	9	0.500
1000410	Intensive Reading	B	8	0.500
1001370	Eng III	B	13	0.500
1200400	Intensive Math	C	13	0.500
1208300	Lib Arts Math	C	8	0.500
2003340	Chemistry I	C	12	0.50
Crd Att: 3.000	Cmp: 3.000	Dist Wght GPA:		2.167
	H SCHOOL Grd 11 4/2008			
	I (a)	C		0.500
Crd Att: 0.500	Cmp: 0.500	Dist Wght GPA:		2.000
	H SCHOOL Grd 11 6/2008			
	I (b)	C		0.500
Crd Att: 0.500	Cmp: 0.500	Dist Wght GPA:		2.000
	SCHOOL Grd 11 6/2008			
	ar, Sc Dev I	A	0	0.500
0708350	Spanish II	D	4	0.500
1001370	Eng III	C	9	0.500
1200400	Intensive Math	C	11	0.500
1208300	Lib Arts Math	C	8	0.500
2003340	Chemistry I	B	4	0.500
Crd Att: 3.000	Cmp: 3.000	Dist Wght GPA:		2.333
	H SCHOOL Grd 11 7/2008			
	g II (b)	B		0.500
2000310	Biology I (a)	A		0.500
2000310	Biology I (b)	A		0.500
2100310	Amer History (a)	B		0.500
2107300	Psychology I (a)	A		0.500
2100310	Amer History (b)	B		0.500
Crd Att: 3.000	Cmp: 3.000	Dist Wght GPA:		3.500
	H SCHOOL Grd 11 7/2008			
	ar, Sc Dev I	NM		0.000
Crd Att: 0.500	Cmp: 0.000	Dist Wght GPA:		0.000
	H SCHOOL Grd 11 7/2008			
	, Car, Sc Dev I	NM		0.000
Crd Att: 0.500	Cmp: 0.000	Dist Wght GPA:		0.000

Crs ID	Course Title	Mk	Ab	Credit
	H SCHOOL Grd 12 10/2008			
	cal Sci (a)	B		0.500
1001400	Eng IV (b)	B		0.500
1200330	Algebra II (b)	B		0.500
Crd Att: 1.500	Cmp: 1.500	Dist Wght GPA:		3.000
	H SCHOOL Grd 12 1/2009			
	, Car, Sc Dev I	A		0.500
1001400	Eng IV	B		0.500
1200330	Algebra II	C		0.500
1501390	Comp Fitness	A		0.500
2102310	Economics	D		0.500
2106310	Amer Govt	A		0.500
Crd Att: 3.000	Cmp: 3.000	Dist Wght GPA:		3.000

GPA Summary

Dist Wght GPA:	2.583
FL St Unweight:	2.583

Testing Information

S A T Scores

Date	Verbal	Math	Writing	Critical Reading
3/08				

THIS IS AN OFFICIAL COPY

OF THE TRANSCRIPT
REQUESTED

Comments:

DTaP/DTP	06/28/89	10/02/89	10/25/89	11/29/90	07/20/93
DT					
Td	08/26/02				
Polio	06/25/89	10/02/89	11/28/90	07/20/93	
HIB					
MMR	08/14/90	07/29/93			
Measles					
Mumps					
Rubella					
Hepatitis B	08/26/02	11/26/02	05/03/03		
TB Test					

Transcript is unofficial

School
Official's Sig

Date: 01/07/09

Detailed Grade Report

Report generated on: 11/3/2008 5:04:13 AM PST

Assignmel [redacted] Semester B v2.0.1.2 [redacted] 78% C

Grade calculated based on completed activities

Scorable Categories	Score	Activities	Activities Completed	Weight	Weighted Score	Grade
Pretest	58%	24	24	10%	5.8%	F
Pretest - Unit 1	90%					
Pretest - Unit 2	90%					
Pretest - Unit 3	100%					
Pretest - Unit 4	100%					
Adding Commas After Introductory Phrases: Application	75%					
Adding Commas to Indicate Nonessential Information: Application	0%	Exempt				
Fixing Modifier-Subject Mismatches: Application	29%					
Using Commas with Certain Modifiers: Application	81%					
A Strategy for Reading Reference Material: Application	0%	Exempt				
Cause and Effect in Reading Directions: Application	100%					
More Than One Cause or Effect: Application	0%	Exempt				
A Strategy for Reading Directions: Application	0%					
More Spelling Rules: Application	100%					
Commonly Misspelled Words: Application	100%					
Inferring the Answer: Application	0%	Exempt				
Identifying the Main Idea 2: Application	33%					
Identifying the Main Idea When It Is Implied: Application	100%					
The Title as the Main Idea 2: Application	0%	Exempt				
Details that Support the Main Idea: Application	90%					
Kinds of Writing: Application	94%					
What's a Formal Essay?: Application	89%					
What's an Informal Essay?: Application	70%					
Biography and Autobiography: Application	42%					
Finding Word Meanings: Application	0%	Exempt				
Posttest	60%	9	9	10%	6%	D
Finding the Resources (Eng12B): Problem Solving Activity	0%	Exempt				

Grade calculated based on completed activities

Scorable Categories	Score	Activities	Activities Completed	Weight	Weighted Score	Grade
Preparing for Review (Eng12B): Problem Solving Activity	0%	Exempt				
Understanding History (Eng12B): Problem Solving Activity	80%					
Asking Questions (Eng12B): Problem Solving Activity	0%	Exempt				
Finding Answers (Eng12B): Problem Solving Activity	83%					
Posttest - Unit 1	95%					
Posttest - Unit 2	95%	95%				
Posttest - Unit 3	95%					
Posttest - Unit 4	95%					
End of Semester Test	90% 96%	1	1	20%	18%	A
End of Semester Test - English 12B	90%					
Mastery Tests/Quizzes	56%	20	20	20%	11.1%	F
Fixing Modifier-Subject Mismatches: Mastery Test	90%					
Adding Commas to Indicate Nonessential Information: Mastery Test	0%	Exempt				
Adding Commas After Introductory Phrases: Mastery Test	90%					
Using Commas with Certain Modifiers: Mastery Test	90%					
A Strategy for Reading Reference Material: Mastery Test	0%	Exempt				
Cause and Effect in Reading Directions: Mastery Test	80%					
More Than One Cause or Effect: Mastery Test	0%	Exempt				
A Strategy for Reading Directions: Mastery Test	0%					
More Spelling Rules: Mastery Test	80%					
Commonly Misspelled Words: Mastery Test	100%					
Inferring the Answer: Mastery Test	0%	Exempt				
Identifying the Main Idea 2: Mastery Test	100%					
Identifying the Main Idea When It Is Implied: Mastery Test	80%					
The Title as the Main Idea 2: Mastery Test	0%	Exempt				
Details that Support the Main Idea: Mastery Test	80%					
Kinds of Writing: Mastery Test	80%					
What's a Formal Essay?: Mastery Test	80%					
What's an Informal Essay?: Mastery Test	80%					

Grade calculated based on completed activities

Scorable Categories	Score	Activities	Activities Completed	Weight	Weighted Score	Grade
Biography and Autobiography: Mastery Test	80%					
Finding Word Meanings: Mastery Test	0%	Exempt				
Offline Activities	0%	0	0	0%	0%	N/A
Readiness Tests	0%	0	0	0%	0%	N/A
Other	32%	3	3	0%	0%	N/A
Exempt or Mastered Modules	92%	50	49	40%	36.7%	A
Additional Achievement Scores						
Attendance/Participation	0%	0	0	0%	0%	N/A
Writing	0%	0	0	0%	0%	N/A
Other	0%	0	0	0%	0%	N/A
Total		**107**	**106**	**100%**	**78%**	**C**

Cumulative Grade/Score

Scores X weight = Weighted Score
Cumulative Weighted Score = Overall Grade

ATTACHMENT E
SUPPLEMENT NO. 16

REPORT OF THE NCAA STUDENT RECORDS REVIEW COMMITTEE MARCH 24-25, 2009 MEETING

ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

1. The NCAA Student Records Review Committee discussed several problematic trends arising from the presentation of nontraditional courses by prospective student-athletes for initial-eligibility purposes. The committee noted the following trends regarding nontraditional courses are particularly prevalent in cases involving coursework from correspondence programs.

   a. Pacing – the completion of a core course in a condensed time frame. Prospective student-athletes often present core courses from correspondence programs that are completed in a condensed time frame (e.g., five hours, seven days, 14 days). This time frame is much shorter than the guidelines for completion published by the course provider, as well as the time frame for traditional coursework completed through traditional secondary school programs.

   Current prospective student-athlete review triggers identify for review those courses completed in less than 30 days (one-half unit) and less than 60 days (one unit). Therefore, a correspondence course completed in seven days will be identified for further review. During the review, the prospective student-athlete's institution will assert the course was previously approved as a core course, was included on the provider's NCAA list of approved core courses and was selected for completion in reliance on its inclusion on a program's list of approved core courses.

   Through the prospective student-athlete review process, the student-athlete may produce coursework (e.g., assignments, quizzes, tests, final examination) demonstrating valid completion of the course in question. Absent the appropriate coursework, the prospective student-athlete may demonstrate the course was completed in an academically sound manner. For example, the prospect completed the course during his or her winter break, was not enrolled in any other courses, was not competing or training in his or her sport and could focus exclusively on the course in question.

   Many nontraditional programs do not permit the completion of their courses in a condensed time frame, requiring students to pace out course assessments for the duration of the course. However, there are a number of correspondence programs

that permit individuals to complete courses in a condensed time frame, regardless of whether the program publishes guidance on the appropriate time frame for completion. Further, the NCAA's current legislation does not prohibit the condensed completion of a course, and the academic and membership affairs staff has never issued an interpretation that precludes this practice.

The result is that the staff and/or committee are often in the position of reviewing a course that has been previously approved as a core course, but has been completed in a condensed time frame (e.g., American History completed in three days). Further, with the appropriate documentation to support the prospective student-athlete's completion of the course, and without the legislative authority to invalidate the course solely on the condensed time frame, the staff or committee must validate the course. These validations result in the use of a core course for initial-eligibility certifications that cannot possibly provide the type of substance or depth required to be college preparatory.

b. Lack of teaching by a qualified instructor. The NCAA's legislated definition of a core course requires a course "*be taught by a qualified instructor as defined by the appropriate academic authority.*" Neither the legislation nor the interpretations further explain or define what is meant by the term, "qualified." During its discussion, the committee did not discuss teacher qualifications, and focused on the lack of instruction in correspondence courses.

Many correspondence programs enable prospective student-athletes to complete a course without receiving any instruction. The prospective student-athlete simply registers for the course, is shipped the course materials, completes the assignments for the course and takes the final examination at his or her discretion. Some programs will provide students with the ability to complete the final examination before the course assignments are completed, and many do not require completion of the course assignments before the final examination. In the most extreme example, students are able to complete a final examination before the course materials are even shipped from the course provider.

Correspondence courses at issue in a review case presumably meet the legislated definition of a core course, including that the course is taught by a qualified instructor. If the appropriate documentation is provided to support the prospective student-athlete's completion of the course, the staff and/or committee is placed in the position of validating the course, even though the course is not taught by a qualified instructor. Enforcing the current legislation may be useful to assist the staff and/or committee, but will result in decisions which are

inconsistent and in direct conflict with decisions made by the core-course review staff in approving a program's list of NCAA approved core courses.

c. Lack of student interaction with a qualified instructor. The legislated definition of a permissible nontraditional course requires, "*the instructor and student have access to one another during the duration of the course for purposes of teaching, evaluating and providing assistance to the student.*" As set forth in Item b above, many correspondence courses presented for initial-eligibility purposes are completed without any instruction. Further, these courses often do not require any interaction between the student and instructor.

The practice of many correspondence programs is to only provide access to an instructor at the request of the student. This access is generally limited to the grading of "speed back" assignments. These assignments are completed by students in preparation for actual course assessments (e.g., exams), and the grading is limited to the instructor identifying incorrect answers and where the student may find the correct answer in the course materials. This limited access amounts to a student receiving assistance in preparation for course assessments, but does not result in actual instruction.

To this point, the staff and committee have validated courses presented from correspondence programs if the student has access to an instructor. These validations have occurred regardless of whether the student takes advantage of available access to an instructor. The result is that coursework completed without any legitimate instruction or student-teacher interaction, both of which are required by NCAA legislation, is validated through the prospective-student athlete review process.

d. The inability to produce coursework completed throughout the duration of a correspondence course. Coursework is the clearest manner for a prospective student-athlete or member institution to substantiate the prospect's completion of a nontraditional course. It also is the best evidence used by the staff and/or committee to validate a prospective student-athlete's completion of the coursework in question. However, in many cases involving correspondence courses, coursework is not available. Many of the reasons for this are set forth in Items b and c above. For example, the course provider does not require the completion of any assignments prior to the completion of the course assessments; therefore, no coursework exists, a fact which is outside the control of the student.

In lieu of coursework, the staff receives course syllabi or other materials that are not specific to the prospective student-athlete's completion of the course and do

not assist in reaching a determination as to whether the prospective student-athlete's completion of the course was valid. The result is that the staff and committee are often forced to rely on written statements from the prospective student-athlete, administrators from the prospect's high school, coaches and family members. These statements almost always lack the specificity evident in actual coursework and can be extremely self-serving toward the prospective student-athlete.

Review policies permit the validation of courses based on coursework provided. Particularly for recruited student-athletes, there has been more than sufficient notice provided to member institutions regarding prospective student-athlete review identifiers and the need to advise prospects to save coursework from nontraditional courses. However, the current legislation does not require the submission of coursework in order for it to be used as a core course for initial-eligibility purposes. The staff and committee are in the position of viewing those cases in which coursework is available under a different standard than cases in which coursework is not available.

e. Completion of a significant number of core courses late in a secondary school career. Academic records are often identified for review as a result of the use of correspondence programs to complete a large number of core courses late in an individual's secondary school career (e.g., seven core courses during grade 12; three core courses in the summer after graduation). The completion of core courses in this fashion often also involves sequential coursework out of the normal progression (e.g., Spanish II before Spanish I), or the simultaneous completion of sequential courses (e.g., Algebra I, Algebra II and Geometry).

The cases described above generally result for two reasons. First, an individual repeats courses previously failed or passed with a low grade in an effort to significantly improve his or her core-course grade-point average. Second, an individual needs a significant number of courses to satisfy the core-course requirement. In either scenario, the number of courses completed subsequent to the sixth semester of high school is disproportionate to the number of core courses previously completed. Additionally, a prospective student-athlete's recovery of core courses is often made while he or she is concurrently enrolled in a traditional high school program, competing in athletics and fulfilling other responsibilities (e.g., full-time job, care of a family member).

To this point, the staff and committee have analyzed cases involving the late recovery of core courses under a standard of academic soundness. A review may also incorporate the prospective student-athlete's entire academic record.

However, this standard is largely subjective. Further, it is difficult to determine whether the completion of a large number of core courses is academically sound, particularly when there is no coursework provided to support such completion.

f. Credit-recovery programs. Credit-recovery programs, which enable students to recover a failed or low grade without repeating an entire course, are not unique to correspondence programs. They are employed by public and private high schools in an effort to assist students recover graduation requirements and in some cases, solely to meet initial-eligibility standards. A recent trend in review cases involves the use of credit-recovery programs by prospective student-athletes to satisfy initial-eligibility requirements after seven semesters of high school in order to enroll early at an NCAA member institution. Through the use of software, sometimes provided by an outside entity, the student is able to pretest out of a significant percentage of a course. The result is that the student only repeats a small percentage of the course and essentially earns credit by examination.

Current NCAA legislation permits prospective student-athletes to repeat a course, with the best grade in the course acceptable for initial-eligibility purposes. However, the legislation prohibits credit by examination. In those cases involving coursework completed through a credit-recovery program, member institutions and prospective student-athletes rely on the high school's list of approved core courses. However, the course must be repeated in full in order to be acceptable as a core course.

Institutions argue that the ability to pretest out of a portion of a course, demonstrates mastery of those portions, and prospects should not be required to repeat those portions already mastered. This clearly is problematic for the staff and committee because its charge is to review the validity of the course's completion, not whether the material has been mastered.

2. The committee directed the staff to propose amendments to its policies and procedures to more completely define the staff and committee's authority during the prospective student-athlete review process, and increase the level of documentation necessary to validate an individual's academic credentials. These amendments will permit the staff and committee to carry out the charge of the NCAA Working Group on Initial-Eligibility Trends and more accurately determine the validity of academic credentials presented by prospective student-athletes.

3. The committee amended its policies and procedures to permit the staff and committee to revisit the certification of a prospective student-athlete when information is obtained subsequent to the certification that indicates the certification was based on fraudulent information or activity.

4. The committee incorporated the NCAA Executive Committee's New Committee Member Conflict of Interest Policy into its policies and procedures.

5. The committee reviewed its policy permitting institutional participation during appeal teleconferences and agreed to continue to use the same policy for all appeal teleconferences during the 2009-10 academic year.

6. The committee confirmed that its prohibition against the recording of any appeal teleconference was incorporated into its policies and procedures.

7. The committee reviewed current initial-eligibility legislation, including those bylaws and current proposals applicable to the prospective student-athlete review process.

   In its discussion of NCAA Division I Proposal No. 2008-75, the committee expressed concern that federal privacy laws and institutional policies prohibit an institution from providing a student's transcripts to the NCAA Eligibility Center, as required by the proposed legislation. The committee requested that staff consult with NCAA staff liaisons to the NCAA Division I Legislative Council on this topic.

8. The committee received a summary of prospective student-athlete review cases from the 2008-09 academic year, as well as a three-year statistical summary of review cases. The committee discussed the overarching philosophy for processing prospective student-athlete review cases, both by the staff and committee, in the context of the decreased number of cases during 2008-09 as compared to the previous two academic years.

9. The committee received a presentation from Allison Powell from the North American Council for Online Education (iNACOL). Ms. Powell's presentation covered iNACOL's international standards for online programs, courses and instructors.

10. The committee received an update regarding the high school review and core-course review processes from NCAA staff. The committee also received a presentation from the high school review staff regarding potential academic issues arising from those programs that conduct their athletics programs without the regulatory oversight of a state athletic association or other governing body.

11. The committee discussed the use of nontraditional courses presented by prospective student-athletes for initial-eligibility purposes. As part of this discussion, the committee received a presentation from the high school review staff that included a historical perspective on approval of high school lists of NCAA approved core courses, as well as how current practice regarding lists of NCAA approved core courses impact the prospective student-athlete review process.

12. The committee recognized the departure of Linda Myers (Morley Stanwood Community Schools, Michigan) due to her retirement and the need to recommend a replacement from the secondary school community.

Committee Chair: Dan Garrick, St. Francis DeSales (Ohio) High School
Staff Liaisons: Steve Clar, Academic and Membership Affairs
Alex Smith, Academic and Membership Affairs

Proposal Number: 2009-??

Title: ELIGIBILITY – FRESHMAN ACADEMIC REQUIREMENTS – CORE-CURRICULUM REQUIREMENTS – NONTRADITIONAL COURSES

Intent: To specify that for purposes of using a nontraditional course to satisfy NCAA core-course requirements, the instructor and the student shall have regular and ongoing access to and interaction with one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course.

Bylaws: Amend 14.3.1.2.2, as follows:

> 14.3.1.2.2 Nontraditional Courses. Courses taught via the Internet, distance-learning, independent-study, individualized-instruction, correspondence and courses taught by similar means, may be used to satisfy NCAA core-course requirements, if all of the following conditions are satisfied:
>
> (a) The course meets all requirements for a core course as defined in Bylaw 14.3.1.2;
>
> (b) The instructor and the student have **regular and ongoing** access to **and interaction with** one another ~~*during the duration of the course*~~ for purposes of teaching, evaluating and providing assistance to the student **throughout the duration of the course**;
>
> (c) Evaluation of the student's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies; and
>
> (d) The course is acceptable for any student and is placed on the high school transcript.

Source: NCAA Division I Academic Cabinet.

Effective Date: TBD.

Proposal Category: Amendment.

Topical Area: Eligibility.

Rationale: Current legislation permits the use of nontraditional courses (courses taught via the Internet, distance-learning, independent-study, individualized-instruction, correspondence and courses taught by similar means) to be used to satisfy NCAA core-course requirements, provided the course satisfies certain conditions. However, credit earned only by examination may not be used to satisfy core-curriculum legislation. This legislation was adopted at the 2000 NCAA Convention in an attempt to keep pace with trends in educational technology and to streamline initial-eligibility standards. While the original intent of the legislation was to allow individuals

to take advantage of increased learning opportunities without compromising the intent of the core-curriculum legislation, it is important to clarify that there is an expectation that nontraditional courses should offer regular and ongoing access to and interaction between the instructor and the student throughout the duration of the course. The ultimate goal of this legislation is to ensure that individuals are prepared for college work; therefore, it is of utmost importance to ensure that these individuals are enrolled in quality courses that allow for interaction between instructor and students as part of the teaching and learning process.

Estimated Budget Impact: None.

Impact on Student Athlete's Time: None.

Nontraditional Courses Discussion: Repeat Courses and Credit-by-Examination

Current NCAA Divisions I and II Bylaw 14.3.1.2.8 (Repeat Courses).

A repeated course may be used only once to satisfy core-curriculum requirements. The best grade in that course may be used to calculate the grade-point average in the core curriculum.

Current Staff Interpretation on Credit-By-Examination.

Use of Credit-by-Examination to Satisfy Minimum Initial-Eligibility Core-Curriculum Requirements (I/II)

Date Issued: October 24, 2007
Date Published: October 24, 2007
Item Ref: 1

Interpretation: The membership services staff confirmed that credit earned only by examination shall not be used to satisfy the requirement of completing the minimum core curriculum for initial-eligibility purposes.

Proposed Interpretation on Repeat Courses.

Repeat Courses (I, II). The academic and membership affairs staff determined that in order to be acceptable for initial-eligibility certification, a repeat course must be substantially comparable, qualitatively and quantitatively, to the previously completed course.

[References: Division I Bylaw 14.3.1.2.8 (repeat courses); Division II Bylaw 14.3.1.2.8 (repeat courses).]

Proposed Educational Column on Repeat Courses and Credit-By-Examination.

EDUCATIONAL COLUMN

Initial-Eligibility – Core-Curriculum Requirements - Use of Repeat Courses and Credit-By-Examination (I, II).

Division I and II institutions should note that a repeated course may be used only once to satisfy core-curriculum requirements. The best grade in that course may be used to calculate the core-course grade-point average. Additionally, the academic and membership affairs staff has determined that in order to be acceptable under the repeat-courses legislation; a course must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

Finally, the academic and membership affairs staff previously confirmed that credit earned only by examination shall not be used to satisfy the core-curriculum requirement for initial-eligibility purposes.

In analyzing a repeat course to determine whether it is substantially similar to the initial course attempted by a prospective student-athlete, member institutions should compare the course content, instruction design and assessments for both courses. Analysis should center on, but may not be limited to, a review of the following:

1. Are the syllabi substantially similar?

2. Is the same or a substantially similar textbook used?

3. How similar are the course goals and objectives, tasks and assessments?

4. Is there comparable student/teacher interaction relative to teaching, assessment and feedback?

Division I and II institutions should also specifically note the use of credit-recovery programs by secondary school programs and the specific method in which credit-recovery programs may be conducted. In order to meet high school graduation requirements and/or satisfy initial-eligibility requirements, prospective student-athletes are currently presenting core courses completed through credit-recovery programs. Some high schools employ credit-recovery software that enables an instructor to manipulate a course to meet the needs of an individual student. The course can be individualized in such a way so that only a limited portion of the course is completed by the student, often though a pretesting-out process. The result is that the student completes only those assessments failed initially or a limited portion of a new course, yet earns full credit for the course.

The following scenarios are designed to assist the membership in applying this standard to determine whether a repeat course is acceptable for initial-eligibility certification, or whether the repeat course constitutes credit-by-examination.

Scenario No. 1.

A prospective student-athlete repeats a previously completed core course through a credit-recovery program that enables the student to pretest out of a percentage of the course. For example, if the course is comprised of 20 units or modules, the student is given a pretest at the beginning of each of the 20 modules. If the student earns a certain score established by the high school (e.g., greater than 80 percent) on the pretest for each unit or module, he is not required to

complete that module. Is this course acceptable for initial-eligibility purposes if the student earns 80 percent or better on any of the pretests?

Answer.

No. Because the prospective student-athlete did not repeat the entire course, it is not permissible under the repeat-course legislation. This is regardless of whether the student completed pretests before each module or unit.

Scenario No. 2.

A prospective student-athlete takes a core course (e.g., Algebra I) at his home high school. The course assessments include several quizzes, three unit examinations and a final examination. During his initial completion of the course, the student failed two of the three unit examinations. However, through his performance on quizzes, the third unit examination and the final examination, he passed the course with a grade of D.

Using the school district's credit-recovery software, which was provided by a third-party entity, the student's math instructor administers a repeat of Algebra I for the student. By manipulating the software, the student is only required to complete the two unit examinations that he failed during his initial completion of the course. He passes both examinations and earns a final grade of B in the repeat course. Is the repeat course acceptable for initial-eligibility purposes?

Answer.

No. Because the repeat course was not substantially similar, quantitatively and qualitatively, to the initial completion, the course does not constitute an acceptable repeat course.

Scenario No. 3.

During the 2008-09 academic year, a prospective student-athlete completes a core course (e.g., Spanish I) at his home high school and earns a grade of D. The course is completed in a traditional classroom setting from September 2008 through May 2009. It is acceptable for initial-eligibility purposes and included in the prospective student-athlete's certification. In order to improve his grade in the course, the prospective student-athlete repeats the course during his high school's 2009 summer school session, which lasts eight weeks, and earns a grade of A. Is the repeat of Spanish I acceptable for use in the prospective student-athlete's certification?

Answer.

Provided the material taught in summer school Spanish I is substantially similar to the Spanish I course taught during the 2008-09 academic year, it will likely constitute an acceptable repeat course. This answer is provided even though the student completes the course over a shorter period of time than was required during the regular academic year.

When a prospective student-athlete repeats a course during summer school that was originally attempted and/or completed during a term or terms of the regular academic year, the repeat course will likely be acceptable for initial-eligibility purposes.

Scenario No. 4.

The prospective student-athlete in Scenario No. 3 repeats Spanish I during the summer of 2009 using a correspondence course offered by a third-party entity. While completing the correspondence course, the prospective student-athlete is not required to complete any assignments before gaining access to the course assessments, there is no required student/teacher interaction during the duration of the course and no instruction from a qualified instructor during the course. As a result, the prospective student-athlete completes his repeat of Spanish I in seven days, earning a grade of A. Is the repeat of Spanish I acceptable for use in the prospective student-athlete's certification?

Answer.

Because the repeat course taken through the correspondence program was not substantially similar to the course initially attempted, it is not likely acceptable for initial-eligibility purposes. Further, the prospective student-athlete's file will likely be identified for the Prospective Student-Athlete Review process as a result of this course.

Excerpt from the NCAA Student Records Review Committee Policies and Procedures Manual

Staff and Review Committee Authority and Review Process.

The review committee has the authority and is expected to render a decision when an institution wishes to appeal an invalidation decision made by the academic and membership affairs staff.

All academic and membership affairs staff and review committee decisions will be based on the following criteria:

a. Reasonable explanation of academic irregularities in the individual's record corroborated in writing by the appropriate academic authorities and other supporting documentation; and

b. Individual's reasonable reliance on information provided by high school personnel or institutional personnel.

Information to be Considered.

When deliberating the outcome of any prospective student-athlete review case, the review committee ~~may~~ will consider, as applicable, any information submitted by the applicant institution, prospective student-athlete or NCAA staff relative to or affected by the prospective student-athlete's secondary school academic record. This may include, but is not limited to:

a. Secondary school academic record;

b. SAT and/or ACT scores;

c. Extenuating or mitigating circumstances that may have contributed to the prospective student-athlete's academic record;

d. Letters of recommendation or support;

e. Student-athlete's written comments;

f. Evidence supporting or explaining the prospective student-athlete's academic record (e.g., coursework completed by the prospective student-athlete, course syllabus, detailed timeline for completion of the course by the prospective student-athlete, academic authority statement detailing the prospective student-athlete's completion of the course) including documentation of the specific content, course instruction methodology, instructor/student interaction and student assessment(s) for any particular course at issue; and

g. Any other information the review committee deems appropriate.

The review committee cannot consider coursework completed as either a part-time or full-time student at a collegiate institution. Further, the review committee should not consider the prospective student-athlete's potential to be academically successful at the collegiate institution.

Progress-Toward-Degree Legislation Regarding Degree Program Selection

Background.

At its September 2008 meeting, the NCAA Division I Academic Cabinet identified the issue of student-athlete degree program selection as one of its priority topics for upcoming meetings. As a starting point in the cabinet's review of this issue, the following document is intended to provide an overview of the legislation and interpretations that can impact a student-athlete's degree program selection. Additionally, information will be presented regarding progress-toward-degree waivers regarding degree program selection and changes that have been reviewed by the NCAA staff.

Current Legislation.

Currently, Division I progress-toward-degree requirements specify that a student-athlete must designate a degree program of study prior to the third year of enrollment. This requirement is applicable to a continuing student as well as a transfer from a two-year or four-year college who is entering his or her third year of enrollment.

During a student-athlete's first two years of enrollment, he or she may use credits that are acceptable toward any of the institution's degree programs in order to meet progress-toward-degree credit-hour requirements. Once the student-athlete begins the third year of enrollment, only credit that counts toward the student-athlete's designated degree program may be used to satisfy progress-toward-degree requirements (academic year credit-hour requirements and percentage-of-degree requirements). A course may not be used to fulfill progress-toward-degree requirements if it must ultimately be repeated in order to satisfy the requirements of the student-athlete's degree program.

When a student-athlete changes his or her designated major, credits earned in academic terms prior to the change must be applicable to the previously declared degree to be used to satisfy the academic year progress-toward-degree requirements (i.e., six-hour and 18/27-hour requirements). Credits earned in terms following the change must be applicable to the new degree. When a student-athlete changes degree programs during a term (when permitted by the institution), credits earned during that term may be applicable toward either degree program.

Application and Interpretation of Current Legislation.

Beyond the straightforward application of the legislation for a student-athlete who has declared a single baccalaureate degree program, several interpretations have been issued to clarify the application of progress-toward-degree regulations for degree options such as minors, dual degree programs and double majors. These interpretations are described below, with an example for each scenario.

1. Minor Program.

Credits earned toward an optional or voluntary minor (i.e., is not a required element of the baccalaureate degree program for all students) may not be used to satisfy credit-hour requirements after the first two years of enrollment. Further, the minor is not considered part of the degree program for purposes of calculating percentage of degree (September 25, 2008, official interpretation). A student-athlete may use credits earned in a minor to meet the credit hour and percentage-of-degree requirements only if the minor is a required element for all students to obtain the original baccalaureate degree or if the credits are applicable to the baccalaureate degree program (e.g., general education, free electives). An optional minor does not add to the number of credits required for the degree program for purposes of calculating percentage of degree.

Example: Christine has declared a Bachelor of Science (B.S.) in computer science and an optional minor in mathematics. Christine may only count math courses toward her progress-toward-degree requirements if they meet some degree requirement other than the minor. Christine's percentage-of-degree calculation is based only on the number of credits needed for the sociology degree.

2. Dual-Degree Program.

A student-athlete who is enrolled in two separate degree programs (e.g., B.S. in business administration and Bachelor of Fine Arts in music) must designate one degree program for NCAA progress-toward-degree purposes. The number of hours required for the specific designated degree is what shall be used to determine percentage-of-degree requirements and whether courses are degree applicable. Therefore, only credits that apply to the specific designated degree may be used toward meeting the credit-hour and percentage-of-degree requirements. It is not permissible to count credits earned toward the other degree for purposes of fulfilling the credit-hour and percentage-of-degree requirements.

Example: Greg is pursuing two degree programs, a B.S. in chemistry requiring 132 credit hours and a Bachelor of Arts (B.A.) in Spanish requiring 124 credit hours. Greg will need 164 credit hours total to complete both degree programs. Greg and his institution must select one of the two degree programs for purposes of certifying his fulfillment of the progress-toward-degree requirements. It is not permissible to use 164 as the denominator in the percentage-of-degree calculation, and only hours earned toward the designated degree program can be used to satisfy the academic year credit-hour requirements (six-hour and 18/27-hour requirements) and calculate percentage-of-degree completion.

3. Double Major.

A student-athlete who has declared a double major within the same baccalaureate degree program may use credits earned toward either major to meet the credit-hour requirements and percentage-of-degree requirements (February 3, 1995, staff interpretation). The percentage-of-degree calculation is based on the number of credit hours required for the degree including both majors.

Example: Kyle has designated a B.A. in psychology and sociology. To complete the requirements for both degree programs, Kyle will need a total of 140 credit hours. During the 2008-09 academic year, Kyle passed nine hours of sociology, nine hours of psychology and six hours of general education requirements. Kyle may count all of these credits toward the credit-hour requirements. Kyle's percentage-of-degree completion is based on 140 credit hours required for graduation.

Applicable Legislation.

NCAA Division I Bylaw 14.4.3.1.6 (Designation of Degree Program).

A student-athlete shall designate a program of studies leading toward a specific baccalaureate degree at the certifying institution prior to participating in competition that occurs during or immediately before the third year of enrollment (fifth semester or seventh quarter) and thereafter shall make progress toward that specific degree. This provision shall be applicable to the eligibility not only of a continuing student, but also of a transfer student from a four-year or two-year collegiate institution who is entering his or her third year of collegiate enrollment, even if the student has not yet completed an academic year in residence or used a season of eligibility in a sport at the certifying institution. Designation of a specific baccalaureate degree program may be accomplished by: *(Revised 2/27/08)*

(a) Formal enrollment by the student-athlete in a specific baccalaureate degree program; or

(b) Approval by an appropriate academic official (who must not be an academic advisor/ counselor employed by the athletics department) of the program leading to the specific baccalaureate degree that the student-athlete is pursuing.

Bylaw 14.4.3.1.7 (Hours Earned or Accepted for Degree Credit).

The provision that the calculation of credit hours under the progress-toward-degree regulation shall be based on hours earned or accepted for degree credit at the certifying institution in a student-athlete's specific baccalaureate degree program (see Bylaw 14.4.3.1) shall be met as follows:

(a) During the first two years of enrollment, a student-athlete may use credits acceptable toward any of the institution's degree programs; *(Revised: 1/9/06 effective 8/1/06)*

(b) By the beginning of the third year of enrollment (fifth semester or seventh quarter), a student-athlete shall be required to have designated a program of studies leading toward a specific baccalaureate degree. From that point, the credits used to meet the progress-toward-degree requirements must be degree credit toward the student's designated degree program;

(c) A student-athlete who changes his or her designated degree program may comply with the progress-toward-degree requirements if:

(1) The change in programs is documented appropriately by the institution's academic authorities;

(2) The credits earned prior to the change are acceptable toward degree previously sought; and

(3) The credits earned from the time of the change are acceptable toward the new desired degree.

(d) A student-athlete who has designated a specific degree program with an identified major may not use a course to fulfill the credit-hour requirement for meeting progress toward degree even if the course fulfills an elective component of the student-athlete's degree program, if the student ultimately must repeat the course to fulfill the requirements of the student's major. *(Adopted: 1/14/97)*

Applicable Interpretations.

Change of degree program during term time.

Date Issued: November 10, 1989.

Date Published: November 10, 1989.

Type: Staff Interpretation.

Item Ref: e.

Reviewed Bylaw 14.5.3.11-(c) [change of degree program] in regard to a student-athlete who is permitted to change his or her designated degree program during term time in accordance with institutional policy and determined that the degree credits the student-athlete earns during that term can be applicable toward the degree previously sought or toward the new desired degree for satisfactory progress purposes.

Change in degree program.

Date Issued: September 18, 1992.

Date Published: September 18, 1992.

Type: Staff Interpretation.

Item Ref: c.

Change in Degree Program: Confirmed that in order for a student-athlete who changes his or her designated degree program to utilize credits prior to the change to meet satisfactory-progress credit-hour requirements, the courses and grades earned in those courses must have been acceptable toward the degree previously sought.

[Reference: 14.5.5.11 (specific baccalaureate program)]

Use of Credits Earned in a Minor to Satisfy Progress-Toward-Degree Requirements. (I)

Date Issued: September 17, 2008.

Date Published: September 25, 2008.

Type: Official Interpretation.

Item Ref: 1.

The committee confirmed that a voluntary or optional minor is a minor that is not a required element of the original baccalaureate degree program for all students; therefore, credits earned toward a voluntary or optional minor may not be used to satisfy credit-hour requirements after the first two years of enrollment or percentage of degree requirements even if the student-athlete must complete the requirements for the voluntary or optional minor in order to graduate. A student-athlete may use credits earned in a minor only if the minor is a required element for all students to obtain the original baccalaureate degree.

[References: NCAA Bylaws 14.4.3.1.6.1 (documentation of degree program designation), 14.4.3.1.7 (hours earned or accepted for degree credit) and an 8/14/85 official interpretation (8/14/85, Item No. 6-e-(3)-(c)]

Student-Athlete Enrolled in Two Majors Within the Same Baccalaureate Degree Program.

Date Issued: February 3, 1995.

Date Published: February 3, 1995.

Type: Staff Interpretation.

Item Ref: a.

Student-Athlete Enrolled in Two Majors Within the Same Baccalaureate Degree Program: The Legislative Services Staff confirmed that a student-athlete who has designated a double major within the same baccalaureate degree program is permitted to use credits obtained toward either major to meet the satisfactory-progress credit-hour requirement (24 hour or averaging method) and/or the percentage of degree requirements (50 percent and 25/50/75 percent). Hours earned in a minor may also be used to meet the satisfactory-progress credit-hour requirement and/or the percentage of degree requirements provided the hours earned in the minor are acceptable toward the student-athlete's baccalaureate degree program.

[References: 14.4.3.1 (fulfillment of credit hour requirements -- 24 hour or averaging method), 14.4.3.1.4 (designation of degree program); 14.4.3.2.1 (percentage of degree requirements -- 50 percent) and 14.4.3.2.2 (percentage of degree requirements -- 25/50/75 percent).

Honors courses utilized to fulfill satisfactory-progress requirements.

Date Issued: February 5, 1993.

Date Published: February 5, 1993.

Type: Staff Interpretation.

Item Ref: a.

Honors Courses Utilized to Fulfill Satisfactory-Progress Requirements: Confirmed that a student-athlete who is enrolled in an honors degree program may utilize honors program courses (e.g., thesis credit) towards meeting satisfactory- progress requirements, provided these courses are required to complete honors degree program requirements.

[Reference: NCAA Bylaw 14.5.5.11 (specific baccalaureate degree program)]

Overview of 2008-09 Division I Progress-Toward-Degree Waivers Regarding Selection or Change of Declared Degree Program.

Each year, the NCAA academic and membership affairs staff receives progress-toward-degree waivers that cite mitigation related to a student-athlete's degree program. During the 2008-09 academic year, 27 such waivers were submitted. Ten waivers were approved based on the student-athlete changing his or her designated degree program (e.g., student-athlete changed major and did not have enough degree credit hours for the new degree to meet the applicable percentage-of-degree requirement). Waivers also were granted based on a restrictive degree program (e.g., student-athlete was not able to complete a sufficient number of degree-applicable courses because the courses were not offered by the institution) or because the student-athlete is enrolled in a degree program requiring more than five years to complete. An overview of the waivers submitted in 2008-09 is provided below.

Deficiency	Academic Record	Decision	Rationale
13 credit hours short of 80%	3.23 GPA; > 50% chance of graduation	Approved	Change of degree
5 credit hours short of 60% 5 credit hours short of 18 hours	3.5 GPA; > 50% chance of graduation	Approved	Change of degree
2 credit hours short of 40%	3.52 GPA; > 50% chance of graduation	Approved	Change of degree
10 credit hours short of 80%	2.38 GPA; > 50% chance of graduation	Approved	Change of degree
10 credit hours short of 40%	2.54 GPA; > 50% chance of graduation	Approved	Change of degree
17 credit hours short of 40%	2.41 GPA; > 50% chance of graduation	Approved	Change of degree
11 credit hours short of 60%	2.5 GPA; > 50% chance of graduation	Approved	Change of degree
4 credit hours short of 80%	2.61 GPA; 50% chance of graduation	Approved	Change of degree
3 credit hours short of 6 hours 12 credit hours short of 18 hours	2.5 GPA; > 50% chance of graduation	Approved	Change of degree
14 credit hours short of 80% 6 credit hours short of 6 hours 11 credit hours short of 18 hours	3.18 GPA; > 50% chance of graduation	Approved	Change of degree; restrictive degree program
35 credit hours short of 60%	2.7 GPA; > 50% chance of graduation	Approved	Restrictive degree program; restrictive transfer; 6-year degree program
24 credit hours short of 60%	3.29 GPA; > 50% chance of graduation	Approved	Restrictive degree program; 6-year degree program
5 credit hours short of 40%	3.58 GPA; > 50% chance of graduation	Approved	Restrictive degree program

Deficiency	Academic Record	Decision	Rationale
45 credit hours short of 80%	3.29 GPA; > 50% chance of graduation	Approved	Restrictive degree program; 7-year degree program
11 credit hours short of 60% 5 credit hours short of 18 hours	3.16 GPA; > 50% chance of graduation	Approved	Restrictive degree program; change of degree
11 credit hours short of 60%	3.19 GPA; > 50% chance of graduation	Approved	Restrictive degree program
4 credit hours short of 18 hours	2.87 GPA; > 50% chance of graduation	Approved	Restrictive degree program
9 credit hours short of 40%	3.56 GPA; > 50% chance of graduation	Approved	Restrictive degree program; change of degree
5 credit hours short of 60%	3.06 GPA; > 50% chance of graduation	Approved	Restrictive degree program;
3 credit hours short of 6 hours for post-season	2.91 GPA; > 50% chance of graduation	Approved	Restrictive degree program
4 credit hours short of 40%	3.79 GPA; > 50% chance of graduation	Approved	Restrictive degree program
4 credit hours short of 60%	3.88 GPA; > 50% chance of graduation	Approved	Restrictive degree program
2 credit hours short of 18%	3.27 GPA; > 50% chance of graduation	Approved	Restrictive degree program
9 credit hours short of 80%	2.9 GPA; > 50% chance of graduation	Approved	Restrictive degree program
12 credit hours short of 40%	3.57 GPA; > 50% chance of graduation	Approved	Restrictive degree program
4 credit hours short of 33% (5-year program)	3.48 GPA; > 50% chance of graduation	Approved	Restrictive degree program
6 credit hours short of 80%	2.2 GPA; > 50% chance of graduation	Denied	Mitigation within control of SA

Total: 27 waivers submitted
26 approved
1 denied

Conclusion.

Progress-toward-degree legislation requires student-athletes to declare a major by the third year of enrollment and to make progress toward that major on an academic term and annual basis. Degree program options such as minors, double majors and dual-degree programs each affect the credit hours that are counted for degree credit and the percentage-of-degree calculation. Progress-toward-degree waivers are submitted each year citing factors related to the student-athlete's degree program as mitigation; the majority of these waivers were approved in the 2008-09 academic year.

The National Collegiate Athletic Association
June 9, 2009 MLB:ld

Review of Two-Year College Transfer Student-Athletes

Background.

At its September 2008 meeting, the NCAA Division I Academic Cabinet identified the academic performance of two-year college transfers as a priority item for review. The cabinet also joined several other Division I governance bodies in noting that additional data was needed before a sufficient review could be completed. Specifically, the cabinet supported legislation to collect the initial academic eligibility data for 2-4 and 4-2-4 transfers and recommended the collection of data related to 2-4 transfers' academic performance at two-year institutions via the NCAA Division I Academic Performance Program. Both data collection initiatives were approved and are expected to provide information that will assist the cabinet's attempt to identify the academic profile of successful two-year college transfer student-athletes.

This document is intended to provide a timeline for the collection and review of data and consideration of options regarding two-year college transfers.

Tentative Timeline for Data Collection and Review.

September – November 2009	Collection of data regarding the academic performance at the two-year college for all football, basketball and baseball student-athletes in an institution's 2008-09 NCAA Division I Academic Progress Rate cohort who originally entered the institution as 2-4 transfers.
February and June 2010	Academic Cabinet review of data collected during fall 2009 and consideration of potential legislative and policy recommendations. [June is last opportunity to sponsor legislation for 2010-11 legislative cycle.]
February, April or July 2010	NCAA Division I Committee on Academic Performance review of academic data on 2-4 transfers collected in fall 2009.
Summer 2010	Two-Year College Relations Panel first opportunity to review academic data.
September – November 2010	Collection of data regarding the academic performance at the two-year college for football, basketball and baseball student-athletes who entered the institution as 2-4 transfers for the 2009-10 academic year.
December 2010	Initial-eligibility information (high school transcript and test score) must be submitted to the NCAA Eligibility Center for all 2-4 and 4-2-4 transfers who initially enroll in a Division I institution in the 2010 fall term.

Questions to Consider.

1. What other groups, if any, should review the research data and be included in the consideration of concepts?

2. What is the most effective method to solicit and receive feedback from interested constituent groups?

Waiver Process Regarding New Division I Data Collection Requirements

Background.

Legislation adopted in April 2009 will require a student-athlete who was certified as a qualifier pursuant to the early academic certification exception and enrolls for the 2009-10 academic year or thereafter to submit his or her final high school transcript to the NCAA Eligibility Center. Similar legislation, also adopted in April 2009, will require a 2-4 or 4-2-4 transfer who enrolls at a Division I institution on or after August 1, 2010, to submit the information required to certify initial academic eligibility (e.g., high school transcript, test score) to the Eligibility Center if he or she has not previously done so. The data submission requirements include a provision authorizing the NCAA Division I Academic Cabinet to waive the requirement when extenuating circumstances preclude a student-athlete from submitting the required documentation.

Issue.

The Academic Cabinet has the authority to provide waivers of the data submission requirements, establish the process for granting such waivers and monitor the waivers requested and granted. To facilitate the cabinet's discussion regarding such waivers, staff from NCAA academic and membership affairs and the Eligibility Center identified the following points and recommendations for the cabinet's consideration.

Points to Consider.

1. When the Academic Cabinet amended the legislative proposal to allow for a waiver process, it noted a preference for a simple waiver process to be available when extenuating circumstances precluded the submission of a prospective student-athlete's high school academic information.

2. The process should consider using existing technology and processes to the greatest possible extent.

Waiver Process.

Most NCAA waivers are currently submitted via facsimile and are printed for review and storage. However, NCAA staff are in the process of developing AMA Online, a Web-based technology that will centralize many compliance and legislative functions, including waivers, within a single access portal and will enable a completely electronic waiver submission and review process. Based on the development of this program, it is recommended that AMA Online also host the waiver process for the required data collection described above. Using an existing structure through AMA Online will contribute to a more efficient waiver process that minimizes the burden for submitting institutions.

Requiring a limited amount of information on the waiver application can help facilitate a simple and efficient waiver process. Mandatory information would include the name of the institution, name and identification number of the student-athlete, requirement for which the waiver is requested and rationale for requesting the waiver. AMA Online will permit institutional and student-athlete information to be automatically populated into the waiver request based on the institutional log-in information and student-athlete identification number. After a sufficient number of waiver requests have been submitted, the application process can be further streamlined by providing a list of the most common rationale for institutions to select from rather than typing into a rationale text box.

Until deployment of the AMA Online program in 2010, an interim process will be required to handle waiver requests. An interim process will be developed in consultation with Eligibility Center staff, which is likely to involve an institution submitting an e-mail with the required information to an appointed Eligibility Center staff member for review, approval and response. Notification of the interim and permanent waiver processes will be provided to the membership through the LSDB*i* Portal, Collegiate Commissioners Association Compliance Administrators (CCACA) Update and other appropriate channels.

Once submitted, waivers will be reviewed and decided by Eligibility Center staff. Institutions will receive e-mail notification of the decision. Waivers that are granted will be reflected on the student-athlete's Web status report on the Eligibility Center Web site. In addition, the Eligibility Center will make appropriate enhancements to permit institutions to verify whether the required information is missing or received by reviewing the student-athlete's Web status report.

The Academic Cabinet will be provided annual reports from the staff liaisons regarding the number of waivers provided for each data submission requirement. The AMA Online program will allow for reports to be sorted by institution, by decision, or by rationale for the request.

Conclusion.

It is recommended that the Academic Cabinet authorize a waiver process that will use the AMA Online program, which will permit an electronic waiver submission and review process. Waivers would be reviewed by Eligibility Center staff and reports of waiver activity will be regularly provided to the Academic Cabinet.

Applicable Legislation.

NCAA Bylaw 14.3.1.1.1.1.2 Waiver. The Academic Cabinet may waive the requirements of this legislation based on objective evidence that demonstrates circumstances for which a waiver is warranted. The cabinet shall establish the process for reviewing such waiver requests.

Bylaw 14.5.4.7.2 Wavier. The Academic Cabinet may waive the requirements of this legislation based on objective evidence that demonstrates circumstances for which a waiver is warranted. The cabinet shall establish the process for reviewing such waiver requests.

Bylaw 14.5.6.6.2 Waiver. The Academic Cabinet may waive the requirements of this legislation based on objective evidence that demonstrates circumstances for which a waiver is warranted. The cabinet shall establish the process for reviewing such waiver requests.

SUPPLEMENT NO. 20

MEMORANDUM

May 4, 2009

TO: Members of the Division I Academic Cabinet.

FROM: Beth DeBauche, Director of Division I.

SUBJECT: Bylaw and Practices Review.

1. <u>Charge</u>.

Given the current economic conditions that are placing stress on institutional and athletics budgets at many NCAA member institutions, the Division I Board of Directors at its April 30, 2009, meeting, requested that the Division I councils and cabinets begin an immediate review of all operational aspects under their purview to identify bylaws and practices that could possibly be modified to provide financial relief to the membership. Specifically, the Board asked that each governance body at its next meeting start developing an exhaustive list of possible bylaws and policy changes ranked in priority order with the relevant projected financial impact on the membership.

In conducting these reviews, the cabinets and councils should consider the impact of the proposed changes on the principles of fair competition, the well-being of student-athletes, sound academic standards, the integrity of the sport, and costs. The recommendations should be consistent with the NCAA principle governing the economy of athletics program operations, which states that intercollegiate athletics programs shall be administered in keeping with prudent management and fiscal practices to arouse the financial stability necessary for providing student-athletes with adequate opportunities for athletics competition as an integral part of a quality educational experience. The Board of Directors appreciates that some of the bylaws identified in this review may include concepts previously considered by the Division I governance structure but encourages the cabinets and councils to take a fresh look at issues in light of this charge.

2. <u>Illustrations</u>.

The NCAA staff was also asked to seek to think creatively about possible bylaw and policy changes that could provide financial relief on campuses and some of the ideas identified by

staff may be illustrative to the cabinets and councils as they seek to begin their examination. Ideas discussed included: suspending athletic certification for a year or predetermined amount of time; eliminating nontraditional seasons for selected sports; modifying championships bracketing and seeding; eliminating the printing of recruiting materials and media guides and modifying recruiting calendars.

3. <u>Timeline</u>.

Cabinets will be asked to begin this review at their June meetings. Cabinets shall provide a progress report in their June cabinet reports including a listing of bylaws appropriate for possible amendment. Depending on the scope of cabinet jurisdiction, some cabinets may be able to finish their reviews in June, while others may require additional time to formalize recommendations. Those cabinets needing extra time would be encouraged work expeditiously where possible with the goal of concluding their reviews during the September series of meetings. [Note: The Championships/Sports Management Cabinet does not have an in-person meeting scheduled in June but does have a conference call scheduled.]

The Leadership Council, with the help of the Legislative Council, will then be asked to prioritize the work and recommendations of the cabinets to ensure a level of consistency between recommendations in keeping with the priorities on the Division I agenda. The prioritized list of recommended changes will be presented to the Board of Directors during its October meeting, as the Board will be asked to consider sponsoring legislation in the 2009-10 legislative cycle as it deems appropriate. Consideration of the proposals by the membership will occur thereafter under the normal legislative process. It is hoped that as a result of this process appropriate legislative changes will be adopted that will result in cost savings from an operational standpoint on campus that will in no way compromise the well-being of student-athletes, sound academic standards, and the integrity of the sports.

Review of Bylaws and Practices for Cost Savings

Background.

In order to support the NCAA Division I Academic Cabinet's response to the April 2009 directive from the NCAA Division I Board of Directors to review bylaws and practices for possible financial relief for the membership, the staff prepared the following list of concepts for consideration by the cabinet. Specifically, the cabinet has been asked to create an exhaustive list of possible bylaws and policy changes ranked in priority order with the relevant projected financial impact on the membership.

Items to Consider.

1. How do the concepts impact the principles of student-athlete well-being, sound academic standards, and costs?

2. Is the concept consistent with the cabinet's guiding principles?

3. Does the concept reduce costs or shift them to another entity?

4. A significant portion of costs related to NCAA Division I Bylaw 14 are for academic support services rather than certification and compliance with the regulations.

Concepts for Consideration.

The following concepts were identified as providing a potential cost or time savings for the membership or national office. They are presented with additional points for consideration by the cabinet.

1. General/full-time enrollment.

    a. Compliance forms (e.g., Student-Athlete Statement) can be completed electronically rather than hard copy.

        (1) Potential savings of printing costs.

        (2) Some institutions have already adopted this practice.

    b. Eliminate full-time enrollment requirement for practice (still have to be full time for competition and aid).

        - Time savings for institutional staff through reduced daily monitoring.

    c. Change full-time enrollment waivers for education-impacting disabilities, Olympics, etc. to exceptions that are applied on campus.

(1) Time savings for campus administrators and national office staff due to fewer waivers to prepare and review.

(2) May raise questions relative to academic integrity and competitive equity.

d. Eliminate eligibility certification for male practice players.

- Potential cost savings related to time required to conduct certifications.

e. Eliminate certification of eligibility for postseason competition between terms (Bylaw 14.1.10.2).

- Potential savings of time needed to conduct certifications.

f. Adopt four seasons of competition within four years of initial enrollment model with no exceptions; eliminate redshirting and hardship waivers.

(1) Institutions will save on costs associated with paying for additional years of financial aid and athletic expenses; however, may lead to more requests for summer financial aid and academic support to graduate within four years.

(2) Minimal reduced costs for conference offices and national office to review hardship waivers.

2. Initial and continuing eligibility.

a. Expand early academic qualifier conditions to reduce number of certifications completed during the summer.

(1) Reduced costs for NCAA Eligibility Center as fewer initial-eligibility certifications are needed each summer.

(2) Research currently unavailable to support revision of standards.

b. Allow nonqualifiers to practice and/or receive athletically related financial aid to reduce initial-eligibility waiver volume.

(1) Reduced time and printing costs related to waiver processing for national office.

(2) Time savings for institutions that prepare and submit waivers.

c. Legislative and policy changes regarding nontraditional courses to reduce prospective student-athlete review volume and research/document production for member institutions.

- Savings of time and processing cost for national office and time savings for those institutions that assist prospects through the review process.

d. Suspend initial-eligibility and progress-toward-degree requirements and follow Division III model: require student-athletes to be enrolled full time and eligible based on institution's requirements.

(1) Savings of time for institutional personnel to certify eligibility.

(2) May raise questions relative to academic integrity and competitive equity.

e. All eligibility waivers (initial-eligibility, progress-toward-degree and transfer) are processed electronically and/or reviewed by the conference office.

(1) Potential time savings and printing cost reduction for institutions and the national office.

(2) May raise questions relative to academic integrity and competitive equity.

f. Permit institutions to grant a specified number of waivers and maintain documentation on campus/eliminate the need to file waivers with the national office.

(1) Potential time savings and printing cost reduction for institutions and the national office.

(2) May raise questions relative to academic integrity and competitive equity.

3. Outside competition.

- Limit institution's ability to pay for student-athlete's participation in outside competition (permissive legislation appears in Bylaw 16 issue and therefore is outside the cabinet's jurisdiction, but the legislation specifying the types of outside competition in which student-athletes may participate in Bylaw 14).

  - Impact will vary based on the number of student-athletes participating in outside competition and the level of expenses currently provided by the institution.

Questions to Consider.

1. Which concepts, if any, should be forwarded to the NCAA Division I Leadership Council and Board of Directors for additional consideration by the governance structure and membership?

2. What priority order should the concepts be given?

To be distributed at the meeting.

WAIVER OF INITIAL ACADEMIC ELIGIBILITY REQUIREMENTS PURSUANT TO NCAA BYLAW 14.3

WAIVER APPLICATION

2009-10 Academic Year

For Use by Member Institutions Only

Indicate type of waiver. Check all that apply:

Education-Impacting Disability ❐ International Student ❐ Early-Admissions Program ❐

Core Course ❐ Grade-Point Average ❐ Test Score ❐ Transcript Change ❐ Proof of Graduation ❐

This application must be completed and all required documentation must be submitted before the NCAA Division I Initial-Eligibility Waivers Committee or the NCAA Division II Academic Requirements Committee Subcommittee on Initial-Eligibility Waivers can process the waiver request. **Please type or print.**

1. Institution:_____ Conference:_____

   Sport:_____ Division (of sport): _____

2. Student-athlete's name:_____

3. Student-athlete's date of birth:_____ SSN/Eligibility Center Identification Number:_____

4. Student-athlete's status.

   Date of initial high school enrollment:_____ High school graduation date:_____

   Date of initial collegiate enrollment:_____

   Date of initial collegiate enrollment at your institution, if different:_____

   Certifying institution's financial aid/admissions deadline: _____

   Certifying institution's first, or next, date of competition in this sport: _____

5. List of all high school/preparatory schools attended:

Dates of Attendance	High School/Preparatory School	Graduated (Yes or No)	Reason for Leaving*

* Please explain in supporting letter(s) or document(s) reasons the prospective student-athlete left the high school/preparatory school.

(Attach list of additional schools if necessary.)

6. Has the student-athlete ever attempted a nonstandard ACT/SAT exam? YES: ❒ NO: ❒

[Note: A nonstandard examination is one that is given on a day other than a national testing date and/or with some kind of accommodation (e.g., extra time, questions read aloud, testing in a private room).]

If yes, list scores and dates for each such exam:

_____ _____ _____

_____ _____ _____

b. If the student-athlete has an education-impacting disability and did not attempt a nonstandard exam, please explain:

_____

_____

7. Was the student-athlete recruited by **ANY** NCAA Division I or II institution? YES: ❒ NO: ❒
(See NCAA Division I Bylaw 13.02.10.1 or NCAA Division II Bylaw 13.02.9.1)

a. When did recruitment by your institution begin (mm/yyyy)?_____

b. What steps did your institution take to advise this prospect of NCAA initial-eligibility requirements and his or her status?

_____

c. When did the student-athlete become aware of initial-eligibility requirements (mm/yyyy)?_____

d. Date of official visit (mm/yyyy):_____

e Date of signing of National Letter of Intent or written offer of admission (mm/dd/yyyy):_____

f. Date the student-athlete registered with the NCAA Eligibility Center (mm/dd/yyyy):_____

8. Has the student-athlete been offered or received athletically related financial aid assistance per Bylaw 15.1.2?

YES: ❒ NO: ❒

9. Reason waiver is being requested [Please note a waiver will only be considered if the student-athlete meets minimum-threshold review guidelines. Please review Section II of the Application Instructions for details.]

a. Bylaw 14.3 deficiency.

Please specify the student-athlete's deficiency as reflected in his or her final Web-Status Report in meeting the initial academic eligibility requirements contained in Bylaw 14.3 (e.g., one core-course unit in English).

_____

_____

_____

_____

_____

b. Special circumstances.

Please explain in detail the circumstances that prevented the student-athlete meeting the initial academic eligibility requirements specified in Bylaw 14.3. Please attach to this application any supporting documentation the institution would like the Division I or II committee/subcommittees to consider regarding these circumstances (e.g., letters of corroboration or explanation, medical records, legal documentation, relevant policy), including what measures the student-athlete took to meet the requirements.

_____

_____

_____

_____

_____

10. Verification.

The undersigned understands that it is a violation of Bylaw 10.1 to provide incomplete and inaccurate information to the NCAA and NCAA Eligibility Center regarding your academic record (e.g., schools attended, completion of coursework, grades and test scores), or to knowingly furnish fraudulent academic credit, false transcripts or misleading information.

THE SIGNATURES OF THE FOLLOWING INDIVIDUALS ARE REQUIRED FOR ALL WAIVER REQUESTS:

_____	OR	_____
Director of Athletics		Senior Woman Administrator

AND

_____	OR	_____
Faculty Athletics Representative		Chancellor/President

Institutional contact person (to whom all correspondence regarding this waiver will be directed):

Name of contact (please print): _____

Title of contact (please print): _____

Telephone number: _____

Fax number: _____

E-mail address: _____

Within 72 hours (three-business days) of receipt of waiver, the contact person will be notified via e-mail to confirm receipt of the waiver, identify any missing information and provide the name of the NCAA academic and membership affairs staff member handling the waiver. It may be necessary for the academic and membership affairs staff to request additional documentation from the institution based on the institution's assertions made in the waiver.

During this 72-hour period, the academic and membership affairs staff is working to log, review and assign the waiver. Please do not call for status reports during this time.

To be completed by student-athlete:

The undersigned understands that it is a violation of Bylaw 10.1 to provide incomplete and inaccurate information to the NCAA and NCAA Eligibility Center regarding your academic record (e.g., schools attended, completion of coursework, grades and test scores), or to knowingly furnish fraudulent academic credit, false transcripts or misleading information.

Buckley Statement. I hereby authorize representatives of this institution and/or my high school(s) to provide the NCAA and the NCAA Eligibility Center with, and identify as such, any nonstandardized ACT or SAT results I have received. I give my consent to disclose to authorized representatives of this institution, its athletics conference (if any), my high school(s), and the NCAA and the NCAA Eligibility Center any documents or information pertaining to my NCAA eligibility.

Additionally, I give my consent to the NCAA and the NCAA Eligibility Center to disclose my name and personally identifiable information from my education records to a third party (including but not limited to the media) as necessary to explain the academic and membership affairs staff's decision regarding this waiver request without such disclosure constituting a violation of my rights under the Family Educational Rights and Privacy Act.

Signature (student-athlete):_____ Date:_____

Student-athlete's address: _____

Please note all notification relative to this waiver request will be sent by e-mail. Please provide information for the following:

Athletics Director:_____ E-mail address:_____

Telephone Number:_____ Fax number:_____

Conference Contact:_____ E-mail address:_____

Telephone Number:_____ Fax number:_____

List of Required Documents for ALL Waiver Types:

(Waivers will **not** be processed until **all** information listed below has been received.)

- ☐ Completed Initial-Eligibility Waiver Application
- ☐ Final certification report (Web-Status Report).
- ☐ Transcript(s) from **all** high schools and/or preparatory schools attended by the student-athlete.
- ☐ Student-athlete's statement.
- ☐ Letters of explanation from the institution's personnel on institutional letterhead.
- ☐ Documentation supporting the mitigating/extenuating circumstances asserted by the institution (e.g., misadvisement – if you are asserting that the student-athlete was misadvised, see additional information in No. 15 of the waiver instructions).

Additional Required Documents Based on Waiver Type Checked on the First Page:

If You Checked…

Education-Impacting Disability, You Must Also Include:

- ☐ Signed copy of a professional diagnosis accompanied with diagnostic test results.
- ☐ A copy of a current Individual Education Plan (IEP) OR a current Individual Transition Plan (ITP) OR a copy of a 504 Plan OR if the high school does not have an IEP, ITP or 504 Plan, the high school must submit a letter on school letterhead describing the accommodations provided to the student-athlete OR a letter on school letterhead entailing that accommodations were not provided to the student-athlete with an explanation.
- ☐ Copies of all ACT and/or SAT results, indicating on the application if they were attempted as nonstandard test administration.
- ☐ Letter(s) of assessment/recommendations from student-athlete's high-school principal, guidance counselors and/or teachers. **(Recommended)**

International Student, You Must Also Include:

- ☐ Copies of original language leaving or senior certificate **and certified English translations**.
- ☐ Copies of original language transcripts **and certified English translations**.
  [Please note that translations may be made by campus/institutional personnel, including foreign language professors; however, these translations cannot be provided by any person affiliated with the student-athlete and/or the athletics department.]

Transcript Change, You Must Also Include:

- ☐ High school policy on grade/transcript changes.
- ☐ Documentation supporting grade change (e.g., report card or grade report from term in question, grade book, letter from teacher).
- ☐ Copies of all transcripts, including original, inaccurate transcripts and updated, corrected transcripts.

WAIVER OF INITIAL ACADEMIC ELIGIBILITY REQUIREMENTS PURSUANT TO NCAA BYLAW 14.3

APPLICATION INSTRUCTIONS

2009-10 Academic Year

For Use by Member Institutions Only

I. INTRODUCTION.

Pursuant to the adoption of NCAA Bylaw 14.3.1.6 at the 1988 NCAA Convention, the NCAA membership has authorized the granting of exceptions to the initial academic eligibility requirements specified in Bylaw 14.3. This decision regarding a waiver is based on objective evidence that demonstrates circumstances in which a student's overall academic record warrants the waiver of the normal application of this regulation.

Waiver application forms must be submitted by a member institution, which shall be considered the waiver "applicant."

In the administration of this provision, the NCAA Division I Initial-Eligibility Waivers Committee or NCAA Division II Academic Requirements Committee Subcommittee on Initial-Eligibility Waivers shall consider information regarding the student-athlete's prior knowledge and notice of the provisions of Bylaw 14.3, and extenuating circumstances that precluded compliance with those provisions. In particular, the Divisions I or II committee/subcommittee will consider whether the prospective student-athlete was recruited by the applicant institution and the student-athlete's overall secondary-academic record.

Completed waiver application forms and inquiries should be directed to:

Via U.S. Postal Service:

NCAA
Academic and Membership Affairs
P.O. Box 6222
Indianapolis, Indiana 46206-6222
Facsimile: 317/968-5101

Via Overnight Delivery:

NCAA
Academic and Membership Affairs
1802 Alonzo Watford Sr. Drive
Indianapolis, Indiana 46202
Telephone: 317/917-6222

II. MINIMUM-THRESHOLD REVIEW GUIDELINES.

In order for a waiver to be considered by the committee/subcommittee, student-athletes must meet the following threshold criteria. If the application has been accepted for consideration, the committee will decide whether the waiver request will be granted, based on the merits of the particular case. Please remember that these minimum-threshold review guidelines apply to international-student waivers as well. Please review the two notes below for exceptions to threshold review guidelines.

[Note No. 1: There are no minimum-threshold review guidelines for students with education-impacting disabilities. See Section III, No. 5 for the application procedures and documentation needed by the Divisions I or II committee/subcommittee to review a waiver request for a student-athlete with a education-impacting disability.]

[Note No. 2: Waivers with extraordinary circumstances that do not meet the following minimum-threshold review guidelines may be reviewed by the Divisions I or II committee/subcommittee chair to determine whether the full Divisions I or II committee/subcommittee may review the waiver request.]

1. **Core-Course Waiver.**

   a. Division I student-athletes must present the following:

      (1) A total deficiency of not more than one core-course unit.

      (2) The core-course grade-point average and corresponding ACT or SAT score, as required in the initial-eligibility index set forth in Bylaw 14.3.1.1.1.

      (3) Satisfactory completion of graduation from secondary school.

   b. Division II student-athletes must present the following:

      (1) A total deficiency of not more than one core-course unit.

      (2) A minimum SAT score of 820 or an ACT sum score of 68.

      (3) A core-course grade-point average of at least 2.000.

      (4) Satisfactory completion of graduation from secondary school.

2. **Grade-Point Average Waiver.**

   a. Division I student-athletes must present the following:

      (1) Core courses that meet the core-course distribution requirement set forth in Bylaw 14.3.1.1.

      (2) The required core-course grade-point average that falls within .100 of the grade-point average required that corresponds with the test score in the initial-eligibility index set forth in Bylaw 14.3.1.1.1.

Example:	Test score achieved	GPA required (Index)	Minimum GPA to be reviewed
	SAT 920/ACT sum score 77	2.250	2.150
	SAT 1010/ACT sum score 86	2.000	1.900

      (3) Satisfactory completion of graduation from secondary school.

   b. Division II student-athletes must present the following:

      (1) Core courses that meet the core-course distribution requirements set forth in Bylaw 14.3.1.1.

      (2) A minimum core-course grade-point average of 1.900.

      (3) A minimum SAT score of 820 or an ACT sum score of 68.

      (4) Satisfactory completion of graduation from secondary school.

3. **Graduation-Requirement Waiver.**

   Divisions I and II student-athletes who have not satisfied the secondary-school graduation requirement must satisfy all other NCAA initial-eligibility requirements (i.e., core-curriculum, grade-point-average and test-score requirements). [Please note that a final certification is processed using a final transcript with proof of graduation. For student-athletes missing final proof of graduation, the institution will need to request that the NCAA Eligibility Center run a final certification before submitting the initial-eligibility waiver application. The only exception to this is an early-admissions program waiver.]

4. **Test-Score Deadline Waiver.**

Divisions I and II student-athletes who have not fulfilled the test-score requirement on a national testing date under standard testing conditions before initial full-time collegiate enrollment must present the following:

a. Core courses that meet the core-course distribution requirement set forth in Bylaw 14.3.1.1.

b. A minimum core-course grade-point average of 2.000 in the core-course units.

c. Satisfactory completion of graduation from secondary school.

d. A qualifying ACT or SAT score taken after initial full-time collegiate enrollment but before October 1 of the second academic year of collegiate enrollment.

5. **Transcript-Change Waiver.**

Institutions requesting a waiver based on a student-athlete's transcript change must demonstrate that with the transcript change the student-athlete would be meeting all NCAA initial-eligibility requirements.

6. **Waiver Application Deadline.**

The Divisions I or II subcommittee will not consider waiver applications received after the following deadlines:

a. October 1 of the student-athlete's second academic year of collegiate enrollment; or

b. Six months after a nonrecruited student-athlete first reports for practice or competition.

The Divisions I or II subcommittee may consider waiver applications received after the application deadlines only when:

a. Circumstances beyond the control of the institution prevent it from submitting the waiver application in a timely manner;

b. The reason for missing the deadline involves no fault of the student-athlete; and

c. The student-athlete's secondary records are available and complete.

III. APPLICATION PROCEDURES.

1. **Application Completion.**

The institution and the student-athlete must complete this application form before the Divisions I or II subcommittee's consideration of the waiver request. The application form must be signed by the student-athlete and by **two** of the following individuals of the involved institution **(one of whom must be from outside the athletics department)**: chancellor, president or faculty athletics representative **and** director of athletics or senior woman administrator.

2. **Waiver Requirements.**

All waiver applications must include the following:

a. A copy of the final Initial-Eligibility Certification Report (i.e., Web-Status Report) obtained from the Eligibility Center. It is permissible to submit the Web-generated final certification report.

b. Transcript(s) from **all** high schools attended by the student-athlete.

c. The core-curriculum requirements per Bylaw 14.3.1.1-(a) may not apply to a student-athlete who has completed secondary education in a foreign country. The academic credentials necessary for international student-athletes to satisfy the core-curriculum requirement are specified in the NCAA Guide to International Academic Standards for Athletics Eligibility. Copies of the student-athlete's original foreign credentials and English translations, as specified in the guide, must be attached to the application. Applications may not be processed until the proper documents are forwarded to the NCAA.

d. Student-athlete's statement.

3. **Transcript-Change Waiver.**

- All transcript-change waivers must include the following:

  a. A copy of the high school's policy for transcript changes. If the high school does not have a written policy, please provide a written statement from the principal indicating the procedures followed by the high school in reference to transcript revisions.

  b. Documentation supporting the grade change (e.g., copy of the report card the student-athlete received for the academic term in question, copy of the grade book and/or grade report form).

  c. Statements from the individuals involved explaining the circumstances surrounding the grade change.

  d. A copy of all transcripts issued by the high school for the student-athlete.

4. **International-Student Waiver.**

All international-student waivers must include a copy of the student-athlete's leaving certificate or senior certificate (and its certified English translation).

5. **Education-Impacting Disability Waiver.**

The following documentation must be provided with any waiver request related to a student-athlete's education-impacting disability in order for the Divisions I or II subcommittee to properly evaluate the waiver application of an education-impacting disabled student:

a. Signed copy of a professional diagnosis accompanied with diagnostic test results.

b. A copy of a current Individual Education Plan (IEP) OR a current Individual Transition Plan (ITP) OR a copy of a 504 Plan OR if the high school does not have an IEP, ITP or 504 Plan, the high school must submit a letter on school letterhead describing the accommodations provided to the student-athlete OR a letter on school letterhead entailing that accommodations were not provided to the student-athlete.

c. Student-athlete's statement.

d. Copies of all ACT and/or SAT results, indicating on the application if they were attempted as nonstandard test administration(s).

e. Letter(s) of assessment/recommendations from student-athlete's high school principal, guidance counselors and/or teachers.

[Note: The Divisions I or II subcommittee reserves the right to verify or request a second opinion/diagnosis.]

6. The Divisions I or II subcommittee may request additional pertinent information before the final determination of a case.

7. All issues regarding core-course determinations must be resolved before the waiver may be processed. The Divisions I or II subcommittee does not make core-course determinations. If a core-course decision or other issue is unresolved, please contact the high school review team at the Eligibility Center prior to institution submitting the waiver.

8. Student-athletes must have been regularly admitted by the applicant's Divisions I or II institution. The Divisions I or II subcommittee may review the application of a prospective student-athlete when the student's admission to the applicant institution is contingent on a favorable Divisions I or II subcommittee decision only if the application contains a complete summary of the student's academic record.

9. **Early-Admissions Program Waiver**.

   Institutions requesting an early-admissions program waiver per Bylaw 14.3.1.4 must demonstrate that the student-athlete left high school after the completion of his or her junior year or during the senior year to enter a member institution under an early-admission program (open to students solely on the basis of outstanding academic performance and promise) and provide the following documentation to the NCAA:

   a. Student-athlete's transcript demonstrating that the student-athlete maintained a cumulative minimum grade-point average of 3.500 (based on a maximum 4.000) for the previous four semesters and ranked in the top 20 percent of his or her class.

   b. A statement from the high school principal noting that the student-athlete has not met the requirements for high school graduation.

   c. Student-athlete's Web-Status Report demonstrating that student-athlete's only deficiency is in the area of English (i.e., the student-athlete is lacking only the fourth year of English in meeting the initial-eligibility requirements.

IV. REVIEW PROCEDURES AND POLICIES.

1. The Divisions I Initial-Eligibility Waivers Committee will be composed of four subcommittees (core course, transcript-change/grade-point average, international student and education-impacting disability). The Division II Academic Requirements Committee Subcommittee on Initial-Eligibility Waivers will hear all Division II waiver requests. Division II institutions that sponsor Division I sports must file waivers for that sport with the Division I Initial-Eligibility Waivers Committee.

2. The Divisions I or II subcommittee shall act as one unit during all meetings.

3. The Divisions I or II subcommittee shall conduct its meetings and deliberations by facsimile, teleconference, e-mail or in person.

4. The deliberation of an application shall involve Divisions I or II subcommittee members and NCAA staff members only.

5. NCAA academic and membership affairs staff on staff decisions and on subcommittee decisions shall notify applicants regarding the Divisions I or II subcommittee's determination of waiver applications and shall provide e-mail confirmation of the decision to all appropriate parties.

6. Pending the Divisions I or II subcommittee's final approval of the waiver application, student-athletes remain partial qualifiers or nonqualifiers and are subject to all applicable restrictions related to practice, competition and institutional financial aid except as permitted under the NCAA's regulations.

7. The Divisions I or II subcommittee or the academic and membership affairs staff, acting on behalf of the subcommittee, shall consider information regarding the student-athlete's prior knowledge of initial-eligibility requirements and notice of the provisions of Bylaw 14.3. In particular, the Divisions I or II subcommittee will apply a more restrictive review standard to a recruited prospective student-athlete.

8. The Divisions I or II subcommittee may direct the subsequent administration of an ACT or SAT to a student-athlete as a prerequisite for the final determination of a case, including the opportunity for an education-impacting disabled student to complete the ACT or SAT under circumstances that accommodate for the student's education-impacting disability. The subcommittee reserves the right to refuse to consider a waiver request until the institution submits results from a nonstandard ACT or SAT on behalf of the student-athlete. In the event that ACT or SAT refuses to provide nonstandard testing, a copy of the rejection letter shall satisfy this requirement.

9. If the prospective student-athlete graduates from high school on time (i.e., directly after the eighth semester) per Bylaw 14.3.1.2.1, he or she may use one additional core course completed after high school graduation per Bylaw 14.3.1.2.1.1. For Division I student-athletes, the Division I committee may consider more than one secondary-school course taken after the student-athlete's eighth semester in the consideration of a waiver application only in cases in which extraordinary circumstances exist and documentation for the circumstances has been provided. Please note that core courses must be completed in a prospective student-athlete's first eight semesters of high school per Bylaw 14.3.1.2.1.

10. **Practice While Initial-Eligibility Waiver Request Is Pending.**

An initial-eligibility waiver is considered to be pending only at the time the institution has received verification from the NCAA that all required information has been submitted and is complete.

A student-athlete who has an initial-eligibility request pending is permitted to:

a. Practice until a decision has been reached on the waiver request by the Divisions I or II subcommittee (or the academic and membership affairs staff acting on behalf of the Divisions I or II subcommittee); and

b. Receive benefits incidental to participation (i.e., room and board) until the first day of classes or until a decision has been reached on the waiver request by the Divisions I or II subcommittee (or the academic and membership affairs staff acting on behalf of the Divisions I or II subcommittee), whichever occurs first. The student-athlete, however, may not practice or receive benefits incidental to participation until the institution receives notice from the academic and membership affairs staff that a complete waiver application and all required documents have been received per official interpretation [10/19/99 Item No. 10-b (1) – (c)].

[Note: If the initial-eligibility waiver is denied by the academic and membership affairs staff or the subcommittee, practice and/or benefits incidental to participation must stop at the time of the denial and CANNOT resume, even if the institution appeals the staff or subcommittee denial.]

Recruited/Nonrecruited International Student-Athlete Policy for Division I.

A nonrecruited international student-athlete or a recruited international student-athlete who was recruited after the student-athlete's last opportunity to attempt the ACT or SAT test specified in Bylaw 14.3.1.3.1, who completes secondary studies in a foreign country and achieves a qualifying ACT or SAT score required in the initial-eligibility index in Bylaw 14.3.1.1.1 after the applicable test score deadline specified in Bylaw 14.3.1.3.1 and receives a waiver from the committee after the test score has been reported to the Eligibility Center, would be considered a qualifier during the student-athlete's first academic year in residence. Approval of this waiver is contingent on the student-athlete satisfying all applicable core-curriculum, graduation and index requirements and the submission of a qualifying ACT or SAT score attempted after the student-athlete's initial, full-time collegiate enrollment and before October 1 of the student-athlete's second year of collegiate enrollment.

11. **International Student-Athlete Policy for Division II.**

An international student-athlete who completes secondary studies in a foreign country and achieves a minimum test score of 820 on the SAT or a sum score of 68 on the ACT after the applicable test-score deadline specified in Bylaw 14.3.1.3.1 and receives a waiver from the subcommittee will be considered a qualifier during the student-athlete's first academic year in residence. Approval of this waiver is contingent on the student-athlete satisfying all applicable core-curriculum, graduation and index requirements and the submission of a qualifying

ACT or SAT score taken after the student-athlete's initial full-time collegiate enrollment and before October 1 of the student-athlete's second year of collegiate enrollment.

12. Partial Approvals.

Under certain conditions, the academic and membership affairs staff or committee may partially approve waivers of the initial-eligibility requirements in Bylaw 14.3 (e.g., a student-athlete may receive athletically related financial aid and/or practice, but may not engage in intercollegiate competition during the initial academic year in residence).

13. Waivers Involving Violations of Bylaw 14.3.

When it appears that a student-athlete who is the subject of a waiver application has competed, practiced or received financial aid in violation of Bylaws 14.3.1 or 14.3.2, the Division I or II subcommittee may consider the application independently of the NCAA Divisions I or II Committees on Student-Athlete Reinstatement. The implementation of a waiver granted by the Divisions I or II subcommittee, in such instances shall be subject to the independent review of the Divisions I or II Committees on Student-Athlete Reinstatement in accordance with Bylaw 14.11.4.2. Accordingly, the applicant shall not participate (or return to participation) in intercollegiate athletics (competition or practice) or receive institutionally administered financial assistance before the Division I or II subcommittee's approval of the waiver and reinstatement of the applicant's eligibility by the Division I or II Student-Athlete Reinstatement Committee.

The institution is subject to the NCAA enforcement process for permitting a student-athlete to compete, practice or receive financial aid while ineligible to do so.

The committee or academic and membership affairs staff may refer cases to the enforcement staff when circumstances indicate culpable conduct by an institution regarding the dissemination for the initial-eligibility requirements.

14. Waivers Involving Misadvisement and/or Misapplication of Initial-Eligibility Rules.

An institution should demonstrate that a prospective student-athlete relied, in good faith, on incorrect information specifically related to initial-eligibility requirements given by someone who specifically had authority to do so and who claims responsibility for his or her actions. The institution's chancellor or president also is put on notice regarding the actions of the athletics department staff and provides information related to the steps the institution is taking to rectify the situation.
Additionally, the institution is required to put procedures in place to avoid such situations in the future, which benefits prospective student-athletes.

a. The institution must submit a written statement of explanation from the person or persons responsible for providing erroneous information about initial-eligibility requirements. This statement needs to summarize the information given to the prospective student-athlete.

b. If available, contemporaneous documentation demonstrating the misadvice (e.g., notes, phone logs).

c. A written statement from the student-athlete in question demonstrating whether the prospective student-athlete, in good faith, relied on the erroneous information about initial-eligibility requirements to his or her detriment.

d. A written statement from the institution regarding its actions to educate the prospective student-athlete and/or high school personnel about the initial-eligibility requirements.

   Additionally, if the misinformation or misadvisement was provided by institutional personnel, the institution must submit a written plan regarding the steps being taken to avoid such problems in the future. This plan is a prerequisite for processing a waiver involving institutional misadvisement. Such a plan may include, but is not limited to:

(1) Education sessions with coaches and other personnel who have a role in counseling prospective student-athletes about initial-eligibility requirements.

(2) Early placement of prospective student-athletes on the Institutional Request List (IRL) to identify potential deficiencies early per Division I Bylaw 13.3.3.

(3) Work with a prospective student-athlete's high school to obtain necessary records for certification.

(4) No sole reliance on other entities (e.g., high school) for information.

(5) Careful evaluation of the prospective student-athlete's transcript throughout the recruiting process to ensure that courses are acceptable and compare courses to the high school's list of NCAA-approved core courses.

(6) Review prospective student-athlete's class schedule to ensure the prospect is taking courses to fulfill core-course distribution.

(7) Encourage the prospective student-athlete to make additional attempts at the SAT and/or ACT in order to meet the initial-eligibility index.

If an institution files a second waiver citing misadvisement, the institution must submit a letter regarding the reasons the plan was not successful. Additionally, the chancellor or president of the institution will be informed in writing. The letter will include a chronology of actions by the individual who provided the misadvice.

e. In a case in which the institution is citing misadvisement by the high school, written documentation from the person at the high school who provided the incorrect information specific to initial-eligibility requirements must be included. High school administrators also should explain on high school letterhead the steps it has taken to avoid future errors, as well as a statement from the student-athlete in question demonstrating how the prospective student-athlete, in good faith, relied on the erroneous information about initial-eligibility requirements to his or her detriment. Lack of advisement regarding initial-eligibility requirements from high school personnel will not be considered mitigation for a waiver. In addition, misadvice in this instance cannot be alleged if the person or persons at the high school were advising a student-athlete regarding meeting high school graduation requirements, even if those conflict with initial-eligibility requirements.

15. Resubmission Policy.

The Divisions I or II subcommittee will review the same case more than once only if the institution submits new information related to the student-athlete's academic and/or institutional records. New information is limited to information that was unavailable to the filing institution at the time the original appeal was filed. Please note that institutions should submit all relevant information at the time of initial filing and not intentionally withhold information germane to the facts presented in the waiver. Additional/new factual information identified by the institution after the initial decision will necessitate additional review by the academic and membership affairs staff and may delay the decision on the waiver.

16. Appeals.

a. All appeals must be filed within 30 days of the academic and membership affairs staff or Divisions I or II subcommittee decision. Decisions made by the Division I Initial-Eligibility Waivers Committee may be appealed to the NCAA Division I Academic Cabinet. Decisions made by the NCAA Division II Academic Requirements Committee Subcommittee on Initial-Eligibility Waivers may be appealed to the NCAA Division II Management Council.

b. The academic and membership affairs staff shall notify the involved institution of the cabinet/Management Council's decision and shall provide a written confirmation of its decision.

c. Additional/new factual information identified by the institution after the initial decision will necessitate additional review by that staff and may delay the decision on the waiver.

17. Waiver Communication Information.

All communication regarding a waiver request must be directed to the academic and membership affairs staff or the chair of the appropriate Divisions I or II subcommittee as specified. Please do not contact other Divisions I or II subcommittee members regarding appeals that will come before the Divisions I or II subcommittee or after the Divisions I or II subcommittee's action.

Indicate type of waiver. Check all that apply:

Division I- Credit Hour ☐ Grade-Point Average ☐ Percentage of Degree ☐ Other ☐

Less Than Full-Time Enrollment (Disability) ☐ Less Than Full-Time Enrollment (Other) ☐

Division II- Credit Hour ☐ Grade-Point Average ☐ Other ☐

Less Than Full-Time Enrollment (Disability) ☐ Less Than Full-Time Enrollment (Other) ☐

WAIVER OF PROGRESS-TOWARD-DEGREE REQUIREMENTS PURSUANT TO NCAA BYLAW 14.4 and 14.1

WAIVER APPLICATION

2009-10 Academic Year

For Use by Member Institutions Only

This application must be completed and all required documentation noted in Attachment A must be submitted before the NCAA Division I Academics/Eligibility/Compliance Cabinet, NCAA Division I Committee on Progress-Toward-Degree Waivers or NCAA Division II Academic Requirements Subcommittee on Progress-Toward-Degree Waivers may process the waiver request. **Please note that the NCAA academic and membership affairs staff has seven calendar days to process a complete waiver request and render a decision. Please type or print.**

For Division I only, *the staff/committee/subcommittee will not consider waiver applications filed on behalf of a student-athlete if that student-athlete's eligibility will not be directly affected by the outcome of the waiver decision (e.g., no remaining eligibility, no longer in college). The progress-toward-degree waiver process is intended to address academic eligibility issues specific to a particular student-athlete. Cases filed for purposes other than this will not be considered by the staff/committee/cabinet (e.g., case filed for the purpose of increasing a team's NCAA Division I Academic Progress Rate) unless the following conditions are met:*

- *Circumstances beyond the control of the institution prevented timely submission of the waiver;*
- *The reason for missing the filing deadline involved no fault of the student-athlete; and*
- *The supporting documentation for the waiver is available and complete.*

1. Applicant institution:_____ Conference:_____
2. Sport:_____ Division (of sport):_____
3. Student-athlete's name:_____
4. Student-athlete's SSN:_____ Institutional ID:_____
5. Seasons of competition remaining:_____
6. Student-athlete's next scheduled contest or date of competition:_____
7. Student-athlete's status:

   Date of initial collegiate enrollment:_____

   Date of initial collegiate enrollment at applicant institution, if different:_____
8. Date of discovery of the deficiency: _____
9. Reason waiver is being requested.

a. Bylaw 14.4 deficiency/Bylaw 14.1 request.

(1) Please list the number of credit hours or grade points the student-athlete is deficient:_____.

(2) Please specify what bylaw(s) the student-athlete does not meet (list all that apply) (e.g., deficiency meeting the six-hour requirement).

_____

(3) If the request is for less than full-time enrollment, please indicate the number of credit hours in which the student-athlete will be enrolled:_____

b. Special/mitigating circumstances.

Please explain in detail in an attached letter the circumstances that precluded the student-athlete's fulfillment of the progress-toward-degree requirements specified in Bylaw 14.4 or the basis for the request for less than full-time enrollment specified in Bylaw 14.1. Please attach to this application any additional supportive documentation the institution would like the Division I or II staff/committee/subcommittee to consider regarding these circumstances (e.g., affidavits, letters of corroboration or explanation, medical records), including what measures the student-athlete took to meet the requirements. **Please refer to Attachment A, No. 4 in the event the mitigating circumstances involve misadvisement.**

10. Please list the student-athlete's designated degree program (if one has been declared):

_____

How many credit hours in the student-athlete's degree program are required for graduation?

_____ semester hours **or** _____ quarter hours.

Program length per official institutional catalog (please check one):

☐ Four years ☐ Five years ☐ Other (please explain):_____

11. Please list any other degree programs previously declared and indicate the official date of this change:

Degree Program	Effective Date	Number of Credit Hours in Program

12. On the following page, please list in chronological order the student-athlete's entire collegiate educational and participation history. **This must be completed in full and totaled.** (Attach copies of official transcripts from all institutions attended by the student-athlete to verify this information.) Please list information on a term-by-term basis. If more space is needed, please attach additional information using the same chart format.

[NOTE: When completing the chart on the following page, credits used to satisfy progress-toward-degree requirements are credits acceptable toward the current designated degree program, as opposed to the credits that were applicable to the designated degree in the term in which they were earned. In cases where a change in degree program is being presented as mitigation, please complete two grids, one indicating hours applicable to the current degree and one indicating hours applicable to the previous degree.]

Please note the following symbol references:

SSI – 1st Summer session;
SSII – 2nd Summer session;
F – Fall semester/quarter;
W – Winter quarter or intersession (e.g., J-term); and
S – Spring semester/quarter.

Academic term (example: fall 2005)	Institution	Full time/ Part time	Two-year/ Four- year institution	Credits attempted	Total term credits earned	Credits that meet progress-toward-degree requirements (as of that term)	Credits that meet percentage-of-degree requirements (as of date of request, if applicable)	Term grade-point average	Did the student-athlete compete? Yes/No
SS1									
SS2									
F									
W									
S									
SS1									
SS2									
F									
W									
S									
SS1									
SS2									
F									
W									
S									
SS1									
SS2									
F									
W									
S									
SS1									
SS2									
F									
W									
S									
Totals *									

*Please total all columns.

Student-athlete's grade-point average used for eligibility certification:_____

Total credits earned toward the student-athlete's declared degree:_____

13. Verification.

THE SIGNATURES OF THE FOLLOWING INDIVIDUALS ARE REQUIRED FOR ALL WAIVER REQUESTS:

The undersigned understands that it is a violation of Bylaw 10.1 to knowingly furnish fraudulent academic credit, false transcripts or misleading information.

_____	OR	_____
Director of Athletics		Senior Woman Administrator
	AND	
_____	OR	_____
Faculty Athletics Representative		Chancellor/President

Name and title of institutional contact person: _____

_____

(Note: All correspondence regarding this waiver will be directed to the contact person.)

Telephone number:_____

Fax number:_____

E-mail address:_____

Within 72 hours (three-working days) of receipt of waiver, the contact person will be notified via e-mail to confirm receipt of the waiver, identify any missing information and provide the name of the staff member handling the waiver. Requests regarding the status of the waiver are discouraged within the 72-hour period (three-working days).

To be completed by student-athlete. The undersigned understands that it is a violation of Bylaw 10.1 to knowingly furnish fraudulent academic credit, false transcripts or misleading information.

Buckley Statement. I give my consent to disclose only to authorized representatives of this institution, its athletics conference (if any) and the NCAA, any documents or information pertaining to my NCAA eligibility. Additionally, I give my consent to the NCAA to disclose personally identifiable information from my education records to a third party (including but not limited to the media) in order to explain the NCAA's decision regarding

this waiver request, without such disclosure constituting a violation of my rights under the Family Educational Rights and Privacy Act.

Signature (student-athlete): _____ Date: _____

Student-athlete's address: _____

Student-athlete's city/state/zip: _____

Please note that all notification relative to this waiver request will be sent by e-mail. Please provide information for the following:

Director of Athletics: _____ E-mail address: _____

Telephone Number: _____ Fax number: _____

Conference Commissioner: _____ E-mail address: _____

Telephone Number: _____ Fax number: _____

***Please fax completed waiver application and supporting documents to:**
Academic and Membership Affairs at 317/917-6962.

DOCUMENTATION

1. Standard documentation (to be provided unless staff indicates otherwise):

   a. A completed progress-toward-degree waiver application;

   b. Written evidence (e.g., letters or statements) of the compelling mitigating circumstance(s) supporting the waiver request;

   c. Written documentation supporting the mitigation asserted by the institution;

   d. A copy of the student-athlete's current official transcript and official transcripts from all previous institutions attended (print-screen transcripts will not be accepted); and

   e. An academic-recovery plan, designed by the institution, that demonstrates how the student-athlete's individual efforts, course-schedule planning (including consideration of academic- and athletics-related time demands) and use of academic resources (including the use of support services and other accommodations for education-impacting disabilities) will correct the student-athlete's academic-eligibility deficiencies. An acceptable academic-recovery plan should demonstrate that the student-athlete is able to graduate within five years of full-time enrollment. Both the student-athlete and an institutional representative with academic oversight must sign the student-athlete's academic recovery plan. (See Attachment B for an example academic-recovery plan.)

2. To be provided if requested by NCAA staff to support the waiver request:

   a. Description of the designated degree requirements as found in the academic catalog;

   b. Degree audit; and

   c. Current course-enrollment list.

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

   a. If requesting a less than full-time enrollment waiver for a student-athlete with a current impairment that has substantial educational impact on the student-athlete's academic performance, 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 current impairments that have a substantial educational impact on the student-athlete's academic performance. [Note: The committee/cabinet 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 current impairment that have a substantial educational impact on the

student-athlete's academic performance, 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 current impairment that has a substantial educational impact on the student-athlete's academic performance 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/cabinet reserves the right to request a second opinion or diagnosis.]

   (2) A copy of the student-athlete's recommended accommodations, if applicable.

   (3) 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., psychiatrist, psychologist).

f. 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.

   (1) 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.

   (2) 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.

4. Additional documentation must be provided when evaluating waiver applications submitted by member institutions that cite **misadvisement, lack of advisement and/or misapplication of the progress-toward-degree regulations** as a mitigating circumstance.

a. Documentation of misadvisement.

(1) A written statement of explanation from the person(s) responsible for providing erroneous information. This statement needs to summarize the information given to the student-athlete. In the event the individual responsible for the misadvisement is not available, the institution should submit a statement from the individual's supervisor including an explanation as to the reason(s) the individual is not available (e.g., no longer employed, etc.).

(2) If available, contemporaneous documentation demonstrating misadvice (e.g., notes, phone logs).

(3) A written statement from the student-athlete in question demonstrating whether the student-athlete, in good faith, relied on the erroneous information to his or her detriment. The statement should include a chronology of events.

(4) A written statement from the institution regarding its actions to educate the student-athlete about the progress-toward-degree requirements.

(5) Previously submitted institutional recovery plans, if the institution has submitted a progress-toward-degree waiver based on misadvisement in the past.

b. Institutional-recovery plan.* A written institutional-recovery plan regarding steps being taken by the institution to ensure proper advisement and avoid such problems in the future. Such a recovery plan may include but is not limited to:

(1) Educational initiatives to be conducted by the institution relative to student-athletes and personnel who have a role in providing academic advisement to student-athletes.

(2) Development of corrective actions to ensure that the student-athlete will receive proper academic advisement relative to the evaluation of student-athlete's degree programs and course selection and the evaluation of the student-athlete's transcript to ensure courses are acceptable for satisfying the progress-toward-degree requirements.

(3) The plan must be signed by the athletics representative with academic oversight for student-athletes, the director of athletics and the faculty athletics representative. If the misadvisement, lack of advisement and/or misapplication of the progress-toward-degree regulations was committed by another staff member (e.g., a coach), that person should also sign the institutional recovery plan.

*** Please note that institutional-recovery plans submitted with waivers citing misadvisement, lack of advisement and/or misapplication of the progress-toward-degree regulations as mitigation are kept on file at the NCAA national office. These plans are referenced when considering other progress-toward-degree waivers submitted by the same institution citing misadvisement, lack of advisement and/or misapplication of the progress-toward-degree regulations as mitigation. Should an institution assert misadvisement in multiple years, the staff will review institutional recovery plans. If a plan was submitted by an institution and then not followed in a future year, the president or chancellor will be notified that the institution has an advisement issue.**

Academic-Recovery Plan

1. An academic-recovery plan for a student-athlete needs to be designed by the institution and demonstrate how the student-athlete's individual efforts, course-schedule planning (including consideration of academic-related and athletics-related time demands) and use of academic resources (including the use of support services and other accommodations for education-impacting disabilities) will correct his or her academic-eligibility deficiencies.

2. An acceptable academic-recovery plan also needs to demonstrate that the student-athlete is able to graduate within five years of initial full-time enrollment, including a term-by-term scheduling of courses to the greatest extent possible.

3. When designing the academic-recovery plan, an institution should consider the student-athlete's historical academic achievement to ensure that the plan is realistic and achievable.

4. Both the student-athlete and an institutional representative with academic oversight (e.g., faculty athletics representative, director of academic support services, etc.) must sign the plan.

5. The NCAA staff/committee/cabinet may request that additional information be included in the plan as needed.

6. The staff/committee/cabinet may consider academic-recovery plans for student-athletes that deviate from the requirement that student-athletes graduate within five years of full-time enrollment. These plans will be accepted on a case-by-case basis when warranted by the particular facts of the waiver.

SAMPLE ACADEMIC-RECOVERY PLAN

MEMORANDUM

Department of Athletics
Student-Athlete Support Services

TO: NCAA Division I Progress-Toward-Degree Waivers Committee
NCAA Division II Academic Requirements Subcommittee on Progress-Toward-Degree Waivers.

FROM: Faculty Athletics Representative/Director of Academic Services.

DATE: Current.

SUBJECT: Academic-Recovery Plan for John Doe.

John Doe will enroll in 12 to 15 hours over the next several terms to complete his graduation requirements within five years of enrollment. In order to support his classroom endeavors, he must do the following (for example):

1. Meet with his academic counselor once a week.

2. Attend 10 hours per week in a structured learning environment that will consist of supplemental instruction, individual tutoring and monitored study time. When his grade-point average reaches 2.300, his mandatory attendance will be reduced to six hours.

3. Record academic scores and grades to assist in monitoring academic performance as determined by his advisor.

4. Attend all classes (including labs) unless excused for athletics travel or other circumstances approved by his advisor.

5. Use all accommodations as prescribed by the institution's Office of Disability Services or similar entity (if applicable).

The student-athlete support services will remain committed to the academic progress of Mr. Doe, with the goal of achieving graduation within the scholarship time limitations outlined by the NCAA.

[NOTE: Institutions may self impose penalties or sanctions for noncompliance.]

SAMPLE ACADEMIC-RECOVERY PLAN

JOHN DOE ACADEMIC-RECOVERY PLAN

Attached are Mr. Doe's current transcripts and degree plan. This academic forecast is based on the assumption that Mr. Doe will successfully complete the 12 hours he is presently enrolled for the spring term and a review of hours taken in previous semesters. The elective requirements allow some flexibility in scheduling for unforeseen circumstances.

To complete his degree, Mr. Doe must complete 58 hours. His hours include:

EH 208	Classics World Literature	3 Credits
PPy 101	Intro to Philosophy	3 Credits
MS 110	Mathematics of Change & Motion	3 Credits
HUM	Humanities	3 Credits
IS	International Studies	3 Credits
GEO 231	PHSY GEO: Weather	3 Credits
GEO 420	Methods of Social Research	3 Credits
GEO 425	Survey Research Methods	3 Credits
GEO	Applied Geography/Independent Study	3 Credits
GEO	GEO Elective	3 Credits
SCH	Speech	3 Credits
	Electives	25 Credits
		58 Credits

SUMMER 05

EH 208	3 Credits
MS 110	3 Credits
Elect.	1 Credits
	7 Credits

FALL 05

GEO 231	3 Credits
GEO 425	3 Credits
Elect.	3 Credits
Elect.	3 Credits
Elect.	3 Credits
	15 Credits.

SPRING 06

SCH	3 Credits
Elect.	3 Credits
Elect.	3 Credits
Elect.	3 Credits
Elect.	3 Credits
	15 Credits

SUMMER 06

PPy 101	3 Credits
IS	3 Credits
	6 Credits

FALL 06

Hum	3 Credits
Ind.St	3 Credits
Elect.	3 Credits
Elect.	3 Credits
Elect.	3 Credits
	15 Credits

TERM TOTALS

SUM 04	7 Credits
FALL 04	15 Credits
SPR 05	15 Credits
SUM 05	6 Credits
FALL 05	15 Credits
	58 Credits

By signing this plan, I understand that it must be completed as outlined. Failure to do so could result in additional progress-toward-degree deficiencies. Any future progress-toward-degree waivers will include a review of this plan to determine if it was followed.

_____ _____
Student-Athlete Signature Date

_____ _____
Institutional Representative with Academic Oversight Date

_____ _____
Other (optional) (e.g., coach, director of athletics) Date

The National Collegiate Athletic Association
May 18, 2009 KEY:hrc

WAIVER OF PROGRESS-TOWARD- DEGREE REQUIREMENTS PURSUANT TO NCAA BYLAW 14.4.3 AND FULL-TIME ENROLLMENT REQUIREMENTS PURSUANT TO BYLAW 14.1

APPLICATION INSTRUCTIONS

2009-10 Academic Year

For Use by Member Institutions Only

I. INTRODUCTION

The NCAA membership has authorized the granting of exceptions to the progress-toward-degree academic eligibility requirements specified in NCAA Bylaw 14.4.3 and full-time requirements specified in Bylaw 14.1. The decision regarding a waiver is based on objective evidence that demonstrates compelling mitigating circumstances along with a reasonable expectation that the student-athlete will successfully complete graduation requirements within five years of initial collegiate enrollment.

Waiver application forms must be submitted by an institution, which shall be considered the waiver "applicant." All communication will take place between the staff and the applicant institution. The NCAA staff will not communicate with third parties unless authorized to do so by the applicant. Such authorization must include a signed Buckley statement expressly granting permission for the staff to communicate with the third party.

Complete waiver application forms and inquiries should be directed to:

via U.S. Postal Service

NCAA Academic and Membership Affairs – PTWD
P.O. Box 6222
Indianapolis, Indiana 46206-6222
317/917-6222 (telephone)
317/917-6962 (facsimile)

via private carrier:

NCAA Academic and Membership Affairs - PTDW
NCAA Distribution Center
1802 Alonzo Watford Senior Drive
Indianapolis, Indiana 46202
317/917-6222 (telephone)
317/917-6962 (facsimile)

II. THRESHOLD REVIEW GUIDELINES

In order for a waiver to be considered by the NCAA academic and membership affairs staff, NCAA Division I Academic Cabinet, NCAA Division I Committee on Progress-Toward-Degree Waivers or the NCAA Division II Academic Requirements Subcommittee on Progress-Toward-Degree Waivers, student-athletes must meet the following threshold criteria. If the application has been accepted for consideration, the staff/committee/subcommittee will decide whether the waiver request will be granted, based on the merits of the particular case. Please review the notes below for exceptions to threshold review guidelines.

- **Waiver Application Threshold.** For Division I only, the staff/committee/cabinet will not consider waiver applications filed on behalf of a student-athlete if that student-athlete's eligibility will not be directly affected by the outcome of the waiver decision (e.g., no remaining eligibility, no longer in college). The progress-toward-degree waiver process is intended to address academic eligibility issues specific to a particular student-athlete. Cases filed for purposes other than this will not be considered by the staff/committee/subcommittee (e.g., case filed for the purpose of increasing a team's NCAA Division I Academic Progress Rate) unless the following conditions are met:

  (1) Circumstances beyond the control of the institution prevented timely submission of the waiver;

  (2) The reason for missing the threshold deadline involved no fault of the student-athlete; and

  (3) The supporting documentation for the waiver is available and complete.

III. APPLICATION PROCEDURES

A. The institution and the student-athlete must complete this application form before the Division I or II staff/committee/subcommittee's consideration of the waiver request. The application form must be signed by the student-athlete and by **two** of the following individuals at the involved institution **(one of whom must be from outside the athletics department)**: chancellor/president or faculty athletics representative **and** director of athletics or senior woman administrator.

B. All waiver applications must include the following:

  (1) Complete and accurate academic grid (Item No. 12);

  (2) Official transcript(s) from all collegiate institutions attended by the student-athlete; and

  (3) Documentation/evidence supporting the mitigation related to the student-athlete's deficiency.

C. Student-athletes with education-impacting disabilities:

Each institution that submits a waiver request for less than full-time enrollment on behalf of a student-athlete with education-impacting disabilities must provide objective evidence that the institution already has concluded that the student-athlete may be enrolled in a specific number of hours, which is less than full time for a regular student-athlete, to compensate for his or her disability but still is considered to be enrolled full time by the institution. This also will be demonstrated, in part, by a written policy, applicable to all students, which specifies both the

institution's commitment to serve student-athletes with disabilities, and the nature and extent of institutional resources and programs available for this purpose.

After the adoption of 1995 NCAA Convention Proposal No. 5, the NCAA Division II Academic Requirements Committee developed the following guidelines for administering its waiver authority under Bylaws 14.1.8.2.2.1.3 (full-time enrollment) and 14.4.3.8 (progress-toward-degree). In administering these guidelines, the appropriate committee or cabinet intends that the legitimate needs of student-athletes with education-impacting disabilities will be met through a **combination** of institutional commitments and accommodations and appropriate adjustments of Association-wide academic standards. Normally, the staff/committee/cabinet will consider waivers of the Association's academic requirements **only** when the petitioning institution is able to demonstrate a significant institutional commitment to the academic success of the student-athlete with an education-impacting disability, as well as the student-athlete's commitment to make use of any accommodations offered by the institution under the guidance of the institution's office of disability services or other similar authority.

The staff/committee/cabinet's waiver authority relates solely to those circumstances in which the institution has defined the student-athlete's full-time enrollment to be less than 12 hours to compensate for the student-athlete's education-impacting disability. The staff/committee/cabinet must receive objective, written evidence from an appropriate institutional academic authority (e.g., registrar) to support this fact (please attach documentation with the waiver application). The staff is permitted to allow for enrollment in not less than nine credit hours for requests from Division I institutions. For enrollment in fewer than nine credits hours, requests must be made to the Academic Cabinet.

Although circumstances may vary from case-to-case, the staff/committee/cabinet tends to favor waiver requests to provide accommodations for student-athletes with education-impacting disabilities to meet the Association's academic standards. As a result, for example, waivers of the full-time enrollment requirement for one or more terms would not generally be associated with waivers of the credit-hour requirement. In particular, the additional use of summer-school credits to meet annual academic requirements (i.e., "12/24-hour" requirement) will allow the student-athlete to meet this standard while carrying a reduced course load during the student-athlete's playing season. Only when summer-school enrollment has been shown to be insufficient would waivers of the percentage-of-degree progress requirements normally be considered.

Waivers may be requested and granted for specified or indefinite periods. The staff/committee/cabinet reserves the right to review waivers granted for indefinite periods to ensure that continuing relief from the Association's academic requirements is warranted.

IV. REVIEW PROCEDURES AND POLICIES

A. The Division I Academic Cabinet and the Division II Academic Requirements Committee have authorized the NCAA academic and membership affairs staff to make all initial decisions regarding waivers of progress-toward-degree legislation, with some legislation exceptions that are heard only by the Division I Academic Cabinet. Division I appeals are considered by the Progress-Toward-Degree Waiver Committee, with the Division I Academic Cabinet the final appellate body. In Division II, appeals are considered by the Academic Requirements Committee.

B. The committee/cabinet shall conduct its meetings and deliberations by facsimile, telephone conference, e-mail or in person.

C. The deliberation of an application shall involve committee/subcommittee members and academic and membership affairs staff members only.

D. Academic and membership affairs staff members shall notify applicants regarding the staff/committee/cabinet's determination of waiver applications and shall provide written confirmation of the decision to all appropriate parties.

E. Pending the staff/committee/cabinet's final approval of the waiver application, student-athletes remain ineligible for competition.

V. RECONSIDERATION POLICY

- The staff/committee/cabinet will review the same case more than once only if the institution submits new information related to the student-athlete's academic and/or institutional records. New information is limited to information that was unknown at the time the original appeal was filed.

VI. APPEALS

A. In order to appeal a staff decision, the involved institution must submit a written notice of appeal to be received in the national office not later than 30 days after it has received notification of the staff decision. The written notice of appeal must identify the specific ground(s) on which it is based.

B. Any request for appeal filed after 30 days must include an explanation of why the appeal was not filed within the prescribed time limit. The chair of the appropriate committee shall determine whether any appeal filed beyond 30 days shall be heard.

C. In each appealed case, the NCAA staff shall provide the appellate body with a written report setting forth the basis for its decision. The report shall identify the relevant NCAA rules and interpretations and shall specify the information and any precedent relied on by the staff in reaching its decision.

D. The appellate body shall expeditiously reach a decision. The academic and membership affairs staff shall notify the involved institution and shall provide a written confirmation of the decision.

E. If, in reviewing the appeal, the committee concludes that new information that was not made available to the staff at the time the initial decision was reported, and that the information is of such importance in the judgment of the appropriate committee, to make a different result reasonably probable, the case shall be remanded to the staff for further review.

F. Please note that if an academic and membership affairs staff member partially/conditionally approved a waiver request that is then appealed to the committee, the committee may not overturn the staff's partial/conditional approval.

All communication regarding a waiver request must be directed to the academic and membership affairs staff or the chair of the appropriate committee/cabinet. Please do not contact other committee/cabinet members regarding appeals that will come before or after the committee/cabinet's action.

VII. WAIVERS INVOLVING MULTIPLE STUDENT-ATHLETES

Institutions seeking relief from the progress-toward-degree requirements for multiple student-athletes involved in analogous scenarios (e.g., study-abroad programs, cooperative education, unforeseen mitigating circumstances) may submit a single waiver request including a summary of each respective student-athlete's academic record (in lieu of a progress-toward-degree waiver application). In anticipation of such requests seeking relief, the cabinet or committee directs the academic and membership affairs staff and the committee to review such requests as outlined below.

- Procedural Guidelines.

  (1) Institutions may submit a summary of each student-athlete's academic record in lieu of a progress-toward-degree waiver application. This summary may be provided via letter, memorandum or e-mail.

  (2) Institutions are required to submit a copy of each student-athlete's current official transcript.

  (3) A description of the mitigating circumstances surrounding the institution's request must be provided, as well as any documentation necessary to demonstrate the circumstances.

  (4) The staff/committee/cabinet reserve(s) the right to request a completed progress-toward-degree waiver application on behalf of any individual student-athlete and may require institutions to submit additional documentation before rendering any final decisions.

VIII. STAFF ANALYSIS

All Division I waiver decisions will be made pursuant to a directive approved by the cabinet or committee. [Attachment A]

As referenced in the directive, the staff is directed to calculate a quality-point-analysis when reviewing all Division I progress-toward-degree waivers. This is one tool the staff uses, and in itself does not predict the likelihood of granting a waiver. Information about the quality-point-analysis is attached. [Attachment B]

NCAA Division I Academic Cabinet
Directive Regarding the Standard of Review
of Progress-Toward-Degree Waivers

1. Background.

Effective fall 2003 and thereafter, an NCAA Division I student-athlete enrolling in his or her first full-time term of collegiate attendance is required to complete increased minimum progress-toward-degree requirements to earn eligibility for competition. In anticipation of waiver requests seeking relief from these standards, the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility drafted this directive to provide guidance to the NCAA academic and membership affairs staff and the NCAA Division I Committee on Progress-Toward-Degree Waivers as outlined below, with the understanding that both entities may use discretion in the application of this directive. Further, exceptions to this directive may be applied by the staff, the committee and/or the cabinet when warranted by the circumstances of a specific case.

This directive is now reviewed annually by the NCAA Division I Academic Cabinet.

2. Guiding Principle.

Institutions seeking a progress-toward-degree waiver on behalf of a student-athlete for relief of NCAA Bylaws 14.4.3.1-(a) (24/36 credit hours), 14.4.3.2 (40/60/80 percentage of degree), 14.4.3.2.1 (33/50/67 percentage of five-year degree), 14.4.3.3.1 (90/95/100 grade-point average), 14.4.3.1-(b) (18/27 hours earned during regular academic year), 14.4.3.1-(c) (six hours earned per academic term) and/or 14.1.10.2 (eligibility for postseason competition—between terms) must present evidence of compelling mitigating circumstances along with a reasonable expectation for the student-athlete to recover academically for the waiver request to be granted. Such waivers will be reviewed under the presumption of a good-faith effort on the part of the student-athlete and his or her institution toward completion of the student-athlete's collegiate degree within five years of the student-athlete's full-time enrollment, unless and until circumstances surrounding the waiver request indicate otherwise.

Additionally, institutions seeking a waiver of full-time enrollment for a student-athlete pursuant to Bylaws 14.1.8.1.8 (12-hour requirement for practice) and 14.1.8.2.7 (12-hour requirement for competition) must present evidence of specific mitigating circumstances as outlined by the legislation along with a reasonable expectation for the student-athlete to maintain appropriate academic progress as dictated by progress-toward-degree legislation for the waiver request to be granted. Such waivers will be reviewed under the presumption of a good-faith effort on the part of the student-athlete and his or her institution toward completion of the student-athlete's collegiate degree within five years of the student-athlete's full-time enrollment, unless and until circumstances surrounding the waiver request indicate otherwise.

3. Threshold for Review.

The student-athlete's academic record, including any deficiencies, in existence at the time of the waiver shall be reviewed through analysis of the student-athlete's cumulative total of quality points (as determined by the multiplication of grades and credits earned). If the analysis of the student-athlete's quality-point analysis total predicts he or she has less than 25 percent chance of graduating, then the waiver shall be denied by staff for failure to meet the threshold for review of a progress-toward-degree waiver case.

4. Staff Approvals.

The staff is granted the authority to approve waivers of the progress-toward-degree requirement(s) based on a review of some or all of the following information:

a. A quality-point analysis indicating the student-athlete has a greater than 50 percent chance of graduating within five years of initial full-time collegiate enrollment;

b. A reasonable academic-recovery plan, signed by both the student-athlete and an institutional representative; and

c. Documented compelling mitigating circumstances surrounding the waiver request (Section No. 7).

The staff is granted the authority to approve requests for less than full-time enrollment (not less than nine credit hours) based on a review of some or all of the following information:

a. A quality-point analysis indicating the student-athlete has a greater than 50 percent chance of graduating within five years of initial full-time collegiate enrollment;

b. Documented compelling mitigating circumstances surrounding the waiver request (Section Nos. 7 and 9); and

c. Case precedent as established previously by the Academic/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility and now by the NCAA Division I Academic Cabinet Subcommittee on Progress-Toward-Degree Waivers.

5. Staff Denials.

The staff is granted the authority to deny waivers of the progress-toward-degree requirement(s) based on a review of the following information:

a. A 25 percent (or lower) chance of graduation, based on the student-athlete's quality-point analysis;

b. The absence of mitigating circumstances (Section No. 7);

c. Any previous reviews of the student-athlete's academic progress through the progress-toward-degree waiver process; and

d. Clear case precedent warranting denial of the appeal.

6. Documentation.

Institutions are required to provide the following supporting documentation with waiver requests:

a. Standard documentation (to be provided unless staff indicates otherwise):

(1) A completed progress-toward-degree waiver application;

(2) Letters or statements from the institution and student-athlete explaining the reasons for the deficiency;

(3) Evidence of the compelling mitigating circumstance(s) supporting the waiver request; and

(4) A copy of the student-athlete's current official transcript and official transcripts from any previous institutions (print-screen transcripts will not be accepted).

b. To be provided if needed (or if requested by NCAA staff) to support waiver request:

(1) Description of the degree major as found in the academic catalog;

(2) Degree audit;

(3) Current course enrollment list;

(4) An academic-recovery plan, designed by the institution, that demonstrates how the student-athlete's individual efforts, course schedule planning (including consideration of academic- and athletics-related time demands) and use of academic resources (including appropriate accommodations for any education-impacting disability) will correct his or her academic eligibility deficiencies. An acceptable academic-recovery plan also will demonstrate that the student-athlete is able to graduate within five years of full-time enrollment, and the plan must be signed by both the student-athlete and an institutional representative with academic oversight for the student-athlete;

(5) An institutional-recovery plan in cases of misadvisement or lack of advisement (Section No. 8); and

(6) Documentation of an education-impacting disability impacting the student-athlete's academic performance (Section No. 9).

7. Mitigating Circumstances.

a. Circumstances which may be considered as compelling mitigating circumstances and supported by objective documentation shall include, but are not limited to, the following:

(1) Hardship;

(a) Situations clearly supported by contemporaneous documentation, which indicate that the student-athlete was unable to complete the progress-toward-degree requirement as a result of significant physical or mental circumstances suffered by the student-athlete, family member or others on whom the student-athlete is dependent;

(b) Extreme financial difficulties as a result of a specific event (e.g., layoff, death in the family) experienced by the student-athlete or by an individual on whom the student-athlete is legally dependent, which prohibit the student-athlete from completing the progress-toward-degree requirement(s). The circumstances must be clearly supported by objective documentation (e.g., decree of bankruptcy, proof of termination) and must be beyond the control of the

student-athlete or the individual on whom the student-athlete is legally dependent; and

(c) Natural disasters (e.g., earthquakes, floods);

(2) Restrictive degree programs;

(3) Restrictive transfers;

(4) Military service, Peace Corps or selective service commission or foreign equivalent, official church mission or pregnancy;

(5) Participation in athletics activities as defined by Bylaw 14.2.1.4 (Pan American, World Championships, World Cup, etc.); or

(6) Other unforeseen events and/or circumstances beyond the student-athlete's control.

b. Circumstances that will not be considered as compelling mitigating circumstances may include, but are not limited to, the following:

(1) Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement) unless accompanied by the documented assertion of misadvisement (Section No. 8); or

(2) Failure to follow an academic-recovery plan submitted with a previously approved waiver of the progress-toward-degree requirements (which left the student-athlete deficient for future eligibility certification).

8. Misadvisement.

a. Staff approvals.

The staff is granted the authority to approve waivers of the progress-toward-degree requirement(s) that involve the assertion of misadvisement, lack of advisement or misapplication of progress-toward-degree rules based on review of some or all of the following information:

(1) Documented misadvisement;

(2) Reasonable reliance by the student-athlete on the misadvisement;

(3) The student-athlete's deficiency was the result of his or her reliance on the misadvisement;

(4) Reasonable academic-recovery plan for the student-athlete; and

(5) Reasonable institutional-recovery plan.

b. Documentation of misadvisement.

(1) A written statement of explanation from the person or persons responsible for providing erroneous information or the individual's supervisor. This statement needs to summarize the information given to the student-athlete. In the event the responsible individual is unavailable to submit a statement, the institution must submit a statement from the individual's supervisor including an explanation as to (e.g., no longer employed, etc.).

(2) If available, contemporaneous documentation demonstrating misadvice (e.g., notes, phone logs).

(3) A written statement from the student-athlete in question demonstrating whether the student-athlete, in good faith, relied on the erroneous information to his or her detriment. The statement should include a chronology of events.

(4) A written statement from the institution regarding its actions to educate the student-athlete about the progress-toward-degree requirements.

c. Institutional-recovery plan.

(1) Educational initiatives to be conducted by the institution relative to the student-athlete and personnel who have a role in providing academic advisement to student-athletes.

(2) Development of corrective actions to ensure that a student-athlete will receive proper academic advisement relative to the evaluation of the student-athlete's degree program and course selection and the evaluation of the student-athlete's transcript to ensure courses are acceptable for satisfying the progress-toward-degree requirements.

(3) The plan must be signed by the athletics representative with academic oversight for student-athletes, the director of athletics and the faculty athletics representative.

9. Education-Impacting Disabilities.

a. 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. Note the staff is limited to approving requests for less than full-time enrollment for not less than nine credit hours. Requests for enrollment in less than nine credit hours must be made directly to the Academic Cabinet.

b. A written copy of the institution's policies and curriculum guidelines applicable to all students with education-impacting disabilities. (Note: The Committee 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 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 academic and other support services provided and any institutional accommodations related to adjustments of minimum performance requirements.

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

(1) A current diagnosis of the disability, including the results of specific measures or tests that 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 cabinet reserves the right to request a second opinion or diagnosis.); and

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

e. 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).

f. 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.

- 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.

NCAA Division I Progress-Toward-Degree Waivers
Quality-Point Analysis

Background.

Based on research used by the NCAA Division I Academic Consultants gathered through the NCAA Academic Performance Census, the NCAA Division I Academics/Eligibility/Compliance Cabinet created quality points as a way to guide staff and committee perceptions of a student-athlete's academic record.

Based on a directive from the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility, quality points are one of several factors, including mitigating circumstances and size of waiver request, considered by the staff and subcommittee when evaluating a progress-toward-degree waiver request.

The analysis of quality points allows the staff and NCAA Division I Committee on Progress-Toward-Degree Waivers to project a student-athlete's likelihood of graduation within five years through research, rather than basing the decision on prior decisions of the Committee on Progress-Toward-Degree Waivers or the committee members' perception of a student-athlete's academic record.

How to Calculate the Quality-Point Analysis (QPA).

Total number of credits earned times (*x*) cumulative grade-point average = total quality points.

Example:

Julie earned 40 total credits with a 2.000 grade-point average after attending the institution for two academic years.

Total number of credits earned = 40.
Grade-point average = 2.000.

40 *x* 2.000 = 80 quality points.

How is the QPA Used?

The staff, after calculating the student-athlete's quality points, will determine the student-athlete's predicated probability of graduation by using the range charts on the subsequent pages:

Range Chart – Semesters.

Quality Points After One Year of Enrollment		Quality Points After Two Years of Enrollment	
Total Predicted Probability of Graduation	Total Quality Points	Total Predicted Probability of Graduation	Total Quality Points
Less than 25%	Less than 29	Less than 25%	Less than 76
Less than 33%	Less than 41	Less than 33%	Less than 91
Above 50%	Above 61	Above 50%	Above 116

Quality Points After Three Years of Enrollment		Quality Points After Four Years of Enrollment	
Total Predicted Probability of Graduation	Total Quality Points	Total Predicted Probability of Graduation	Total Quality Points
Less than 25%	Less than 124	Less than 25%	Less than 174
Less than 33%	Less than 139	Less than 33%	Less than 189
Above 50%	Above 165	Above 50%	Above 215

Examples.

Below are several hypothetical situations to help understand how to calculate quality points for a student-athlete and to identify what the academic record of a student-athlete would look like based on earned quality points.

1. Student-athlete A completed his or her first year of collegiate enrollment and has 16 credit hours with a 1.710 grade-point average:

   Based on the student-athlete's quality points, he or she has less than a 25 percent predicated probability of graduating. Student-athlete A has 27.36 quality points (16 credit hours ***x*** 1.710 cumulative grade-point average = 27.36 quality points).

2. Student-athlete B completed his or her second year of collegiate enrollment and has 40 credit hours with a 2.200 grade-point average.

   Based on the student-athlete's quality points, he or she has a 25 to 33 percent predicated probability of graduating. Student-athlete B has 88 quality points (40 credit hours *x* 2.200 cumulative grade-point average = 88 quality points).

3. Student-athlete C completed his or her third year of collegiate enrollment and has 53 credit hours with a 3.000 grade-point average.

   Based on the student-athlete's quality points, he or she has a 33 to 50 percent predicated probability of graduating. Student-athlete C has 159 quality points (53 credit hours *x* 3.000 cumulative grade-point average = 159 quality points).

What About Quarter Schools?

The quality-point ranges (QPR) are based on semester hours so quarter hours must be converted into semester hours. Simply multiply the student-athlete's total number of quarter hours by the cumulative grade-point average. The resulting number is then multiplied by 2/3.

Example:

Jean earned 36 quarter hours in three full-time quarters with a 2.000 grade-point average.

36 *x* 2.000 = 72 quality points.
72 *x* 2/3 = 48 quality points (This is the quality point to be compared to the QPR located in the charts.)

Midyear Analysis.

For those waivers in which the student-athlete has a deficiency at midyear (e.g., midyear enrollee, missed term, six-hour deficiency), a midyear QPR must be identified using the range charts.

Example:

Tasha has completed 30 credit hours in three full-time semesters with a 2.500 grade-point average and has 75 quality points. Based on the calculation, the QPR for midyear between years one and two, the student-athlete has a 33 to 50 percent chance of graduating from the certifying institution.

Midyear Range Chart.

Midyear Quality Points During Year One of Enrollment		Midyear Quality Points During Year Two Enrollment	
Total Predicted Probability of Graduation	Total Quality Points	Total Predicted Probability of Graduation	Total Quality Points
Less than 25%	Less than 14	Less than 25%	Less than 52
Less than 33%	Less than 20	Less than 33%	Less than 66
Above 50%	Above 30	Above 50%	Above 88

Midyear Quality Points During Year Three of Enrollment		Midyear Quality Points During Year Four of Enrollment	
Total Predicted Probability of Graduation	Total Quality Points	Total Predicted Probability of Graduation	Total Quality Points
Less than 25%	Less than 100	Less than 25%	Less than 149
Less than 33%	Less than 115	Less than 33%	Less than 164
Above 50%	Above 140	Above 50%	Above 190

What About Transfers?

Generally, for a two-year or a four-year transfer student, two QPAs should be calculated. The first is an overall QPA for all institutions attended. Credits earned at the certifying institution and credits which transferred into the certifying institution are used in the calculation. Credits earned at the previous institution that did not transfer are not used. The second QPA is calculated for the credit hours earned subsequent to enrolling at the institution the student is currently attending. Using this approach, both the student-athlete's overall progress and the progress at the current institution can be considered.

Example:

George attended a two-year college for two years and earned 48 transferable-credit hours. He has attended the certifying institution for one academic year and earned 20 credit hours. His overall grade-point average is 2.300 (the two-year college grade-point average does not transfer to the institution).

68 *x* 2.300 = 156.4 total quality points.
20 *x* 2.300 = 46 quality points at the certifying institution.

The total quality points should be compared to the year three (going into year four) QPR in the QPR tables. Based on the QPR tables, the student-athlete has a 33 to 50 percent chance of graduating overall. The certifying institution quality points should be compared to the year one (going into year two) QPR, as the student-athlete has only spent one academic year at the certifying institution. This analysis indicates the student-athlete also has a 33 to 50 percent chance of graduating from the certifying institution.

*NOTE: In situations where the waiver is being filed for a student-athlete in order to meet the one-time transfer exception, a QPA should be conducted for the previous institution, as generally no data exists to conduct a QPA at the certifying institution.

Discussion of Progress-Toward-Degree and Initial-Eligibility Waivers Heard Directly by the NCAA Division I Academic Cabinet

Background.

In February 2009, the NCAA Division I Academic Cabinet sponsored legislation to eliminate the cabinet's duty to serve as the final appellate body for academic waivers and to specify that the NCAA Division I Initial-Eligibility Waivers Committee shall become the final appellate body for initial-eligibility waivers and that the NCAA Division I Progress-Toward-Degree Waiver Committee shall become the final appellate body for progress-toward-degree waivers. Prior to that, NCAA legislation allowed two appeal opportunities – the waiver committee, then the cabinet subcommittee – after the academic and membership affairs staff rendered decisions for initial-eligibility and progress-toward-degree waivers. Because of limited use of the second appeal opportunity and a desire to streamline the waiver process, the cabinet elected to sponsor legislation to remove the second appellate layer from the process.

However, there are several academic waivers that, per NCAA legislation, are to be initially reviewed by the cabinet. Additionally, the Initial-Eligibility Waiver Committee's policies and procedures require the cabinet to serve as the only appellate opportunity for a specific type of initial-eligibility waiver. This document will serve as a review of those waiver types to stimulate discussion of the process by which those waivers and appeals should be heard.

Waivers Currently Heard by the Cabinet.

There are several waivers that have been heard by the cabinet, and its predecessor under the previous Division I governance structure, the NCAA Division I Academic/Eligibility/Compliance Cabinet. Under both governance structures, waiver review was broken down by subcommittee with waivers related to continuing eligibility and full-time enrollment heard by the NCAA Division I Academic Cabinet Progress-Toward-Degree Waiver Appeals Subcommittee (formerly the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility). Waivers related to initial eligibility are heard by the NCAA Division I Academic Cabinet Subcommittee on Initial Eligibility. The waivers are as follows:

Progress-Toward-Degree and Full-Time Enrollment Waivers Heard by the Cabinet.

1. NCAA Bylaw 14.1.8.1.7 (waiver – full-time enrollment – practice). The 2008-09 Progress-Toward-Degree Waiver Directive (Attachment A) allows the staff to waive the bylaw regarding full-time enrollment for practice based on a review of some or all of the following information:

    a. A quality-point analysis indicating the student-athlete has a greater than 50 percent chance of graduating within five years of initial full-time collegiate enrollment;

b. Documented compelling mitigating circumstances surrounding the waiver request (Section Nos. 7 and 9); and

c. Case precedent as established by the Subcommittee on Continuing Eligibility.

The staff generally will review the waiver to determine if it is in line with other cases already seen by the subcommittee and if the request is for not less than nine credit hours of enrollment. For requests for less than nine credit hours or which present mitigating circumstances for which there is limited or no precedent, the staff defers to the subcommittee. The subcommittee heard three such requests in 2008-09. Generally, the requests were sent to the subcommittee because they were for permission for student-athletes to practice while enrolled in less than six hours.

2. Bylaw 14.1.8.2.7.4 (full-time enrollment – competition). The 2008-09 Progress-Toward-Degree Waiver Directive (Attachment A) allows the staff to waive the full-time enrollment requirement for competition based on a review of some or all of the following information:

a. A quality-point analysis indicating the student-athlete has a greater than 50 percent chance of graduating within five years of initial full-time collegiate enrollment;

b. Documented compelling mitigating circumstances surrounding the waiver request (Section Nos. 7 and 9); and

c. Case precedent as established by the Subcommittee on Continuing Eligibility.

The staff generally will review the waiver to determine if it is in line with other cases already seen by the subcommittee and if the request is for not less than nine credit hours of enrollment. For requests for less than nine credit hours or which present mitigating circumstances for which there is limited or no precedent, the staff defers to the subcommittee. The subcommittee heard 20 such requests in 2008-09. The requests were sent to the subcommittee for a variety of reasons but typically because the request was for less than nine hours of enrollment (including requests for participation while not enrolled) with mitigation ranging from instances in which the student-athlete was taking a combination of graduate and undergraduate courses, but had not yet received an undergraduate degree, to requests involving optional minors and co-op or student teaching terms.

3. Bylaw 14.3.3.1.1 (waiver – fourth season of competition – not a qualifier). This type of request has always gone directly to the subcommittee with no review by staff. The subcommittee considers the mitigation that prohibited the student-athlete from earning a fourth season of competition by completing 80 percent of his or her designated degree by the start of the fifth year of enrollment. On average, the subcommittee has heard two such requests per year. In 2008-09 no such requests were filed.

Progress-Toward-Degree Waiver Issues and Options.

The elimination of the Academic Cabinet as the final appellate body for academic waivers raises the question of whether or not the cabinet should continue to review the identified types of waivers, or if the staff or the Progress-Toward-Degree Waiver Committee should review them. The accumulation of case precedent may allow for a transfer of some types of cases to the staff. However, the waiver to grant a fourth season of competition to a nonqualifier could be moved to another group only with a change in legislation, if it is not appropriate for the staff to review such cases. Several options are presented for the cabinet's consideration:

1. Continue to allow the cabinet to review some or all of the waivers listed above. Current legislation specifies that the cabinet hear these waivers. Additionally, allowing the cabinet to review some cases can assist in keeping the members abreast of current issues facing the membership. It will also allow for additional case precedent to be developed by the cabinet which can guide the staff should the issue of allowing for staff review of these cases come up in the future.

2. Transfer initial review of some or all waivers to the staff. The progress-toward-degree waiver directive could be updated to allow for the review of all requests, with additional guidelines developed as needed (i.e., guidelines for the review of requests for participation while not enrolled in a college or university; guidelines for cases in which the part-time enrollment will create a future deficiency). If the staff hears all cases regardless of the mitigation, case precedent will still be developed. The Progress-Toward-Degree Waiver Committee currently has the ability to review all staff decisions in Bylaw 14.4.3 (eligibility for competition) to determine the appropriateness of staff decisions. Bylaw 21.7.6.1.3.2.2 (progress-toward-degree waiver committee duties) would have to be modified in order to give the Progress-Toward-Degree Waiver Committee the ability to hear appeals of waiver requests related to Bylaw 14.1. Guidelines could also be established for the waiver committee's review of any cases that were not previously reviewed by the staff.

3. Transfer review of some or all the waivers listed above to the Progress-Toward-Degree Waiver Committee. The Progress-Toward-Degree Waiver Committee's appellate decisions will be considered final when there is no appeal to the cabinet, so it may be

appropriate to have them make all decisions, including those previously made by the cabinet. The cabinet's decisions on these cases have been considered final, with no appeal opportunity, so the standard would be the same, but the authority vested in a different body. The cabinet could regularly review the Progress-Toward-Degree Waiver Committee's decisions as means to monitor waiver trends and decisions. This option would require modest legislative changes to reflect the shifts of duties and authority.

Initial-Eligibility Waivers Currently Heard by the Cabinet.

The Initial-Eligibility Waiver Committee's policies and procedures specifies that while the staff initially reviews all initial-eligibility waiver cases, cases involving education-impacting disabilities can be approved by the staff only if they meet strict criteria. If those criteria are not met, the case is forwarded to the NCAA Division I Initial-Eligibility Waiver Committee (Education-Impacting Disabilities Subcommittee). That body renders the initial decision and any appeal is sent to the Initial-Eligibility Waiver Appeals Subcommittee (formerly the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Initial Eligibility). Therefore, the elimination of the cabinet review means there is no appellate review of the education impacting disability subcommittee's decisions.

Initial-Eligibility Waiver Issues and Options.

The issue is whether or not the education-impacting disability initial-eligibility waiver cases that cannot be decided by the staff should be decided by the Initial-Eligibility Waiver Committee (Education-Impacting Disabilities Subcommittee) with no opportunity for appeal. Here are several options:

1. Continue to have the cabinet hear appeals of decisions rendered by the Initial-Eligibility Waiver Committee (Education-Impacting Disabilities Subcommittee) if the case has only been heard one time. Allowing the cabinet to review some cases can help it keep abreast of issues facing the membership, as well as indicate the gravity of some waiver requests. It will also allow for additional case precedent to be developed which can be reviewed should the decision to allow for staff review of some cases come up in the future.

2. Broaden the criteria so staff can render an initial decision in all education-impacting disability initial-eligibility waiver cases. The Initial-Eligibility Waiver Committee's policies and procedures could be updated to allow for staff review of all requests, with additional guidelines developed as needed. If the staff hears all cases, case precedent will be developed to guide future decisions. The Initial-Eligibility Waiver Committee (Education-Impacting Disabilities Subcommittee) cases will have the ability hear appeals and to review staff decisions to determine the appropriateness of those decisions, as they do currently.

3. Specify that the decision of the Initial-Eligibility Waiver Committee (Education-Impacting Disabilities Subcommittee) will be the single decision-making body for all cases that are presented to that group. There is precedent for some types of cases to have no appellate process, and this would allow for all initial-eligibility waiver cases to be decided at the staff or subcommittee level.

Applicable Legislation.

Bylaw 14.1.8.1.7 (waiver full-time enrollment -- practice).

Unless otherwise specified under this bylaw, the Academics Cabinet may waive the 12-hour requirement for practice. *(Adopted: 8/4/05, Revised: 11/1/07 effective 8/1/08)*

Bylaw 14.1.8.2.7.4 (full-time enrollment -- competition).

Unless otherwise specified under this bylaw, the Academics Cabinet may waive the 12-hour requirement for competition. *(Adopted: 8/4/05, Revised: 11/1/07 effective 8/1/08)*

Bylaw 14.3.3.1.1 (waiver).

The Academics Cabinet shall have the authority to grant a fourth season of intercollegiate competition to a student-athlete who is not a qualifier based on objective evidence of extraordinary circumstances that warrant a waiver of the normal application of this regulation. *(Adopted: 1/13/98 effective 8/1/98; Revised: 4/27/00 effective 8/1/00, 8/4/05, 1/3/06, 11/1/07 effective 8/1/08)*

Bylaw 21.7.6.1.3.2.2 – (progress-toward-degree waiver committee duties).

The committee shall be responsible for reviewing requests for waivers of all progress-toward-degree requirements set forth in Bylaw 14.4.3 (eligibility for competition).

The Use of Initial-Eligibility Data in Reviewing NCAA Division I Progress-Toward-Degree Waivers

Background.

The NCAA Academic and Membership Affairs staff has discussed the concept of using initial-eligibility data, specifically standardized test score and/or core-course grade-point average, when reviewing progress-toward-degree waivers. In September 2008, this concept was brought to the attention of the NCAA Division I Academic Cabinet and it was suggested that the cabinet engage in a discussion as well. The purpose of this document is to initiate that discussion to determine if a review of a student-athlete's high school record is necessary or appropriate in a waiver of continuing eligibility.

Research suggests that the high school record is predictive of a student's likelihood to graduate from college. Currently, when reviewing a progress-toward-degree waiver request, the staff reviews a number of elements including a quality-point-analysis (QPA) created by the NCAA research staff as a tool to predict the likelihood of a student-athlete to graduate from college within five years of initial enrollment. The QPA projects the likelihood of graduation through research, rather than relying on case precedent or the perception of a student-athlete's academic record. The QPA is calculated by multiplying the total number of credits earned times (***x***) the student-athlete's cumulative grade-point average. After calculating the student-athlete's quality points, the staff determines the student-athlete's predicated probability of graduation by using charts that offer a range of percentage outcomes (less than 25 percent, 25-33 percent, 33-50 percent and greater than 50 percent).

The research staff has confirmed that the high school record is predictive of graduation from a college or university only in the student-athlete's first year of college enrollment. That being said, when a student-athlete is in need of a progress-toward-degree waiver during the first year of enrollment, such information could assist the staff in deciding the case.

Example Case.

The student-athlete initially enrolled at the certifying institution 2008 fall term. The student-athlete is deficient two credit-hours in meeting the requirements set forth in NCAA Division I Bylaw 14.4.3-(c) (six-hour requirement) for the 2008 fall term.

The institution requested the NCAA Division I Progress-Toward-Degree Waivers Committee consider the small size of the deficiency. The institution also requests that the Progress-Toward-Degree Waivers Committee consider the vacancy in the student-athlete academic services office. Proper monitoring of the student-athlete's academic progress would have occurred if there were an institutional staff member in this position.

In accordance with the QPA, this student-athlete has a between 25 and 33 percent chance of graduating within five years of enrollment at this point. The student-athlete has not filed a progress-toward-degree waiver in the past.

In this type of case, with a waiver needed after one term of enrollment, the QPA may not be indicative. The high school record may provide additional insight to the student-athlete's likelihood of graduation.

Points to Consider.

1. Admittedly, very few student-athletes are in need of a progress-toward-degree waiver in the first year of enrollment. With a small number impacted by the additional element of review, it may not be worth the effort to create a system by which to consider the high school record.

2. If it is deemed appropriate to add the review of the high school record for cases needed in a student-athlete's first year of enrollment, when would it be reviewed? The research staff would have to determine if consideration of the high school record would be effective in all "first-year" cases, or if, once the first year is completed, the effectiveness of the high school review diminishes. It may be appropriate to include a high school review only in a case in which there is a deficiency during, rather than after the first year of enrollment (e.g., after the first semester of enrollment).

3. How should the staff consider the high school record? As a tool, the QPA is relatively simple to use and to explain. If the research staff is able to develop a similar tool using the high school record, one would hope that it would be as simple to use and explain to the staff and the membership. This would especially be important to the membership, as this would mark a deviation from the current standard of review.

Conclusion.

The decision to use the high school record is impacted by the fact that it may only be relevant for waivers in the first year of enrollment. If that is the case, then it may be more efficient to continue in the current decision-making methods, employing the QPA as one of several tools but considering that the limited duration of enrollment may have an impact on the QPA's accuracy in the first year.

Consideration of Academic and Disciplinary Suspensions/Dismissals in NCAA Division I Progress-Toward-Degree Waivers

Background.

Each year the NCAA Academic and Membership Affairs staff decides a number of progress-toward-degree waiver cases in which the deficiency was mitigated by the student-athlete's academic or disciplinary suspension or dismissal from a college or university. For purposes of this discussion, disciplinary and academic suspension or dismissal means the student-athlete is either forced to withdraw from the institution during a term or is not permitted to enroll at the institution for a specified number of terms. Over time, a body of precedent has been developed that the staff feels should be reviewed by the NCAA Division I Academic Cabinet. The issue is whether or not the staff is making sound decisions and using the appropriate analysis in reviewing these cases. The purpose of this document is to assist the cabinet in discussing this issue.

Issue.

When presented with a progress-toward-degree waiver that includes an academic or disciplinary suspension or dismissal as mitigation, the staff conducts a typical analysis of that case. Per the NCAA Division I Progress-Toward-Degree Waiver Directive, the staff considers the size of the deficiency, the student-athlete's overall academic record, the likelihood of graduation within five years of enrollment as indicated by the quality-point analysis and the academic recovery plan and evidence of compelling mitigation that contributed to the deficiency.

Case precedent appears to indicate that there has been an attempt to avoiding punishing a student-athlete who has already endured some penalty imposed on him or her by the institution. For example, if the student-athlete is deficient six hours because of a dismissal that forced him or her to withdraw from the institution, case precedent seems to support the position that the student-athlete should not be penalized twice, by denying a progress-toward-degree waiver. However, this position may be leading to some unintended consequences. For example, a student-athlete who received a one-term dismissal during the term of his sport's nonchampionship season that caused him to not pass six hours in that term could receive a progress-toward-degree waiver based on the suspension as mitigation. He would then be participating again with his team in the championship season.

Example Cases.

In presenting this issue, it seems appropriate to incorporate actual cases so that the cabinet can see the analysis that has been applied and the decisions that have been rendered in these cases. Several examples from recent years follow:

1. Example No. 1.

Facts: The student-athlete initially enrolled at the certifying institution 2006 fall term. She was deficient two credits in meeting the requirements set forth in NCAA Bylaw 14.4.3.1-(b) (18-hour requirement). The institution requested the NCAA Division I Progress-Toward-Degree Waivers Committee consider the student-athlete was suspended from the institution due to an off-campus citation involving alcohol four days before the completion of the semester. Institutional policy stipulates that suspension is automatic regardless of when the incident occurs during the semester. The student-athlete petitioned her professors to take the final exam in order to determine the potential grade she would have received. The institution asserts the student-athlete would have received two B's and two A's based on coursework completed, but she was not given credit for that work.

In accordance with the quality-point analysis, the student-athlete had a greater than 50 percent chance of graduating within five years of enrollment at the point of the waiver request. She had a 3.45 grade-point average and had not filed a progress-toward-degree waiver in the past.

Decision: The request was approved by the staff based on the student-athlete's overall academic record and the likelihood of her graduating within five years of initial enrollment.

2. Example No. 2. (Five student-athletes from the same institution offered essentially the same mitigation in one academic year. The grade-point averages ranged from 2.28 to 2.99).

Facts: The student-athlete initially enrolled at the certifying institution 2005 fall term. He was deficient six credits in meeting the requirements set forth in Bylaw 14.4.3.1-(c) (six-hour requirement). The institution requested the Progress-Toward-Degree Waivers Committee consider the student-athlete began the 2008 fall term as a full-time student, but was dismissed from the institution for disciplinary reasons and was not permitted to complete the remainder of the term. The institution would like to note that the student-athlete was on track to graduate in eight semesters, but will now graduate after nine semesters. The institution re-admitted the student-athlete for the 2009 spring term.

In accordance with the quality-point-analysis, this student-athlete had a greater than 50 percent chance of graduating at the point of the waiver request. He had a 2.54 grade-point average and had not filed a progress-toward-degree waiver in the past.

Decision: All five cases were approved based on the student-athletes' suspension/probation. Essentially, the staff noted that if not for the suspension, the student-athletes would have been eligible.

3. Example No. 3.

Facts: The student-athlete initially enrolled in a four-year institution 2005 fall term and transferred to the certifying institution 2008 fall term. He was deficient six credits in meeting the requirements set forth in Bylaw 14.4.3.1-(c) (six-hour requirement).

The institution requested the Progress-Toward-Degree Waivers Committee consider the student-athlete was arrested and charged with a crime during the 2008 spring term and was immediately banned from the previous institution's campus. Because the student-athlete was prohibited from attending classes at the previous institution, the student-athlete was unable to fulfill the progress-toward-degree transfer credit requirement.

In accordance with the quality-point-analysis, this student-athlete had a greater than 50 percent chance of graduating at the point of the waiver request. He had a 2.34 grade-point average and had not filed a progress-toward-degree waiver in the past.

Decision: The request was approved by the staff based on the student-athlete's personal hardship.

4. Example No. 4.

Facts: The student-athlete initially enrolled in the certifying institution in the 2005 fall term. He was deficient one credit in meeting the requirements set forth in Bylaw 14.4.3.1-(b) (18-hour requirement).

The institution requested the Progress-Toward-Degree Waivers Committee consider that the student-athlete was required to withdraw from all classes at the beginning of the 2008 spring term due to a university disciplinary suspension, effective February 1 through April 31. The suspension resulted in the student-athlete being dropped from all of the student-athlete's classes during the 2008 spring term.

In accordance with the quality-point analysis, this student-athlete had a greater than 50 percent chance of graduating at the point of the waiver request. He had a 2.73 grade-point average and had not filed a progress-toward-degree waiver in the past.

Decision: The staff denied this request based on the mitigation being within the control of the student-athlete. The staff's decision was overturned by the Progress-Toward-Degree Waiver Committee based on the student-athletes' suspension/probation.

5. Example No. 5.

Facts: The student-athlete initially enrolled at the certifying institution 2002 fall term. He was deficient six credits in meeting the requirements set forth in Bylaw 14.4.3.1-(a) (24-hour requirement).

The institution requested the Progress-Toward-Degree Waivers Committee consider the circumstances surrounding the student-athlete's withdrawal from the certifying institution during the 2005 spring term which resulted in the credit-hour deficiency. The student-athlete was accused of academic dishonesty during the final exam period of the 2004 fall term and was subject to a disciplinary hearing scheduled for late January 2005. The student-athlete was enrolled and attending classes at that time in order to participate in the hearing. As a result of the hearing, his suspension became immediate and he was required to withdraw from classes for the remainder of the term.

In accordance with the quality-point analysis, this student-athlete had a greater than 50 percent chance of graduating at the point of the waiver request. He had a 2.99 grade-point average and had not filed a progress-toward-degree waiver in the past.

Decision: The request was approved by the staff because the student-athlete had to be enrolled in order to participate in the hearing.

Points to Consider.

1. Academic or disciplinary suspension or dismissal mitigation should be considered in the same way that all mitigation is considered – as one element of the waiver analysis. The staff should not consider that the student-athlete may be punished for their actions by both institutional policy and progress-toward-degree regulations. The two outcomes – suspension/dismissal for an action and academic ineligibility – serve separate purposes. That being said, in other cases, mitigation that is within the control of the student-athlete has generally led to the denial of a waiver request. The exception could be the institutional policy that mandates a student-athlete enroll at the institution in order to proceed with an appeal of an academic or disciplinary suspension. In a case where the appeal was not successful and the student-athlete was immediately dismissed (example no. 5 above), the mitigation leading to the deficiency (the required full-time enrollment) could be considered out of the control of the student-athlete. Another exception to

consider is the issue of criminal or institutional charges of which the student-athlete is eventually found not guilty. It could be argued that the making of such charges and any resulting suspension or dismissal is outside of the control of the student-athlete, especially if the student-athlete is eventually exonerated. That situation would require the legal issue to be fully processed before the progress-toward-degree waiver, which may not happen.

2. Academic or disciplinary suspension or dismissal mitigation should be considered differently than other mitigation. The staff should consider whether or not the student-athlete may be punished for their actions by both institutional policy and progress-toward-degree regulations. The two outcomes – suspension/dismissal for an action and academic ineligibility – serve separate purposes, but the suspension or dismissal is obviously an outcome of the student-athlete's action.

3. Academic and disciplinary suspension or dismissal should be considered separately. Perhaps academic dishonesty should be considered a more serious offense than a disciplinary offense. However, it should be noted that at many institutions there is no distinction between academic and other issues resulting in suspension or dismissal. If there is a distinction to be made, that would require the staff to determine if there is an academic nexus to the incident.

4. The approval of cases in which the mitigation revolves around academic or disciplinary suspension or dismissal may raise questions from the membership or the media as it relates to what is in the spirit of sportsmanship and integrity. The case of a student-athlete involved in a fight or a case of academic dishonesty who is granted a waiver may send the wrong message about personal accountability to the other student-athletes on the team or in the Division I community as a whole. Likewise, if one type of suspension or dismissal is determined to be more serious than another, the scenario of a student-athlete receiving a waiver when the mitigation involved a criminal charge leading to probation as opposed to an incident of plagiarism, for example, there could be questions about the appropriateness of approving one type of case over another. This is also situation in which the "student-athlete first" philosophy faces a challenge from the position of any student-athlete who did not participate in an activity resulting in a suspension or dismissal.

5. Should a new standard of review of these cases be established, the existing case precedent should be reviewed to allow the membership access to accurate information about how these cases will be reviewed.

Conclusion.

The decision to file a progress-toward-degree waiver remains with the institution. If a student-athlete has been involved in an academic or disciplinary suspension, the institution may elect to suspend the student-athlete per institutional policy and then not file the progress-toward-degree waiver request. In cases in which the institution files the request, the staff should be consistent in its review. Mitigation of any type that is within the control of the student-athlete must be considered as such, along with the other elements of review. It is the staff's hope this discussion will lead to a more directed review of these cases.

To be distributed at the meeting.

NCAA Division I Academic Cabinet
Communication Strategies
(Updated February 2009)

General Strategies: NCAA Web site; NCAA News stories; Academic Cabinet report posted online; Academic update during regional seminars.

Group/Conference	Academic Cabinet Member	NCAA Staff Contact	Strategy Ideas
Big Sky Conference	**Ken White**	Matt Burgemeister	*Pre-meeting email with "key agenda items" bullet points and invitation to contact prior to meeting to provide input. *Post-meeting email with "key take-aways" bullet points and invitation to contact after meeting for additional detail or context. *Periodic participation by cabinet reps in regularly scheduled teleconferences with conference compliance administrators, FARs, academic support administrators or others to discuss key agenda items.
Big West Conference	**Kim Caprioti**		
Horizon League	Anne Woodrick		
Ivy Group	Annette O'Connor		
Mid-Eastern Athletic Conference (MEAC)	**Pat Howey**		
Northeast Conference (NEC)	Barbara Church		
Southern Conference	Mary Newton		
The Summit League	Pete Carlon		
West Coast Conference (WCC)	**Barbara Church**		

Group/Conference	Academic Cabinet Member	NCAA Staff Contact	Strategy Ideas
FARA	Tom Adair; Kim Capriotti, and Rhonda Hatcher	Bob Chichester	**Communication from DI Academic Cabinet to FARA** *****FARA Web site will have link to Academic Cabinet's NCAA page, which includes the roster of members, agendas and minutes of meetings. *The chair of the Academic Cabinet annually should contact the FARA DI vice president about having an Academic Cabinet member give a brief presentation at the DI Issues session at the FARA Annual Meeting and Symposium to communicate the current issues for the Academic Cabinet. *If there is an important issue that the Academic Cabinet wants the DI FARs to be aware of, an Academic Cabinet member can submit an article to The FARA Voice, FARA's monthly online newsletter. **Communication from FARA to DI Academic Cabinet** *The FARA Voice will be e-mailed to the chair of the Academic Cabinet and the NCAA staff liaison. *If FARA has a media release from the FARA Annual Meeting and Symposium, it will be sent to the chair of the Academic Cabinet and the NCAA staff liaison.
1A FAR	J. Patrick Dobel; and Ken White	Bob Chichester	*Provide cabinet updates via regular FAR bulletins (e.g., NCAA Academic Reform Bulletin, FARA Voice). *Forward each Academic Cabinet report to be posted on organization's Web site or distributed via email list-serve. *Representatives contact organization's president prior to each meeting to seek feedback regarding key agenda items. *Staff or representative(s) provide updates during meetings (e.g., NCAA Convention, annual meeting).
COIA	John Bruno	Julie Cromer	

N4A	Anna Taylor James; and Elaine Wise	John Shukie	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to academic support personnel. *Forward each Academic Cabinet report to be posted on organization's Web site or distributed via email list-serve. *Representatives contact organization's president prior to each meeting to seek feedback regarding key agenda items. *Staff members provide updates during meetings (e.g., annual convention, regional meetings).
NAAC	Loretta Lamar	Brad Hostetter	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to compliance personnel. *Representative contacts legislative/governance committee chair prior to each meeting to seek feedback regarding key agenda items. *Provide updates for NAAC Connections, seek feedback through monthly question. *Work through CCACA to push information out to compliance personnel for input (for those not on NAAC site). *Cabinet update at NAAC annual meeting. *Post key updates on CA main page or LSDB*i*. *Issues having to do with PSAs/EC should be addressed in the EC newsletter.

NACADA	Jill Varnes	Matt Burgemeister	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to academic support personnel. *Forward each Academic Cabinet report to be posted on organization's Web site or distributed via email list-serve. *Representative contacts chair of organization's Advising Student-Athletes Commission prior to each meeting to seek feedback regarding key agenda items. *Staff members provide updates during meetings (e.g., annual convention, regional meetings).
NACDA	Pete Carlon; and Warde Manuel	Various NCAA Staff	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to athletics administrators.
1A ADs	**Warde Manuel**	Various NCAA Staff	
NCAA Division I Committee on Academic Performance	Herman Holt, Jr.	Julie Cromer and Diane Dickman	*Staff provides cabinet report and meeting highlights during each CAP meeting. *Calls between committee representatives as need for "cross-over" items.
Selected Coaches Groups	David Dosser; and Nonie Wiggins	Various NCAA Staff	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to coaches. *Contact organizations' executive directors prior to meetings during which relevant agenda items will be discussed.
Two-Year College	Warde Manuel	Beth DeBauche and Matt Burgemeister	*Staff updates during Two-Year College Relations Panel meetings.
DI SAAC	**Brittany Loisel**	**Kelly Groddy and Cela Shukie**	

Providing Compliance Solutions

NAAC
THE NATIONAL ASSOCIATION FOR ATHLETICS COMPLIANCE

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Senior Staff Administrator
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Senior Associate Executive Director

March 27, 2009

NCAA Academic Cabinet
Attn: Diane E. Dickman, NCAA Staff Liaison
P.O. Box 6222
Indianapolis, IN 46206-6222

Dear Cabinet Members:

In an effort to provide an avenue for the compliance professionals around the country to further engage in the legislative process, the National Associate for Athletics Compliance (NAAC) established the Legislation & Governance Committee in summer 2008. This Committee is compromised of compliance professionals from 12 Division I institutions and conferences with representation from the Football Bowl Subdivision, Football Championship Subdivision and Division I-AAA. Brad Hostetter from the NCAA Membership Services Staff also serves on the Committee. Enclosed is a complete list of individuals serving on this Committee as well as the Committee's objectives (Attachment A).

The Committee has made great strides in developing a structure in which their objectives may be obtained. The committee created two subcommittees; the Legislation Subcommittee and the Interpretations Subcommittee to ensure the efforts of the Committee were appropriately distributed.

As a member of the Legislation Subcommittee, my objective is to inform you and the Academic Cabinet of our interest in developing a positive working relationship and open dialogue with the Cabinet. The Legislation Subcommittee offers itself and the NAAC membership as a resource to the Cabinet.

We believe the Cabinet may benefit through a collaborative working relationship with NAAC by allowing our organization to assist in collecting data, conducting research, communicating to our membership and providing an on-campus compliance perspective on legislative issues.

On behalf of NAAC and the Legislation Subcommittee, I look forward to partnering in the future to accomplish mutual goals and advance the work of the Cabinet. Please feel free to contact me at strahl@athletics.gonzaga.edu or (509) 313-5700 to discuss such opportunities.

Sincerely,

Shannon Strahl
Associate Athletic Director, Compliance
Gonzaga University

cc: NAAC Board of Directors
NAAC Legislation and Governance Committee

24651 Detroit Road ● Westlake, Ohio 44145 ● Phone 440-892-4000 ● Fax 440-892-4007
www.naaccompliance.com

Administered by:
NACDA

Attachment A

National Association for Athletics Compliance
Legislation & Governance Committee
Objectives and Members

Legislation & Governance Committee Objectives

To provide a voice for the NAAC membership in matters related to NCAA legislation and governance by:

- Soliciting input from the NAAC membership on nationally significant legislative issues.
- Providing input to the appropriate governance entities and/or taking a formal position on nationally significant legislative proposals.
- Introducing legislative proposals on behalf of NAAC.
- Establishing relationships with coaches associations and other entities and encouraging them to seek NAAC input before proposing their own legislation.
- Seeking new interpretations (or clarifications/refinements) of existing interpretations from ILT and LRIC.
- Providing input to ILT and LRIC on interpretive issues on behalf of NAAC (in a manner similar to that of the CCACA).

Legislation & Governance Committee Members

Name	Institution	Conference	Division	Subcommittee Appointment
Fagg, Jon	University of Arkansas	SEC	FBS/BCS	Interpretations
Hagen, Mike	Liberty University	Big South	FCS	Interpretations
Peacock, Chris	University of Illinois	Big Ten	FBS/BCS	Interpretations/ Chair
Snyder, Josh	Iowa State University	Big 12	FBS/BCS	Interpretations
Squire, Ryan	Bowling Green State	MAC	FBS/ non-BCS	Interpretations
Bechtold, Camie	Montana State University	Big Sky	FCS	Legislation
Brennan, Kyle	University of Utah	MWC	FBS/ non-BCS	Legislation
Lee, Michelle	North Carolina State University	ACC	FBS/BCS	Legislation
Strahl, Shannon	Gonzaga University	WCC	IAAA	Legislation
Smith, Lori	University of Texas	Big 12	FBS/BCS	Legislation/ Chair
Hostetter, Brad	NCAA	N/A	N/A	Legislation/ Interpretations
Morris, John*	University of Washington	PAC-10	FBS/BCS	Legislation/ Interpretations

** Legislation/Governance Committee Chair*

National Collegiate Athletic Association

Executive Committee

CONFLICT OF INTEREST POLICY

Conflict of Interest Statement

The NCAA is a voluntary Association comprised of colleges, universities, conferences and other organizations, and governed through a membership-led committee structure. Within the governance structure, committee members must carefully balance their responsibilities to their respective institutions and/or conferences with the obligation to advance the interests of the Association, the division, or the sport, and ultimately enhance the student-athlete experience. While the fiduciary obligations of committee members to their own institution, their conference, and to the Association ordinarily are not in conflict, it is recognized that as a representative membership organization, committee members' fiduciary obligations are first to their institution, second to their conference, and third to the Association. NCAA committee service involves important ethical and moral obligations. Committee integrity is critical to the decision-making process and includes trust, confidentiality and honesty in all issues and aspects of service and representation. NCAA committee members shall disclose any conflict or potential conflict between their respective personal, professional, institutional, conference, or business interests and the interests of the Association that may affect or otherwise threaten such integrity, in any and all actions taken by them on behalf of the Association, for committee evaluation under this Statement.

In addition to any fiduciary obligation to their institution and conference, committee members also have a fiduciary duty to the Association not to use knowledge or information obtained solely due to service on that committee to the disadvantage of the Association during the term of committee service. Further, a Committee member shall not participate in the committee's discussion or vote on any action that might bring direct or indirect personal financial benefit to the member or any organization (other than the member's institution or conference) in which the member is financially interested. A committee member should also not participate in a discussion or vote for which the member's institution or conference is to be accorded a special benefit beyond benefits shared with other institutions or conferences or is to receive a penalty or disqualification. A violation of either of the above rules by a member of the committee shall not invalidate the action taken by the committee if, following disclosure of the conflict of interest, the committee authorizes, ratifies or approves the action by a vote sufficient for the purpose, without counting the vote of the committee member with the conflict of interest, and the appropriate oversight body approves the action.

A committee member is responsible for advising the chair of any actual or potential conflicts of interest or obligations which he/she may have hereunder, and should recuse him/herself from participating in proceedings, as may be warranted by this policy. Abuse of one's position as a member of a committee may result in dismissal from that position. Where such abuse appears evident, a committee member will be notified by the committee chair and will have the opportunity to present a rebuttal or details of the situation. (August 2008 Executive Committee minutes)

Speaking Agent Policy

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.

The president of the Association is hereby granted authority to designate additional speaking agents of the Association. *(April 2001 Executive Committee minutes)*

NCAA Division I Academic Cabinet
Tentative Schedule for Review of Key Items

NCAA Division I Academic Cabinet's Prioritized Goals.

1. Two-year college transfer student-athletes;
2. Nontraditional courses;
3. Impact of academic reform on academic support personnel;
4. Time demands on student-athletes; and
5. Impact of progress-toward-degree requirements on degree program selection.

Academic Cabinet Schedule for Review of Key Items.		**Priority Number**
In-Person Meeting June 29-30, 2009 Portland, Oregon	1. Initial discussion regarding degree selection. 2. Early academic certification standards - review data. 3. Nontraditional courses (initial-eligibility focus). 4. Progress-toward-degree background, legislative history (dual degrees, double majors, etc.). 5. Begin review of initial-eligibility standards. 6. Plan for review of 2-4 transfer data. Each June: 1. Review latest research on existing academic standards. 2. Annual academic update (GSR, Federal Graduation Rate, APR, penalties).	5 - 2 5 - 1
In-Person Meeting September 14-15, 2009 Indianapolis	1. Continue review of initial-eligibility standards 2. Academic support survey. 3. College outcomes of student-athletes who complete nontraditional courses in high school. 4. Time demands on student-athletes. Each September: 1. Annual update from the Eligibility Center president. 2. Review and comment on legislation in the current cycle.	- 3 2 4
In-Person Meeting February 1-2, 2010 Indianapolis	1. Review of data on 2-4 transfers 2. College outcomes of student-athletes who complete nontraditional courses in high school. Each February: 1. Report from N4A president. 2. Review initial-eligibility and progress-toward-degree waiver statistics and outcomes.	1 2

Articles of Interest

Transfers

California seeks to boost transfer rates to 4-year universities

http://www.latimes.com/news/local/la-me-transfer5-2009feb05,0,7223905.story
From the Los Angeles Times

All three of the state's public college systems form a task force to help smooth the way for students seeking a bachelor's degree.
By Gale Holland

February 5, 2009

Leaders of California's public college and university systems announced Wednesday that they are launching a joint task force to boost the number of community college students who transfer to the state's four-year universities.

Only 14,000 of the 2.7 million students enrolled in the state's 110 community colleges transfer to University of California campuses, and 55,000 others move on to California State University campuses.

Although many community college students are seeking job skills or enrichment rather than a university degree, experts say the transfer path is riddled with procedural potholes even for those determined to use a two-year campus as a launching pad to further education. California ranks 39th among states in the percentage of bachelor's degrees awarded to high school graduates after six years, according to the public universities.

"Expanding the opportunity for a four-year education is a critical need for California," UC President Mark Yudof told a meeting of the Board of Regents in San Francisco. "I believe we need to be actively involved, working in the colleges themselves, and in partnership with the other institutions of higher education, to encourage students to pursue transfer options and understand that it is achievable and affordable."

All three of the state's public college systems will participate equally in the transfer task force.

Yudof, California State University Chancellor Charles Reed and California Community Colleges Chancellor Jack Scott, in a joint statement, said improving transfer rates would reduce the costs of obtaining a four-year degree and thus expand opportunities for underrepresented and educationally disadvantaged students, who often prefer to begin their college education close to home.

Chancellor Mark Drummond of the Los Angeles Community College District said he welcomed the initiative but added that it is a complicated process, and that it will take major statewide policy shifts to attack the problem.

Recent efforts have improved transfer rates for California students, but the growth has been slow.

Morgan Lynn, executive vice chancellor of California Community Colleges, said the task force's efforts would include research "to see what works and doesn't work" in improving transfer rates.

"Our goal for students is to ensure that when they arrive at the CSU, they have the tools, information and support they need to be successful in achieving a baccalaureate degree," Reed said in a statement. "A plan developed by the three segments holds great promise."

Making the Grade, Missing the Goal

David Moltz
InsideHigherEd.com
May 12, 2009

Even though more than 70,000 students participate in intercollegiate athletics every year at community colleges around the country, very little is known about how these students perform in the classroom. Research on college athletics typically focuses on four-year institutions.

A new study of community college athletes, however, reveals that they earn better grades and earn more credits than their non-athlete counterparts, but are significantly less likely to graduate. To some, these results suggest that two-year athletic programs need a dose of academic reform, with the sorts of restrictions and penalties now commonplace in the four-year world of the National Collegiate Athletic Association.

This rare research on community college athletics is the work of David Horton Jr., newly minted Ph.D. from the University of Florida and now an assistant professor of counseling and higher education at Ohio University. Horton, himself a community college baseball player at Wharton County Junior College and Panola College in Texas, was inspired to write his doctoral dissertation on the academic performance of these athletes partially in response to the lack of scholarship on the topic.

The study examined the degree attainment -- associate degree or professional certificate -- and transfer rates to four-year institutions of community college athletes in Florida who received athletic scholarship money. Its findings examine the academic outcomes of 568 athletes, representing 20 of the 25 sport-sponsoring institutions in the state, during the 2004-5 academic year. For context, these athletes were compared to a sample group of full-time students enrolled in the same institutions as the athletes.

Among the key findings of the study, community college athletes earned a mean grade point average of 2.59, and their non-athlete counterparts earned a 2.29. Looking at subgroups by race, gender and socioeconomic status, this gap between athletes and non-athletes remained consistent. Community college athletes also earned about four more credit hours per semester than non-athletes did -- 10 to 6. This gap also remained consistent among subgroups.

Horton, however, cautioned that this difference in performance must be viewed with some skepticism. The data set he used did not allow for him to differentiate among courses of varying levels of rigor. He also pointed to prior research that indicates community college athletes tend to

cluster in “easier” courses of study to improve their grades, a phenomenon that has been noted among athletes at many four-year institutions.

Despite their better-than-average grades and credit attainment, athletes were less likely than non-athletes to earn an associate degree or professional certificate from a community college when holding all other variables constant. Still, athletes were found just as likely as non-athletes either to complete a transfer to a four-year institution prior to earning a community college degree or to earn one and then transfer to a four-year institution.

Horton called the disparity in degree completion between athletes and non-athletes “disconcerting,” especially considering that many institutions tout their athletic programs as “portals” to higher education for many underrepresented students. Reconciling these athletes’ low graduation rates with their high grades and credit completion, he said, might be done with reference to community college eligibility rules.

The National Junior College Athletic Association (NJCAA), an organization overseeing sports at more than 500 community colleges, requires that athletes at its member colleges stay enrolled in 12 or more credit hours during each semester of participation. For the second semester, an athlete must complete at least 12 credits with a 1.75 grade point average to stay enrolled. This benchmark shifts to 2.0 for the third and fourth semesters of eligibility.

Unlike the NCAA, the NJCAA has no specific benchmarks for fulfilling the “progress toward degree” requirement from term to term. The NJCAA’s eligibility rules state only that an athlete “must be making satisfactory progress within an approved college program or courses as listed in the college catalog.”

Horton argued that this bylaw is too vague, saying that there should be some benchmarks for students to meet.

“Student-athletes are more inclined to earn higher GPAs than non-athlete students, due to their desire to stay academically eligible,” Horton writes. “However, the NJCAA does not recommend or enforce graduation standards for institutions which sponsor athletic programs. Student-athletes and coaches are more inclined to focus on meeting semester enrollment and GPA requirements than completing academic programs of study which lead to completion of a degree prior to a student leaving their institution.”

Horton also argued that the NJCAA should institute stricter initial eligibility standards if it hopes to see greater academic success among its athletes. Currently, athletes only need a high school diploma or have passed at least 12 community college credits with a 1.75 GPA to play. Horton acknowledged, however, that any major change to this requirement might fly in the face of the “open access” mission of community colleges.

NJCAA officials had a reserved response to Horton’s study, cautioning that one should not infer that a study of athletes in one of their 24 regions is representative of community college athletes nationwide.

Mark King, a spokesman for the association, said the organization does not collect data to gauge the performance of its athletes compared to non-athletes. Its small size, he said, precludes it from such data collection and -- even if it had a desire to so -- levying punishments against underperforming institutions.

“That would go against the mission that our college presidents have set and hasn’t been the approach that the 500-plus institutions in our association have pushed for,” King said of a move to adopt stricter eligibility requirements. “If the community college system is going to be based on open enrollments, then how are we going to say that a person is going to be restricted from play as soon as they get there?”

So far, King said there were no legislative movements among the association’s members to make any eligibility changes or adopt NCAA-like punishments.

“I’m not going to say that the situation is perfect,” King said of community college athletes’ graduation rates. “But, our schools are taking the students that don’t qualify for four-year institutions and, therefore, there are challenges that they face in educating these kids. It’s doing the hard work, and I don’t think there’s enough emphasis on that part.”

Regardless of whether the NJCAA changes its eligibility standards, Horton said community colleges and their states need to put more preventative measures into place to ensure the academic success of their athletes. Some NCAA institutions, he noted, are shying away from recruiting community college athletes, citing their belief that these students might not be able to succeed in a more academically restricted league. He hopes his future research can help matters and improve the performance of these athletes.

“We need to pay more attention to student-athletes at community colleges,” Horton said. “My agenda at this point is to try my hardest to find a mechanism to monitor their academic behavior to see what’s going on.”

Degree Program Selection

Quick Takes: Clustering of Minority Athletes

Insidehighered.com

FEBRUARY 10, 2009

The "clustering" of college athletes in certain academic majors has been drawing increased attention, amid concerns that the National Collegiate Athletic Association's increasing academic standards, well-intentioned as they are, may be driving athletes — or prompting colleges to push athletes — into majors that are perceived as easier. A new study suggests that minority athletes are more likely than their white peers to collect in certain majors. The study, conducted by two researchers at Nova Southeastern University and published in the *Journal of Issues in Intercollegiate Athletics*, finds that four of the 12 universities in the Atlantic Coast Conference had more than 60 percent of their minority football players clustered in one major, while six of the 12 had 75 percent or more of their minority football players clustered in two majors.

— Scott Jaschik and Doug Lederman

Are Minority Football Players Being Pushed Into Pointless Majors?

Lois Elfman
Diverse Issues in Higher Education
Feb 23, 2009

Paper raises "clustering" question, but critics dismiss it as too superficial

A talented football player heads to college with a dream to play professionally. He believes if he shows his best on the field, by the time he completes his NCAA eligibility, he will be drafted into the NFL. But the reality is that only 1.8 percent of college football players make it to the pros.

While the NCAA has put reforms in place to help ensure college athletes graduate and are as academically prepared for life as they are physically, two researchers question whether this goal is really being met, finding that college football players tend to take certain classes that do not benefit them in the long run. Meanwhile, other experts say the researchers' work might not go far enough.

The NCAA uses a formula based on peer-group comparisons, called the Academic Progress Rate (APR), to measure academic success among scholarship student athletes.

"While the goal of the APR, to increase graduation rates of athletes, is admirable, the means utilized by schools to avoid loss of scholarship could prove to be dubious," Jeffrey J. Fountain and Peter S. Finley wrote in "Academic Majors of Upperclassmen Football Players in the

Atlantic Coast Conference: An Analysis of Academic Clustering Comparing White and Minority Players."

"A couple of years ago, I just happened to be looking at the media guide for the University of Miami [football team] and noticed as I was going through it that every minority player I saw had liberal arts as his major," says Fountain, an assistant professor of sports management at Nova Southeastern University in Ft. Lauderdale, Fla.

"Of the 23 majors in liberal arts at the University of Miami, all of them were minority. Not a single white player," Fountain says. "Some of these athletes are either selecting or being pushed toward something that doesn't really have any value."

Fountain and Finley reviewed the media guides for the football teams of 11 of the 12 schools in the Atlantic Coast Conference (the 12th school, Duke University, does not publish the majors of its football players). The study considered only upperclassmen who have declared majors.

Clustering, the researchers maintain, occurs when 25 percent or more of an athletic team shares a single academic major. What they found is that minority players were clustered into specific academic programs at greater rates than white players. At six of the schools, 75 percent or more of the minority players had one of two majors that varied from social science to liberal arts or business management.

Fountain and Finley chose to study football rather than basketball because of the size of each team. A basketball team would have 13 to 15 players; therefore, just a couple of players could impact a percentage. But football teams in the ACC can have up to 85 scholarship players, about half of whom are upperclassmen.

"We're not trying to say that a university is necessarily giving them a poor education. It's more about — especially the ones that are in general education programs — we want further follow-up on why they're doing it or if they are being forced," Fountain says. "If you push them to liberal arts and then they don't get drafted, they don't play in the NFL … What happens to them? Do the universities actually care what happens to their athletes when they're done? We raise questions like that."

Richard Lapchick, director of the Institute for Diversity and Ethics in Sports in Orlando, acknowledges that clustering does occur but says it does not necessarily cast suspicion upon the universities.

"There are certainly reasons to be suspicious," says Lapchick, who produces an annual report on graduation rates among football players. "You cannot really make a judgment until an institution and its overall dynamics are fully examined."

"It's worth taking a look at, but I wouldn't make any conclusions about an individual school unless you know more about the specifics of that major," he says.

Officials with three of the ACC schools contacted by Diverse say that, while clustering is possible, they do not necessarily see a problem on their respective campuses.

Dr. Charles Wellford, professor of Criminology and Criminal Justice and chair of the University of Maryland's athletic council, says he found Fountain and Finley's approach to clustering incomplete.

"When you look at clustering on sports teams, you have to compare it to the campus and how majors cluster on campus," Wellford says. The largest major at Maryland is criminology and criminal justice, and it ranks second among student-athletes.

Last year, Maryland's athletic council, which reports to the university's president on issues pertaining to student-athletes, reviewed every athletic team and compared the major selections with the overall campus distribution. Wellford says student-athletes did have a high number of kinesiology majors (the science of human movement), which, he adds, makes sense for people with an interest in sports.

Student-athletes were less represented than the general undergraduate population in majors such as engineering and biological science, adds Wellford. One reason for that, he says, may be that practice times often conflicted with lab times, making it very difficult for student-athletes to schedule such courses.

Dr. Jan Boxill, senior lecturer in philosophy, director of the Parr Center for Ethics, and academic adviser for the women's basketball team, says the University of North Carolina also does not have a major such as general studies or liberal arts. There is some clustering in the communications major, which may generate from the public speaking classes that many athletic teams at UNC require the players to take, she says.

"Being at a competitive school as we are, (athletes) are always being interviewed," Boxill notes. "The coaches and I want them to be able to stand in front of people they don't know and be interviewed. That kind of leads the players to say, 'I really like this stuff.'"

With many student-athletes realistic about their professional prospects, they look toward broadcasting as a way to stay connected to sports. Student-athletes also frequently major in exercise sports science, Boxill says.

Dr. Ferna L. Phillips, director of learning resources for student-athletes at Boston College, an ACC school, says clustering may occur but it would be because a major like communications tends to be popular with student-athletes, many of whom aspire to careers in broadcasting.

Boston College has a 92 percent graduation rate for football players, which far exceeds the national average.

Phillips says she finds that the student-athletes, both male and female, at her college are reflective of the general undergraduate student population.

As for majors like general studies, “There aren’t places like that to hide here,” Phillips says.

THE WALL STREET JOURNAL.
WSJ.com
MARCH 16, 2009, 11:17 P.M. ET

More Important, What Do These Guys Major In?

As the NCAA and its broadcast partners never tire of reminding us, March Madness is not about athletes. It's about student-athletes. What are these young scholars studying? Money, apparently.

The Count was able to identify the majors of 636 players who will be participating in this month's men's basketball tournament. Of them, 145 are studying business, economics, finance or variants thereof. Another 64 are studying sports management. This strikes us as prudent, given the number of athletes who have recently made headlines for getting their money tied up in alleged Ponzi schemes.

After money, the next most popular major seems to be communications. Of all schools, then, the University of Illinois has perhaps the quintessential program. Five Illini are studying communications; another four are studying sports management.

Overall, there is an astonishing dearth of liberal arts majors. Only two athletes listed their majors as English and only nine chose history. A few schools were notable for the breadth of study by their basketball teams. Duke, for instance, features majors in international comparative studies, political science, psychology and visual arts.

Among the more curious majors: public relations, meteorology, nuclear engineering and something called "agricultural leadership." One player, Washington senior forward Artem Wallace, is majoring in Russian language and literature. Perhaps unsurprisingly, he isn't getting big minutes. But anyone with time to learn both the zone defense and the finer points of Turgenev deserves a trophy of his own.

—Tim Marchman

Here are the listed academic majors for 636 players the NCAA tournament

Business	145	Biology	6
Undecided	112	Math	5
Communications	64	Agricultural leadership	4
Sports management	64	Public relations	4
Sociology	29	English	2
General studies	26	Meteorology	1
Kinesiology	18	Nuclear engineering	1
Engineering	13	Russian literature	1
Criminal justice	12	Audio production	1
Education	9	Other	119

NCAA academic ratings may force students to choose between dreams

Kate Hollencam
Medill Reports (Northwestern University student pub.)
Feb 24, 2009

APR -- these three little letters have some Division I coaches shaking in their Nikes.

They stand for Academic Progress Rate, a semester-by-semester measurement of an athletic program's academic success based on its graduation rate. The scholastic assessment was introduced four years ago in NCAA President Myles Brand's well-publicized attempt to enforce stricter academic standards.

This year the harshest punishment for underperformance goes into effect. And seven of the 11 Big Ten teams, including the University of Illinois, may have something to sweat about.

Though Brand has said the intention of the APR is to encourage increased graduation, critics say its real effect has been to encourage easier course loads among players – particularly in men's basketball and football.

Many athletes' majors have been influenced by eligibility requirements, but now that each player's grade point average could affect the entire team, even more pressure exists to steer away from challenging classes.

Former Division I football player Dr. Greg Primus said in his playing days "clustering," a term used to describe athletes' tendency to pursue notoriously easy majors, was a common practice.

"The main goal is keeping these athletes eligible," Primus said.

A top receiver for Colorado State University in the late '80s and early '90s, Primus was the exception to every rule in college athletics. His zeal on the field was matched only by his focus in the classroom. After graduation, he spent time with the Chicago Bears and the University of Chicago Medical School. He's now a surgeon at Advocate South Suburban Hospital in Hazel Crest.

Primus said while his college coaches knew he could handle the academic and athletic rigor, their message wasn't the same for teammates who lacked a comparable scholastic drive.

"If [athletes] do have a particular interest and they find that the course load is too challenging, they fail classes and they're struggling to be eligible," Primus said, "it's going to be a natural reaction for them to pull out of that and say, 'You know, what's most important right now is that I at least get a 2.0. Let me shift my curriculum to Basket-weaving 101.' And everybody's happy. At least during those four years."

But Brand, the lead advocate of NCAA academic reform, said while clustering is a reality, it isn't inherently negative. He addressed the issue earlier this month in an interview with the Associated Press.

"Clustering may or may not by itself be bad," said Brand. "For example my expectation is that those who are interested in music, who are music majors, cluster in certain majors too, and those who are interested in education tend to cluster in certain majors.

"But you have to make sure clustering hasn't risen to the point at which it really is problematic," Brand said. "And that could happen."

Student athletes have long been held accountable for their academic highs and lows through eligibility requirements, but under the APR, a team's progress as a whole can be measured too. And the NCAA isn't stopping there; the organization is developing "Coaches Career APR Portfolios," which will measure graduation rates throughout a coach's school-to-school career.

While a perfect APR is 1000, a score of 925 represents a graduation rate of 60 percent, the minimum required by the NCAA before sanctions can be imposed. As an immediate penalty for falling below 925, teams can lose up to 10 percent of their scholarships for the following year.

Under Brand's plan, consequences grow graver each year. While repeat-offender teams are already subject to restrictions on practice time, soon they could be banned from post-season competition. If a team experiences four consecutive years of poor academic performance, its NCAA membership could be restricted as well.

This means the entire school will no longer be considered a Division I college or university.

While they're not below the line yet, it's something several Big Ten teams, including the University of Illinois football program, have had to consider. Last year, Illini football's APR was 930, just 5 points above the minimum score.

Athletic Director Ron Guenther said the team's academic progress has increased since coach Ron Zook took over in 2005.

"We are optimistic it will improve this year," Guenther said. "Next year's APR score will 'drop off' Coach Zook's first year, which was by far the lowest APR score during his tenure here due to multiple transfers, which are expected during any coaching change."

In previous reporting periods, transfer students weighed heavily on a team's APR, but the NCAA has amended its rule so that transfers in good academic standing will not count negatively against a team's graduation rate.

The next round of APR scores, to be released May 6, will represent four-year averages for each team. But regardless of the team's academic rating, Primus said the real focus should be on the player. The former athlete works as a mentor with local high school and college athletes, and

tries to instill a message he learned well through his NCAA and NFL careers: you've got to have a backup plan.

"You have to find something else, something that uses your brain, something intangible that you love just as well," Primus said. "You have to find that balance."

"You're always a play away from your last play in sports."

Athletes major in clusters

Meredith Simons
The Oklahoma Daily (University of Oklahoma student pub.)
Tuesday, May 5, 2009

Among the general student body at OU, about six percent of students are sociology or criminology majors. Among the juniors and seniors on OU's football team, about 44 percent are.

About two percent of students are human relations majors. On OU's baseball team, 21 percent are.

For a variety of reasons, student athletes are concentrated within a few majors at greater numbers than the rest of the student body.

The phenomenon, known as clustering, isn't unique to OU. Nathan Tublitz, the chairman of the Coalition of Intercollegiate Athletics, said universities across America have student athletes grouped disproportionately in certain fields of study.

"To ensure that students remain academically eligible, and therefore eligible to play sports, student athletes seem to cluster in very specific types of majors — oftentimes majors that are less rigorous than many other majors on campus," Tublitz said.

Tublitz says clustering is a problem because athletes gravitate toward majors that are less likely to prepare them for success after college.

But officials in OU's Athletics Department say the clustering at OU, which is less pervasive than it is at some Big 12 schools, is not a cause for concern.

The phenomenon seems limited to certain teams, notably the football, baseball, softball and gymnastics teams.

The most popular majors for all OU athletes are business, health and exercise sciences, human relations, sociology and multidisciplinary studies, according to data supplied by the athletics department. Together, students in these programs account for more than half of student athletes who have declared a major.

Tublitz said many factors can push students into certain majors, including personal preference, academic preparation, time constraints and institutional pressure.

“The question should be raised whether those students are clustering because they don’t have time to do something else or whether they’re being encouraged to major in those areas,” he said.

According to students familiar with the OU Athletics Department, the answer is both.

Many student athletes have huge demands placed on their time, which is consumed by class, practice, competition, mandatory tutoring and university events.

“It’s really astonishing that they make it through school,” said Wyatt Schmitz, an OU alumnus and until recently a tutor and note-taker for the athletics department. “They have a really heavy load of practice, performance and representation.”

But many of them also appear to have been encouraged to choose “clustered” majors by the athletics department’s advisers who guide athletes through college.

Influential advising

Craig St. John, the chairman of OU’s sociology department, has made a habit of asking the seniors he teaches why they chose to major in sociology.

“I’ve had kids tell me, ‘Because my adviser in the athletics department told me this is what I should major in,’” St. John said.

Gerald Gurney, senior associate athletic director for academics, said he doesn’t see clustering as a major problem, at least at OU.

He points to the fact that sociology and criminology, the stereotypical “athlete majors,” are among the largest majors on campus, even among non-athletes.

Gurney said he would be concerned “if 70 or 80 percent” of a team’s players had the same major, but the concentration of, for example, sociology majors on the football team, doesn’t bother him.

Gurney also denied that athletics advisers steer athletes toward certain majors.

“Advisers are just that. They offer advice,” Gurney said. “They never tell a student what to major in.”

But Schmitz, who worked with athletes from several different sports during his tenure with the athletics department, said advisers have ways of encouraging certain courses of action without telling athletes exactly what to do.

“The advisers will ‘suggest’ certain classes with a wink. They’ll say, ‘This class has a lot of athletes,’” Schmitz said. “They definitely know the easy professors.”

Cortney Carter, a former football player who graduated in December 2009 with a degree in sociology, said his adviser helped him decide on a major but didn’t give him any direct instructions.

“She told me, ‘Pick something you feel comfortable with, something you can get a good job with,’” Carter said. “She told me there’s no such thing as an easy major. She suggested a few, read the descriptions out to me and said it was my choice from there.”

Another former athletics department tutor who requested anonymity said some athletes who once studied difficult subjects told her that athletics department advisers strongly recommended they change their majors to something easier.

The woman asked to remain anonymous because she said she feared reprisal from the athletics department, which prohibits tutors from speaking to the media.

“I heard stories,” she said. “People would say, ‘My major was this,’ and it was something substantial, and it was something they wanted to do, and then it’s, ‘I got my major changed for me.’ So you get a lot of sociology.’”

St. John, the sociology chairman, isn’t shy about admitting that the major he oversees is not one of the most difficult on campus.

“It’s not physics or chemistry,” he said when asked why so many athletes major in sociology. “I’m guessing there are probably zero football players who are majoring in physics.”

The former tutor said in her experience, football players dealt with the most intense management of their academic careers. Players of other sports are often given more freedom to major, or even cluster, in difficult subjects.

And some of them appear to be clustering for all the right reasons.

More than a quarter of the athletes on the men’s gymnastics team are majoring in health and exercise sciences, a science-heavy major that sends students on to careers in nursing, physical therapy and coaching, among other fields.

Russell Czeschin, one of the HES gymnasts, said the nature of the subject, and the fact that it leads to many different career paths, is what attracts so many athletes.

“Gymnasts like to know about our bodies and get our bodies in the best shape possible to maximize our performance level,” he said. “So it makes sense that a lot of people would be interested in that.

Czeschin, a senior who weekly spent 20 hours on gymnastics, 15 at work and 15 in the classroom, is set to graduate with a 3.8 GPA and an acceptance to OU's accelerated nursing program, which accepts only 45 students per year. By August 2010, he'll be a registered nurse.

Czeschin said some of the students in the athletics department aren't as committed to academics as they should be, and decisions about how much to invest in school are ultimately personal ones.

"There are a lot of athletes that are in school because of athletics, and that's their number one priority," Czeschin said. "But for me, my education was my number one priority. Gymnastics came after that."

Staying eligible

There are as many reasons for athletes to gravitate toward certain majors as there are for non-athletes, but experts, administrators and students alike agree that athletes, and the athletics department officials who oversee them, face some unique pressures.

Athletics department officials are tasked with ensuring academic eligibility for student athletes, something that became more difficult in 2003 when the NCAA enacted a slate of academic reforms designed to increase athlete graduation rates.

College athletes now have to complete more credit hours per year than they did under the previous rules. If athletes haven't completed 40 percent of the hours needed for a degree by the end of their second year of school, they are considered academically ineligible.

If too many of a school's athletes are ineligible, the institution can face penalties including the loss of athletics scholarships.

Gurney said when the reforms were first enacted, some officials were concerned that OU might face penalties while adapting to the change. But thus far, OU has not only avoided penalties but put in place regulations that are even more stringent than the NCAA's.

However, the former tutors said the athletics department's emphasis on eligibility sometimes comes at the price of education.

Schmitz resigned from his position as a tutor in April because he felt like he was spending more time ensuring compliance with NCAA regulations than he was teaching.

He said athletics department officials give tutors and athletes the impression that they are more concerned with complying with NCAA rules than facilitating genuine learning.

"Their concern is for [student athletes] to pass classes, not for them to learn," Schmitz said. "If in the process they happen to learn, great, it's education. But it's really about eligibility."

The concern with eligibility isn't limited to athletics department officials; some athletes, particularly those in the "revenue sports" of football and men's basketball, display it as well.

"They're not here because of school, they're here because of the sport," St. John said of some of OU's athletes who hope to play professional sports. "Going to school, for them, is staying eligible."

For elite athletes, staying eligible means staying on the field, or the court, where they are more likely to be seen on TV, noticed by scouts and prepared for a professional career.

Most students are at OU because they want to have academic experiences that will prepare them for their lives after college. But many athletes are at OU because they want to have athletic experiences that will prepare them for their lives after college.

"OU's tradition of athletic excellence has many of its prospects coming to OU with professional aspirations," Gurney said. "First and foremost, they want to be a professional athlete."

Miscellaneous

Obama Calls for Better Data on Students and Urges Colleges to Control Costs

Sara Hebel
Chronicle of Higher Education
March 10, 2009

Washington — In a speech that stressed shared responsibility for improving education and urged better systems of accountability, President Obama reiterated his belief today that America's long-term prosperity rests heavily on the nation's ability to do a better job of educating its people.

The president urged states and school districts to create better data systems to track students' educational progress from childhood through college, told colleges and universities they needed "to control spiraling costs," and said individuals have a responsibility to themselves and to their country to "walk through the doors of opportunity."

Much of Mr. Obama's speech, which he delivered to the U.S. Hispanic Chamber of Commerce, focused on his recommendations to improve elementary and secondary education, including rewarding effective teachers with extra pay and lengthening the time students spend in the classroom each year.

But he also reiterated his plans for higher education, including his goals for all Americans to commit to completing at least one year of postsecondary education and for the United States to have the highest proportion of college graduates in the world by 2020.

"Education is no longer just a pathway to opportunity and success, it is a prerequisite," the president said.

To bolster his point, Mr. Obama cited statistics that said half of the 30 fastest-growing occupations in America require at least a bachelor's degree. By 2016, he added, four out of 10 new jobs will require at least some advanced education or training.

The president talked about the need for institutions to improve access to job training for both young people and older workers, and called community colleges "a great and undervalued asset" in preparing workers for good jobs.

Mr. Obama also used his speech to tout a number of higher-education proposals in the 2010 budget plan he released last month. Those included his plans to make the Pell Grant an entitlement and tie increases in the maximum award to inflation, to abolish the bank-based student-loan program to help pay for his education priorities, and to provide states with $2.5-billion to identify and support practices and programs that help students stay in college and earn degrees.

Some college better than none for athletes

Myles Brand
Letter to the Editor
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Bob Kravitz ("NCAA should let athletes choose pay or scholarship," March 6) wants to let some student-athletes get paid up to $25,000 a year to play college sports. And they wouldn't need to go to class because they really don't want to be students anyway?

His beef, apparently, is with the likes of Greg Oden and Josh McRoberts, who knew they weren't going to stay when they were recruited to play at Ohio State (Oden left after one year) and Duke (McRoberts left after his second year). Kravitz sees them as "wasting classroom space and academic resources" when they "don't want to be there and shouldn't be there."

Instead, says Kravitz, they should have had the option to take the cash equivalent of the basketball financial grant-in-aid they received, but they wouldn't be allowed to participate in the academic benefits of being on campus because it's hypocritical to call them students.

The reasons why this is a bad idea are far too numerous to present in this limited space. The overriding point is that it doesn't solve the problem Kravitz thinks exists. Paying even a few student-athletes would turn universities into entertainment corporations and misses the point that, for most, some college is better than none.

There are two other points.

First, it is unfair to the overwhelming majority of the 400,000 student-athletes who compete in college sports every year and are fully committed to earning degrees to single out this aspect of the college experience as the egregious anomaly that thrusts higher education into the abyss of hypocrisy.

To be fair, there are student-athletes who accept an athletics scholarship with no intention of staying for a degree. But there are also students, talented students, even prodigious students on every campus who receive scholarships but don't remain to get their degrees. On average, 38 percent of all entering freshmen don't. Are they all wasting classroom space and academic resources?

Of course not. And neither are the 36 percent of student-athletes who don't graduate (fewer, on average, than all other students).

Second, for those whose preparatory record for college admission is acceptable (and it is immoral for coaches or anyone else on campus to recruit talented individuals who cannot do the academic work), any exposure to higher education is better than no exposure. One year is better than none. Two years is better than one.

Greg Oden understood that and is continuing to work on his degree at Ohio State. So are many other student-athletes who were exposed to the university experience because of athletics. Higher education exposes young people to the opportunities of learning.

As president of two major state universities, I wanted every student to earn a degree, but I knew not all would. As president of the NCAA, I want every student-athlete to stay and earn a degree, but I know not all will.

But Kravitz is dead wrong to think the answer is to turn those who won't into professional athletes and to turn colleges and universities into professional team owners. No one has to go to college to play professional sports. But if you do go to college, you have to be a student.