A G E N D A

National Collegiate Athletic Association

Division I Academic Cabinet

NCAA National Office
Indianapolis, Indiana

February 1-2, 2010

Pre-Meeting Teleconference.

1. Welcome and announcements.

2. Review the September 2009 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 and NCAA Division I Leadership Council update. [Supplement Nos. 2, 3 and 4] (Diane Dickman)

   b. NCAA Division I Communications and Coordination Committee update. [Supplement Nos. 5 and 6] (Matt Burgemeister)

   c. NCAA Division I Basketball Academic Enhancement Group update. [Supplement No. 7] (Julie Cromer)

   d. NCAA Division I Football Academic Working Group update. [Supplement No. 8] (Cromer)

   e. Update on women's basketball academic and access model. (Dickman)

   f. NCAA Division I Committee on Academic Performance update. [Supplement No. 9] (Dickman)

   g. Other Division I cabinets updates. [Supplement No. 10] (Burgemeister)

   h. NCAA Division I Student-Athlete Advisory Committee update. [Supplement No. 11] (Jarrett Newby)

4. Review of legislation and interpretations. (Burgemeister)

   a. Update from October 2009 Legislative Council meeting. [Supplement No. 12]

      (1) Update regarding noncontroversial proposal regarding composition of NCAA International Student Records Committee.

      (2) Update on statement regarding academic impact in legislative proposals.

   b. Update on legislation sponsored by the Academic Cabinet. [Supplement No. 13]

   c. Update on legislation reviewed by the cabinet in the 2009-10 legislative cycle. [Supplement No. 14]

   d. Update on Men's Basketball Academic Enhancement Group proposals sponsored by Board of Directors in October 2009. [Supplement No. 15]

   e. Review recent interpretations of interest to the Academic Cabinet. [Supplement No. 16]

5. Updates from committees reporting to the cabinet.

   a. International Student Records Committee. [Supplement No. 17] (Frank Arredondo, Doug Healey and Jobrina Perez)

   b. NCAA High School Review Committee. [Supplement No. 18] (John Shukie)

6. Review recent Graduation Success Rate (GSR) and Federal Graduation Rate data. [Supplement No. 19] (Tom Paskus and Todd Petr)

In-Person Meeting.

7. Welcome and announcements.

8. Follow-up from teleconference, if any.

9. Review of academic preparation of prospective student-athletes. (Cromer, Paskus and Petr)

   a. Review additional research regarding initial-eligibility academic standards. [Supplement No. 20]

   b. Review of initial-eligibility alternatives related to grade-point average given goals, principles and data.

   c. Review summary of current two-year college transfer regulations. [Supplement No. 21]

   d. Initial review of available data regarding two-year college transfer student-athletes. [Supplement No. 22]

   e. Conversation with representatives from two-year college community. [Supplement No. 23]

   f. Discuss next steps.

10. Academic waivers.

   a. Initial eligibility.

      (1) Consider adding an academic plan requirement as part of the initial-eligibility waiver process. [Supplement No. 24] (Stephanie Bacan and Steve Clar)

      (2) Update on initial-eligibility waiver statistics. [Supplement No. 25] (Clar)

      (3) Update on prospective student-athlete review statistics. [Supplement No. 26] (Clar)

b. Progress toward degree.

(1) Update on progress-toward-degree waiver statistics. [Supplement No. 27] (Bill Regan and Katy Yurk)

(2) Review of waivers granted with conditions, particularly waivers related to baseball-specific legislation. [Supplement No. 28] (Regan and Yurk)

11. Update on Facilitating Learning and Achieving Graduation Program (FLAG). (Burgemeister)

12. NCAA Division I Committee on Athletics Certification peer-review process. (Danielle Teetzel)

13. Continue review of nontraditional courses for current student-athletes to satisfy full-time enrollment and progress-toward-degree requirements. [Supplement No. 29] (Burgemeister)

14. Report from the National Association of Academic Advisors for Athletics (N4A) president. (Andy Cardamone, Gerald Gurney and Christine Jackson)

15. Discuss impact of academic reform on academic support services/personnel. (Cromer)

a. Continue to review results of academic support services comprehensive study. [Supplement No. 30] (Cromer and Annie Kearns)

b. Perspective of N4A representative.

c. Discuss next steps.

16. Updates on communications and outreach.

17. Review dates of future cabinet meetings.

    a. June 28-29, 2010; Indianapolis.

    - June 27 Travel anytime.
    - June 28 Meeting from 8 a.m. to 3 p.m.
      Joint meeting with Committee on Academic Performance from 3 to 5 p.m.
      Reception from 5 to 6 p.m.
    - June 29 Joint meeting with Committee on Academic Performance from 8 to 11 a.m.
      Return travel after noon.

    b. September 13-14, 2010; Indianapolis.

    - September 12 Travel anytime.
      New member orientation - tbd.
    - September 13 Meeting from 8 a.m. to 5 p.m.
    - September 14 Meeting from 8 to 11 a.m.
      Return travel after 1 p.m.

18. Other business.

19. Adjournment.

NCAA Division I Academic Cabinet
February 1-2, 2010, Meeting Schedule
NCAA National Office
Indianapolis, Indiana

Meeting	Sunday, January 31	Monday, February 1	Tuesday, February 2
CABINET MEETING	Travel Only.	8 a.m. to 5 p.m. (Palmer Pierce)	8 a.m. to noon (Palmer Pierce) (Return travel after 2 p.m.)
Breakfast		7:30 to 8 a.m. (Atrium)	7:30 to 8 a.m. (Atrium)
Lunch		Noon to 1 p.m. (Atrium)	

NCAA Division I Academic Cabinet
Roster

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NCAA Division I Academic Cabinet
Initial-Eligibility Waiver Appeals Subcommittee
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NCAA Division I Academic Cabinet
Progress-Toward-Degree Waiver Appeals Subcommittee
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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 SEPTEMBER 14-15, 2009, MEETING

***ACTION ITEMS*.**

1. Legislative Items.

- **Request for Noncontroversial Legislation to Modify Composition of International Student Records Committee.**

  (1) Recommendation. The NCAA Division I Academic Cabinet recommends the NCAA Division I Legislative Council adopt noncontroversial legislation to specify that the NCAA International Student Records Committee shall consist of six members, including two Division I representatives, two Division II representatives and two representatives who may be from either Division I or Division II.

  (2) Effective Date. Immediate.

  (3) Rationale. This proposal does not change the voting positions on the International Student Records Committee; it simply eliminates the nonvoting seats. The proposal allows for greater flexibility in the appointment of ad hoc members by permitting the committee to supplement its expertise as needed. For example, if the permanent committee members do not have sufficient expertise regarding educational systems in a certain country, the committee could add that needed expertise by appointing an ad hoc member with such knowledge. This proposal is being recommended as noncontroversial legislation, since broader consultation and debate are unlikely to improve the proposal in any substantial way; significant disagreement or alternative points of view will not be generated and there does not appear to be a significant impact on existing or proposed legislation. As the International Student Records Committee is a common committee, this recommendation will not be effective unless and until the same legislation is adopted in Division II.

  (4) Estimated Budget Impact. Cost savings through the use of consultants only as needed, rather than as mandated by current legislation.

  (5) Student-Athlete Impact. None.

2. Nonlegislative Items.

- None.

KEY ITEM.

- **Review of Initial-Eligibility Standards.** The cabinet continued its review of initial-eligibility standards, employing the goals and principles drafted earlier this year. Because NCAA research indicates that high school core-course grade-point average is a good predictor of eventual academic success in college, the cabinet noted that emphasizing the grade-point average requirement in any modifications to the initial-eligibility requirements may increase the predictability that a particular prospective student-athlete eventually will graduate from an institution. The cabinet requested additional information regarding the grade-point average requirement. Specifically, the cabinet is interested in the potential effects of a minimum core-course grade-point average requirement and also the impact of increased emphasis on the grade-point average in the sliding scale.

INFORMATIONAL ITEMS.

1. Legislative – Comments on Proposals to be Initially Considered by the Legislative Council in January 2010.

a. NCAA Proposal No. 2009-17 – Personnel – Certification to Recruit Off Campus – Certification Administration – Faculty Athletics Representative. The cabinet opposes Proposal No. 2009-17, which would specify that an institution's faculty athletics representative shall administer the annual coaches' certification test; further, that if the faculty athletics representative is unable to administer the test, he or she shall appoint an institutional staff member outside the athletics department to administer the test. The cabinet recommends that the sponsor modify Proposal No. 2009-17 to specify that an institution's faculty athletics representative or a designee of the faculty athletics representative outside the institution's athletics department shall administer the annual coaches' certification test. The cabinet would support the proposal if modified. Further, in the event the sponsor does not support the suggested modification, the cabinet shall sponsor an alternative proposal. The cabinet noted that there does not appear to be a compelling reason or benefit to eliminate institutional flexibility in the administration of the certification test. Permitting another individual to administer the exam only when the faculty athletics representative is "unable" to do so might create unnecessary delays in the process. Further, the cabinet noted that the faculty athletics representative should not be required to administer the test if the institution has an established, appropriate procedure that designates an individual outside the athletics department to administer the test.

b. Proposal No. 2009-29 – Recruiting and Eligibility – Four-Year Prospective Student-Athletes – Permission to Contact and Transfer Release – Response to Request and Hearing Opportunity. The cabinet opposes Proposal No. 2009-29, which would specify that an institution shall grant or deny a request to permit another institution to contact a student-athlete about transferring or a request for release as a condition of the one-time transfer exception within seven calendar days of receipt of the request; further, that if the request is denied, the institution shall conduct a hearing within 14 calendar days of receipt of the student-athlete's written request and that the student-athlete shall be provided the opportunity to actively participate in the hearing. The cabinet supports the intent and several elements of the proposal, but believes modifications should be made to the deadlines outlined for these activities. Specifically, the cabinet recommends that the sponsor modify Proposal No. 2009-29 to specify that an institution shall grant or deny a request to permit another institution to contact a student-athlete about transferring or a request for release as a condition of the one-time transfer exception within seven business days of receipt of the request; further, to specify that if the request is denied, the institution shall conduct a hearing and provide written notification of the decision to the student-athlete within 15 business days of receipt of the student-athlete's written request and that the student-athlete shall be provided the opportunity to actively participate in the hearing. The cabinet would support the proposal if modified. Further, in the event the sponsor does not support the suggested modification, the cabinet shall sponsor an alternative proposal. The cabinet strongly supports the concepts of establishing defined timelines for response to requests for permission to contact or to use the one-time transfer exception and for promptly conducted hearings when such requests are denied. The cabinet believes that such decisions should be made as quickly as possible in the interest of student-athlete well-being. However, the cabinet expressed concern that the number of days specified in Proposal No. 2009-29 may be unrealistic and may result in a number of unintentional violations, particularly when requests are made at the end of an academic term and institutions may be closed for a period of time or institutional staff members may be on vacation.

c. Proposal No. 2009-45 – Recruiting – Official Visit – First Opportunity to Visit – June Immediately Prior to Senior Year – Football. The cabinet opposes Proposal No. 2009-45, which would specify that a prospective football student-athlete may be provided an expense-paid visit during the month of June immediately preceding the prospective student-athlete's senior year in high school. The cabinet noted that some prospective student-athletes still will be completing the junior year of high school in June, and they could be preparing for or taking final exams while taking official visits if this legislation is adopted. The cabinet also noted that providing official visits prior to the senior year in high

school would accelerate the early recruitment of prospective student-athletes. Finally, monitoring complications could result from official visits occurring around the time of institutions' football camps or clinics.

d. **Proposal No. 2009-51 – Recruiting – Camps and Clinics – Institution's Sports and Camps and Clinics – Location – Men's Basketball.** The cabinet supports Proposal No. 2009-51, which would specify that an institution's men's basketball camp or clinic shall be conducted on the institution's campus or within a 100-mile radius of the institution's campus. The cabinet also encourages the sponsor to consider modifying Proposal No. 2009-51 to specify that it be applicable to all sports rather than only men's basketball. The cabinet noted that the intent of sports camps and clinics is not for recruiting purposes; therefore, the intent and rationale of Proposal No. 2009-51 may be applicable to all sports.

e. **Proposal No. 2009-61 – Eligibility – Full-Time Enrollment – Requirement for Practice – Waiver – U.S. Olympic Committee/National Governing Body – Former Student-Athlete at Another Institution – Individual Sports and Women's Rowing.** The cabinet supports Proposal No. 2009-61, which, in individual sports and women's rowing, and in a case in which the U.S. Olympic Committee or national governing body in the sport has recommended the individual's participation, would permit a former student-athlete who has graduated and has no eligibility remaining to participate in organized practice sessions at an institution other than the one he or she previously attended. The cabinet noted that a student-athlete must have graduated and exhausted eligibility in order to meet this legislation. Such student-athletes can have a positive influence on an institution's current student-athletes. In addition, any recruiting or competitive advantage as a result of the former student-athlete participating in practice is likely to be minimal.

f. **Proposal No. 2009-62 – Eligibility – Full-Time Enrollment – Requirement for Practice – Waiver – U.S. Olympic Committee/National Governing Body – Former Student-Athlete – Duration of Waiver – Individual Sports and Women's Rowing.** The cabinet opposes Proposal No. 2009-62, which, in individual sports and women's rowing, and in a case in which the U.S. Olympic Committee or national governing body in the sport has recommended the individual's participation, would specify that a former student-athlete's participation in organized practice sessions shall be limited to the number of years that allows the individual to practice with the institution's team in preparation for two consecutive Olympic Games following exhaustion of eligibility or completion of degree, whichever is earlier. The cabinet noted that the current limit of five years is sufficient time to learn from an institution's coach and have a

positive impact on the institution's team. Also the cabinet noted that other means exist for former student-athletes to train with Olympic coaches beyond the five year period (e.g., outside of the team's formal practice sessions).

g. **Proposal No. 2009-63 – Eligibility – Seasons of Competition – Criteria for Determining Season of Competition – Alumni Game, Fundraising Activity or Celebrity Sports Activity.** The cabinet opposes Proposal No. 2009-63, which would specify that a student-athlete may engage in outside competition in either one alumni game, one fundraising activity or one celebrity sports activity during a season without counting such competition as a season of competition, provided the event is exempted from the institution's maximum number of contests or dates of competition as permitted in the particular sport per NCAA Bylaw 17. The cabinet expressed concern about using student-athletes who would not compete for the institution's team for the duration of the playing season as participants in promotional contests. The cabinet also noted the potential complexity of monitoring a student-athlete's participation in such activities.

h. **Proposal No. 2009-65 – Eligibility – Transfer Regulations – Four-Year College Transfers – One-Time Transfer Exception – Women's Volleyball.** The cabinet opposes Proposal No. 2009-65, which would specify that the one-time transfer exception to the four-year transfer residence requirement is not applicable to student-athletes in women's volleyball. As noted in the cabinet's guiding principles, the cabinet generally is opposed to sport-specific legislation without compelling evidence to support the proposal for a particular sport. The cabinet noted a lack of data to support a significant loss of NCAA Division I Academic Progress Rate (APR) retention points in volleyball due to transfer activity. Also, the cabinet noted that the American Volleyball Coaches Association (AVCA) has not yet taken a position on the proposal.

i. **Proposal No. 2009-66 – Eligibility – Transfer Regulations – Four-Year College Transfers – Competition or Receipt of Athletically Related Financial Aid in Year of Transfer – Tennis.** The cabinet opposes Proposal No. 2009-66, which would, in tennis, specify that a transfer student from a four-year institution who enrolls at the certifying institution as a full-time student after the conclusion of the first term of the academic year and qualifies for an exception to the one-year residence requirement shall not be eligible for competition until the following academic year if he or she has competed during the same academic year or received athletically related financial aid during the same academic year from the previous four-year institution. The cabinet noted that the proposal appears to negatively impact student-athlete well-being by restricting student-athletes who either have not received athletically related financial aid or have not competed for the current institution. Further, the cabinet generally is opposed to sport-specific

legislation without compelling evidence to support the proposal, as noted in the cabinet's guiding principles. The cabinet also would like to measure to impact of Proposal No. 2008-38 before supporting another amendment to the legislation. Finally, the cabinet noted that the Intercollegiate Tennis Association has not yet taken a position on the proposal.

2. Legislative – Modification of Cabinet-Sponsored Proposals in the 2009-10 Legislative Cycle.

- **Proposal No. 2009-60 - Eligibility - Academic Waivers - Authority of Initial-Eligibility Waivers Committee and Progress-Toward-Degree Waivers Committee.** The cabinet reviewed the legislative form of Proposal No. 2009-60 and amended the effective date of the proposal to May 1, 2010. This change will allow for clarity in the application of these procedural changes such that those waiver requests received prior to the effective date will follow the current appeal procedures, and those received on or after May 1, 2010, will follow the new appeal process. This change will provide for transition at time of year when relatively few waivers are requested, which should reduce the likelihood for backlogs and/or confusion due to transitional issues. Further, this revised effective date allows for timely, effective communication and instruction to the membership.

3. Nonlegislative.

a. Review of Initial-Eligibility Standards. The cabinet continued its review of the division's initial-eligibility requirements and considered potential revisions to the current initial-eligibility standards. The cabinet reiterated the goals and principles identified during its June meeting and reviewed the impact each principle may have on potential modifications to the initial-eligibility standards.

NCAA research indicates that a prospective student-athlete's high school core-course grade-point average is a fairly strong predictor of academic success in college. The cabinet noted that focusing on the grade-point average requirement in any revisions to the initial-eligibility requirements may increase the predictability that a particular prospective student-athlete eventually will graduate from an institution. The cabinet requested that the research staff present additional information at its next meeting regarding the grade-point average requirement, specifically, the potential effects of an increased minimum core-course grade-point average requirement and also the effects of increased emphasis on the grade-point average in the sliding scale.

Based on the data available, revisions to the core course requirement (i.e., number of core courses required) or test score requirement do not appear to offer a significant improvement to predicting the eventual success of a prospective student-athlete without potential undesirable consequences, including an increased number of false negatives (declaring as ineligible a student who likely would have graduated from college) and disparate impact on a subgroup of prospective student-athletes. Further, an approach that involves cumulative levels of academic risk, or "banding", appears to contradict the principle that the eligibility requirements should be simple, and easy to understand and implement. The "banding" concept also appears to be intrusive to institutional autonomy for managing admissions policies and academic risk.

The cabinet will consider further whether changes to the initial-eligibility requirements should affect an individual's receipt of athletically related financial aid or should be limited to eligibility for competition in the initial year of enrollment (e.g., enhanced grade-point average requirement to be immediately eligible for competition as a freshman student-athlete). The cabinet noted that continuing to offer the opportunity to receive aid, but not compete, in the first collegiate year will help preserve access to four-year collegiate institutions, which was an emphasis of the current initial-eligibility requirements. Additionally, the cabinet will consider whether the initial-eligibility requirements should be more closely tied to the two-year transfer eligibility requirements. The cabinet noted that more significant improvements in academic performance may come from revisions to the transfer requirements; however, the data are not yet available to make those recommendations. Further, the cabinet is interested in reviewing the pattern of core-course completion (i.e., how many core courses per subject and which core courses are completed during each year of high school) and will review that data as it becomes available.

Finally, prior to its next meeting the cabinet will continue to seek feedback from the membership and interested constituent groups and organizations (e.g., faculty, coaches and academic support associations) regarding its goals, principles and potential concepts for modifying the initial-eligibility standards.

b. **Revision of Initial-Eligibility Waiver Policies and Procedures.** The cabinet approved revisions to the NCAA Division I Initial-Eligibility Waivers Committee Policies and Procedures to amend the staff authority and to permit the staff to render initial decisions for all initial-eligibility waiver cases, including cases involving students with education-impacting disabilities. This change will be effective May 1, 2010. Currently, staff is permitted to render initial decisions for all initial-eligibility waiver cases except cases involving students with disabilities. This modification will allow the staff to make initial decisions on all waiver cases.

Greater staff authority will allow the waiver committee to serve as an appellate body for all waiver cases, including cases involving prospective student-athletes with education-impacting disabilities. Such a modification provides the same waiver process to a prospective student-athlete with an education-impacting disability as to all student-athletes.

c. Nontraditional Courses Used by Currently Enrolled Student-Athletes to Meet Full-Time Enrollment and Progress-Toward-Degree Requirements. The cabinet was joined by the chair of the Legislative Council to discuss the use of nontraditional courses by current student-athletes to meet full-time enrollment and progress-toward-degree requirements. The cabinet discussed several potential reasons for defeat of the previous legislative proposals related to this topic and noted that many were related to the timing and understanding of the proposals, rather than the intent and specific criteria proposed. The cabinet noted that the Legislative Council and NCAA Division I Board of Directors recognize the limitations of current legislation in this area and are supportive of updates to the legislation. The cabinet anticipates working with the Legislative Council to develop a proposal for the 2010-11 legislative cycle that will benefit the membership, while addressing past concerns.

d. NCAA Division I Basketball Academic Enhancement Group Update. The cabinet reviewed the final report of the Basketball Academic Enhancement Group and continues to support the goals of improving the academic preparation of men's basketball student-athletes and facilitating transitions from high school to college. To this end, the cabinet agrees with the group's recommendations regarding required assessment activities for incoming students, as well as with the priority placed on learning and study skills education. The cabinet emphasized the importance of balancing and advancing individuals' identities as students, not just athletes, and noted increased faculty engagement beyond standard classroom interaction would serve this purpose. In addition, the cabinet noted the NCAA's academic partner organizations (e.g., N4A, NACADA, faculty athletics representatives) should be engaged to develop appropriate study skills resources for incoming student-athletes.

The cabinet also acknowledges the significance of the nonacademic influences in a student-athlete's life and the importance of the coach/player relationship to enhancing the student-athlete's connection to the institution. However, the cabinet was concerned with the amount of time incoming student-athletes would be permitted to spend with the coaching staff in full-time athletics skill development activities, relative to the time spent on academic work as outlined in the working group's recommendations. The cabinet also discussed whether the proposed staggered start to practice provides any academic benefit.

Despite these concerns, several cabinet members were supportive of allowing some athletics skill development time in the summer to enhance coach/player relationships. Even so, they suggested a review of the summer recruiting calendar to identify revisions that would increase coaches' presence on campus during the summer so they could fully engage in permissible athletics skill development and in relationship building.

Finally, when considering the academic requirement that serves as a companion piece to the summer athletics skills development opportunity, many cabinet members supported an increase in the number of completed hours to be required of incoming student-athletes. Specifically, cabinet members suggested stipulating a requirement of six hours, of which no more than three hours could be earned in study skills courses, with remaining hours to be completed in courses that satisfy general education requirements or serve as prerequisites for such requirements (e.g., required remedial courses).

e. **NCAA Division I Football Academic Working Group Update.** The cabinet received an update on the work of the Football Academic Working Group. Specifically, the cabinet noted that the working group has reviewed feedback on its preliminary concepts and is considering whether to modify any of the recommendations. The cabinet also noted that the working group will continue its review of the time demands on football student-athletes during the fall. Finally, the cabinet anticipates having an opportunity to review the working group's final report at its February meeting, after the report is presented to the Board of Directors.

f. **Academic Performance of Women's Basketball Student-Athletes.** The cabinet noted that the NCAA Division I Women's Basketball Issues Committee began a review of the academic performance of women's basketball student-athletes in light of recent data indicating declining eligibility rates and increasing numbers of student-athletes departing their institutions while academically ineligible (i.e., "0/2" in the APR). The cabinet reviewed the academic-development concepts considered by the committee for entering prospective student-athletes and looks forward to the committee's future development of the ideas. The cabinet also discussed the opportunity to include an institutional assessment of each student-athlete's risk of not graduating as part of the recommendations to improve academic performance and graduation rates of women's basketball student-athletes. Finally, the cabinet noted that the committee's review is still in its preliminary stages and that final recommendations and proposals are anticipated to be ready for the 2010-11 legislative cycle.

g. Preliminary Results of Comprehensive Academic Support Services Survey (Academic Cabinet Priority Topic). The cabinet reviewed the preliminary results of a comprehensive study of academic support resources and practices for student-athletes at Division I institutions. Members of the cabinet worked with the NCAA research staff and representatives from the National Association of Academic Advisors for Athletics (N4A) and National Academic Advising Association (NACADA) to develop and conduct the survey. Division I institutions were surveyed on the support services provided for student-athletes; whether academic support services are required for all student-athletes or a particular subgroup of student-athletes; academic support staff, facilities and budgets; and the perceived effects of NCAA academic reform initiatives. Overall, responses were received from more than 90 percent of Division I member institutions, including at least 80 percent of the institutions in each Division I subdivision and a broad representation of resource levels. The research staff will continue to tabulate results and will provide a complete report to the cabinet at a later date.

h. Facilitating Learning and Achieving Graduation (FLAG) Update. The cabinet received an update regarding the development and implementation of the FLAG program. Specifically, the Graduation Risk Overview (GRO) module, which will help institutions to evaluate and quantify each student-athlete's risk of not graduating, is currently under development by the national office staff. The module will be piloted in the next several weeks, and the project is on track to be available to the membership during the 2009 fall term. Development of the second module of the FLAG program, which will help institutions identify support services based on an individual student-athlete's risk factors, will begin later this year.

i. Report from the NCAA Eligibility Center. The cabinet received its annual update from the Eligibility Center, including an overview of academic and amateurism certification activity to date for the 2009-10 academic year, the implementation of policies and operations related to recently adopted legislation (i.e., Proposal Nos. 2008-21, 2008-34, 2008-75 and 2008-77) and a review of outreach efforts to prospective student-athletes, high schools and member institutions. In addition, the Eligibility Center staff reported observations regarding the current secondary education environment, including unregulated high school activities, and discussed the implications for initial-eligibility certification. Finally, the cabinet learned the Eligibility Center is partnering with the Collegiate Commissioners Association Compliance Administrators (CCACA) to address issues raised by the membership and to improve the service provided to member institutions during the fall certification season.

j. Review of Two-Year College Transfer Student-Athletes. In anticipation of the cabinet's February meeting, the cabinet began preparations for its review of issues pertaining to two-year college transfer student-athletes. Preliminary data will be available to examine the academic performance of two-year college transfers and the cabinet will attempt to identify the academic profile(s) of successful two-year college transfers as it prepares to consider potential revisions to the two-year college transfer requirements. To this end, the cabinet also noted the importance of augmenting the review of data by engaging interested constituents in the cabinet's discussions. Specifically, the cabinet requested that research results be shared with representatives from the two-year community so that the cabinet could consider their feedback during its review. In addition, the cabinet will host representatives from academic support associations at its February meetings and will engage those representatives, particularly to discuss best practices and successful strategies for ensuring graduation among two-year college transfer student-athletes.

Committee 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 October 29, 2009, Meeting of the
National Collegiate Athletic Association Division I Board of Directors

9. **Report from the Committee on Academic Performance.** Walter Harrison, chair of the Committee on Academic Performance shared information regarding the annual release of Graduation Success Rate (GSR) and Federal Graduation Rate information and the committee's continued work on the development of a head coach's APR portfolio with the Board. It was noted that he will report the committee's plans for a comprehensive study of the Academic Performance Program (APP) and its effectiveness in reaching the membership's goals for academic reform, the results of a study of academic support resources and practices for student-athletes, and plans for a long-term analysis of the initial-eligibility standards in more detail in January. [Reference Supplement No. 8.]

10. **Division I Governance Structure Update.**

a. **Discussion of Legislative Proposals Related to the Basketball Academic Enhancement Group (BAEG) Report**.

BOARD ACTIONS:

(1) The Board reviewed the final report and the accompanying legislative proposals recommended by the Men's Basketball Academic Enhancement Group.

(2) The Board noted continuing concern regarding the proposals related to the summer athletic development-retention model and providing travel expenses for parents accompanying prospects on official visits.

(3) **The Board agreed not to enter these two proposals into the 2009-10 legislative cycle, but rather to discuss them at the Division I Forum during the January Convention in an effort to encourage all parties (coaches, faculty, commissioners and administrators) to seek consensus in initiatives that will enhance graduation rates**. (Unanimous Voice Vote)

(4) **The Board voted to sponsor the remaining proposals in this year's legislative cycle.** [Reference Supplement No. 9.] (Unanimous Voice Vote)

- **Proposal No. 2009-96 – Two-Year College Transfers—Physical Education Activity Courses – Men's Basketball.**

- **Proposal No. 2009-97 – Financial Aid – Counters – Aid After Departure of Head Coach – Noncounter – Men's Basketball.**

- **Proposal No. 2009-98 – Playing and Practice Seasons – Playing and Practice Season Model – Men's Basketball.**

Board of Directors chair: James Barker, Clemson University
Staff Liaisons: S. David Berst, Division I governance
Jacqueline Campbell, Division I governance

REPORT OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I OCTOBER 6, 2009, LEADERSHIP COUNCIL

- ***KEY ITEMS*.**

1. **Interim President.** Jim Isch, NCAA senior vice president and chief financial officer, has been appointed Interim President of the NCAA. He intends to continue the Association's focus on academic reform, fiscal stability, student-athlete well-being and diversity and inclusion. It is expected that the Executive Committee will establish a timeline and framework for a search for a new full-time president during the committee's October 29 meeting. In addition, a public tribute to Myles Brand will be conducted at 6 p.m. on October 28 in Conseco Fieldhouse in Indianapolis, Indiana.

2. **Division I Membership Standards.** The group reviewed a set of recommended membership standards for aspiring members of Division I. The individual recommendations and reactions during the meeting are set forth below. It is anticipated that a final report will be submitted to the Board of Directors in time to be available for spring 2010 conference meetings and for appropriate legislation to be considered in the 2010-11 cycle. This schedule would coincide with the expected end of the Division I moratorium period regarding new Division I members and conferences, which expires in August 2011. [Supplement No. 1] [Addendum]

3. **Enhancing Diversity in the Division I Council and Cabinet Structure.** The group reviewed a draft of a paper designed to respond to the Board of Directors' request for recommendations to enhance diversity and give focus to faculty concerns regarding perceived underrepresentation in the governance structure. A summary of the discussion is set forth below. This item will be discussed again at the council's January meeting. [Supplement No. 2]

- ***INFORMATION ITEMS*.**

1. **Review of Division I Membership Recommendations.**

   a. **All potential new members of Division I should enter the division through a five-year "reclassification" process following membership in Division II as**

described in Bylaw 20.5.1, and only after presenting a bona fide offer of membership from a Division I multisport, voting conference. The sponsoring conference will be expected to provide appropriate guidance and counsel, assist with scheduling, monitor student-athlete well being and enhance accountability during the transition process.

Action: Based on counsel from Division II, the group agreed that active membership in Division II for five years should be required before beginning a "reclassification" transition to Division I. It was noted that this time period both provides the institution the opportunity to participate fully in Division II, and offers more insight into effects on the student-athlete experience than an immediate transition into, and out of, Division II.

b. **The "provisional" process provided for in Bylaw 20.3.1, which now permits an institution outside the NCAA to become a Division I member through a seven-year process, shall be eliminated.**

Action: Confirmed support.

c. **A substantial Division I application fee should be required before entering the "reclassification" process, which should be commensurate with the estimated value of services and benefits made available through Division I membership. For purposes of discussion, $800,000 is approximately half of the estimated average direct benefits (distribution funds and championships) and indirect benefits (Association-wide) received annually by a Division I member.**

Action: The staff was requested to present alternate models for the calculation of an application fee that would be representative of either a business model, an education association model or a hybrid. It remains unclear whether such a fee should be tied to the Division I brand value, a business valuation of Division I membership, the value of direct net benefits received annually as an active member, the operational costs associated with administering the reclassification process or whether a "vesting" period is appropriate. It was noted that the fee should eventually be deposited in NCAA reserves and not returned to the institution or its conference. It also was emphasized that each conference may

have its own fees associated with conference membership. The matter will be addressed again at the council's January 2010 meeting.

d. Upon beginning the "reclassification" process, the institution must meet Division I sports sponsorship requirements (which should be increased from 50 percent to 75 percent of the grants-in-aid maximums in the conference sponsored sports in which the institution will participate). In addition, the alternative means of satisfying this requirement now set forth in Bylaw 20.9.1.2-(b) (c) and (d) should be modified to correlate to the new minimum.

Action: The staff was requested to gather additional data concerning the actual levels of funding in each sport by current Division I members for Leadership Council consideration in January. While it appears that the vast majority of institutions now fund grants-in-aid above the 50 percent level, it is not clear which schools use the alternate means provided by sections (c) and (d) of this legislation to meet this requirement. It was noted that if the percentage requirement is increased, a phase-in period for current members to satisfy the requirement may be appropriate. It also was noted that an increase should be a catalyst for broader support of an institution's athletics program and should not be seen as a reason to reduce funding in certain sports in order to increase grants in others.

e. A prospective member institution may not be elected to active membership in Division I if it is subject to a "historical penalty" under the APR program.

Action: Confirmed support.

f. A preliminary NCAA certification should be required in year 2 of the five-year "reclassification" period and a compliance review and full certification should be required before final approval as a Division I member.

Action: Confirmed support, although the nature and requirements for preliminary certification should be established.

g. A multisport conference must establish voting privileges in the Division I governance structure through legislation that places the conference among those identified in applicable sections of Constitution 4 related to representation and voting ratios on Division I Board of Directors, Legislative and Leadership Councils and the six cabinets.

Action: Confirmed support.

h. The multi-divisional practice permitting a Division II or III institution to designate one men's and one women's sport in Division I, except in football or men's or women's basketball shall be discontinued upon the completion of the 2010-11 academic year. Division II and III institutions that sponsor sports teams in Division I in 2010-11 may continue to do so in the sports so designated but will forfeit this opportunity permanently if it fails to conduct the sport in Division I in any ensuing academic year. No change is recommended for participation in national collegiate championships.

Action: Confirmed support.

i. Multisport, voting conferences shall receive preference in awarding Automatic Qualification (AQ) for Division I championships. Further, no more than 32 conferences may be awarded AQ's for any championship, and at least 50 percent of the field must be reserved for "at large" selections.

Action: Confirmed support.

j. The current definitions for "core" and "continuity" for Division I institutions should be eliminated in favor of a new definition of "multisport conference."

Action: It was agreed that the attachment to Supplement No. 1 of the agenda, which was prepared by the 20 FCS and Division I subdivisions conferences, would be reviewed by staff to ensure that the status quo is preserved if these definitions are eliminated and that special attention be paid to the number of

schools required to both be considered a conference member and be eligible for automatic qualification into championship competition in men's basketball.

k. New "active" members of Division I should qualify immediately for revenue distributions related to academic enhancement and the Special Assistance/Student-Athlete Opportunity Funds. Remaining allocations and Division I distributions should be computed based upon the actual members of the division at the time applicable revenue agreements are completed. Each sponsoring conference would be free to share its revenues from Division I distributions among its members as it deems appropriate.

Action: This recommendation should be evaluated in conjunction with further discussion of the new member application fee structure.

l. No change in criteria is recommended for designation in the Football Championship Subdivision.

Action: Confirmed support.

m. The role of the Administration Cabinet and the steps of the five-year reclassification process should be modified to ensure coordination by the cabinet with sponsoring conferences.

Action: Referred to the Administration Cabinet and conferences for consideration.

n. Constitution 3.2.3.1 should be amended to provide that the vote to elect an institution to Division I active membership upon recommendation of the Administration cabinet shall be taken by the Board of Directors, rather than the Leadership Council.

Action: Confirmed support.

2. **Discussion of possible ways to enhance the level of diversity at the Division I cabinet and council levels.** The Leadership Council discussed the following approaches:

   a. Apply the current diversity requirements (35 percent of each gender and 20 percent ethnic minority) to each cabinet and council while noting the importance of positional distribution in the nomination process.

   b. Require that faculty athletics representatives comprise a certain percentage of the membership of each cabinet other than the Academics Cabinet; where faculty athletics representatives would comprise a higher percentage of the membership.

   c. Require conferences to nominate two individuals, regardless of position, for each cabinet or council opening; charge the Board of Directors to keep the diversity of the cabinets and councils in mind when selecting between the two nominees.

   d. Place a two-year term limit on all cabinet and council positions and limit conferences to two consecutive nominees of the same position.

   e. Establish a certification or education process to help conferences identify qualified potential nominees.

   f. Send a letter to conferences and institutions emphasizing the importance of gender, ethnic and positional diversity on all cabinets and councils and encourage interest in participation, even in areas where the individual may not have past experience.

   Prior to the Leadership Council's January meeting, NCAA staff will formulate concepts aimed at enhancing the level of diversity serving within the governance structure that reflect the approaches discussed by the Leadership Council. These recommendations should relate to both the nomination system and possible initiatives to help new participants develop interest in the governance structure. Additionally, the NCAA research staff will present data regarding individuals currently serving on cabinets and councils.

3. <u>Legislative items in the 2009-10 cycle of potential interest to the Leadership Council</u>.

The group reviewed the expected override process that will take place at the January 15, 2010, Division I business session and also reviewed selected legislative proposals from the 2009-10 legislative cycle, but took no action.

4. <u>Report from the Division I Student-Athlete Advisory Committee</u>.

Received a report from the chair of SAAC outlining agenda items under their consideration, including the final Commercial Activities Report, the final report of the Men's Basketball Academic Enhancement Group, the Leadership Council's review of Membership Criteria and expected consideration of cost-savings initiatives within the division. The SAAC Award of Excellence will be presented at an upcoming meeting. It was noted that communication among student-athletes has been enhanced through the use of social networking technology.

5. Future meeting dates.

- January 14, 2010; NCAA Convention, Atlanta, Georgia.

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

The National Collegiate Athletic Association
October 7, 2009 SDB:vlm/mt

Excerpts from the
Report of the January 16, 2010, Meeting of the
National Collegiate Athletic Association Division I Board of Directors

6. **Report from the Committee on Academic Performance**. The group received an update on the activities of the Committee on Academic Performance (CAP) from the chair, Walt Harrison. Harrison noted that items on the committee's agenda for the upcoming year include an evaluation of the results of a study of the academic support services provided by Division I institutions, a review of the Division I initial-eligibility and 2-4 transfer requirements and a comprehensive examination of the Academic Progress Program (APP) to determine if the original goals of the program are being achieved. [Reference Supplement No. 6.]

7. **Status Report on the Efforts of the Football Academic Working Group**. The Board received a report of the working group's key findings regarding the academic performance of Division I football student-athletes and recommendations for strategies to improve their academic performance. It was noted that the working group will submit its final report to the Board in April for appropriate legislation to be considered in the 2010-11 legislative cycle. [Reference Supplement No. 7.]

9.

b. **Report of the January 14, 2010, meeting of the Leadership Council**. Damon Evans, chair of the Division I Leadership Council, reported briefly on the January 14, 2010, Leadership Council meeting. [Refer to Attachment D for the full report.]

(1) The Board received information that the Council has concluded its work related to the consideration of Division I membership principles and standards, and will present its final recommendations to the Board for review during its April 2010 meeting.

(2) The Board also was informed that the Leadership Council continued its discussions regarding methods to enhance gender, ethnic minority and positional representation among those individuals serving in the Division I governance structure. The Leadership Council recommended that in April, the Board of Directors be presented with a slate of FBS nominations for the eight councils and cabinets that meets the following requirements:

(a) Apply the current gender (35 percent) and ethnic minority (20 percent) minimum requirements to **each** council and cabinet (three 31-person bodies and five 21-person bodies).

(b) Apply a **new** minimum positional requirement for athletics directors (20 percent) and faculty athletics representatives (20 percent) to **each** council and cabinet independently (eight total groups).

(c) Determine that the requirements of "a" and "b" above apply to the combined FCS and Division I representatives for each council and cabinet, effective with FCS and Division I term expirations in April and June 2012. [Note: It is recommended that all the FCS and Division I terms on councils and cabinets expire during the same year in order to enable those conference to work together in submitting nominations that would meet the new diversity requirements.

(d) That the Board adopt appropriate emergency legislation in April 2010 to implement these policies.

BOARD ACTION: **The Board endorsed the endorsed the Leadership Council's recommendations for enhanced diversity requirements for various Division I governance bodies.** (Unanimous voice vote)

Board of Directors chair: James Barker, Clemson University
Staff Liaisons: S. David Berst, Division I governance
Jacqueline Campbell, Division I governance

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

Participants: November 10, 2009

Grace Calhoun, Indiana University – (Awards, Benefits Expenses and Financial Aid Cabinet)
Carolyn Callahan, University of Virginia – (Academic 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/Athletics Personnel Cabinet)
Mike Rogers, Baylor University – (Amateurism Cabinet)
Jackie Campbell, NCAA – recording secretary

Jeff Schemmel, chair of the Championships/Sports Management Cabinet, and Matt Baysinger, chair of Division I Student Athlete Advisory Committee, were unable to participate on the call.

NCAA Staff: David Berst, Matt Burgemeister, Jeremiah Carter, Julie Cromer, Diane Dickman, Lynn Holzman, Michelle Hosick, Brad Hostetter, Steve Mallonee, Rachel Newman-Baker, Carol Reep, Dave Schnase, Geoff Silver and Mark Tschaggeny also participated on the call.

The conference call was called to order at 2:05 p.m. by David Berst, NCAA vice president of Division I.

1. **Ongoing Matters**. The committee received updates on the following from David Berst:

   a. Executive Committee Search for NCAA President. The committee was notified that the search committee has been finalized. The search committee will work with NCAA Interim President Jim Isch and NCAA Vice President Wally Renfro to hire a search firm and conduct the search for a new NCAA president.

   b. Collaboration Zone – Pilot Program. The committee briefly discussed its newly established online Collaboration Zone. Jackie Campbell, NCAA director of Division I, will work with committee members to ensure the Collaboration Zone is used effectively.

   c. Cost-Savings Initiative. The committee was reminded that cost-savings initiatives need to be a high priority in all upcoming council and cabinet meetings. The Championships/Sports Management Cabinet was praised for the cost-savings effects of recent changes in NCAA championships travel policies.

d. Plans for the 2010 NCAA Convention. Berst reviewed the 2010 NCAA Convention schedule, noting that committee members were invited to attend the combined Board of Directors/Leadership Council/Legislative Council luncheons on Thursday, January 14 and Friday, January 15. The committee members were notified that each cabinet and council will be given time during the Division I Issues Forum to update those in attendance on its primary agenda items. The committee will be notified of the timing of the Division I Issues Forum once it is finalized in December. The committee will hold a meeting Friday, January 15 from 4-6 p.m. David Berst will provide the committee with information on booking travel to Convention.

2. **Brief Updates**.

a. Board of Directors. The Board of Directors approved a number of interpretations related to recruiting legislation, adopted emergency legislation to define a "recruited prospective student-athlete" in the sport of men's basketball, and submitted several proposals into the current legislative cycle. Additionally, the Board sponsored several pieces of legislation arising from the Men's Basketball Academic Enhancement Group's recommendations. However, legislative proposals regarding a summer bridge program for men's basketball student-athletes and allowing institutions to cover travel expenses for parents or legal guardians to accompany a prospective men's basketball student-athlete on official visits were not put into this legislative cycle and will be discussed further at the 2010 NCAA Convention.

b. Leadership Council. Damon Evans, Leadership Council chair, provided the committee with an update on the council's recent discussions pertaining to membership standards and diversity within the governance structure. Evans noted that the Council plans to present a formal report to the Board of Directors after the Convention, in time for conferences' spring meetings, with the hopes that legislative proposals will be included in the 2010-11 legislative cycle. Evans also noted the Council's discussion of diversity within the governance substructure and its plans to submit recommendations to the Board after its January meeting.

c. Legislative Council. Joseph D'Antonio, chair of the Legislative Council, reported that the Council was pleased with the amount of feedback it received from the cabinets regarding the proposals in the 2009-10 legislative cycle. The committee briefly discussed how the Legislative Council and the cabinets could work together more effectively.

3. **Comments Regarding Cabinets' Key Items**. The cabinet chairs briefly shared the following meeting highlights:

   a. Academic Cabinet. The cabinet continued its review of initial-eligibility standards, employing the goals and principles drafted earlier this year. The cabinet invited committee members to give feedback regarding the correlation of cabinet actions with these goals and principles. The cabinet is not sponsoring legislation this legislative cycle, but is hopeful that it will have legislative proposals finalized in time for the 2010-11 legislative cycle.

   b. Administration Cabinet. The cabinet discussed the importance of educating the membership regarding the Division I committee nomination and selection processes, with a focus on improving the level of comfort conference offices have with the appointment process.

   c. Amateurism Cabinet.

      (1) The cabinet reaffirmed its commitment to eliminate vicarious professionalism in college athletics while sponsoring a legislative exception to men's ice hockey student-athletes, NCAA Proposal No. 2009-22, based on recommendations from USA Hockey, the American Hockey Coaches Association and the Hockey Commissioner's Association.

      (2) The cabinet continued its review and examination of the final report of the Task Force on Commercial Activity in Intercollegiate Athletics. NCAA staff is currently drafting legislative concepts based on the report's principles.

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

      (1) The cabinet continued its review of the financial aid model, focusing on countable versus non-countable aid. The cabinet will seek membership feedback regarding either completely exempting or exempting with conditions the following aid from "counter" status: federal need-based financial aid, state need-based financial aid and outside scholarships. Additionally, the cabinet discussed reducing the minimum G.P.A. standard for institutional aid and allowing student-athletes to turn down athletically-based financial aid for a more favorable non-athletically based financial aid package.

      (2) The cabinet continued its discussion of the merits of current NCAA legislation limiting the term of athletically related financial aid to a maximum of one year. The cabinet agreed to maintain the one-year term, concluding that the one-year

award period is in the best interest of college athletics. The cabinet is currently updating its financial aid best practices document with additional information related to the expectations of the institution and student-athlete as they relate to renewing and receiving athletics financial aid.

(3) The cabinet examined Bylaws 15 and 16 and developed legislative recommendations that could provide financial relief to the membership.

(4) The cabinet passed a motion requiring institutions to submit data to their conference offices regarding prospective student-athletes who sign a National Letter of Intent but do not matriculate at that institution, including the reasons the prospective student-athletes failed to matriculate.

e. Championships/Sports Management Cabinet. The committee did not receive an update from the cabinet, though the cabinet was commended for its cost savings efforts.

f. Recruiting Cabinet. The cabinet began a discussion of the current recruiting model. The cabinet identified key guiding principles to serve as a framework for the examination and discussion of the current recruiting model and hopes to present a preliminary discussion document during the Division I Issues Forum and speak with the Division I SAAC at the 2010 Convention.

4. **Proposed Future Call Dates**. Committee members were asked about their availability during the week of December 14. The dates may be expanded to ensure that the committee has the opportunity to speak about the upcoming Convention and touch base with cabinet and council liaisons.

5. **Adjournment**. The call was adjourned at 3:15 p.m. EDT.

SUPPLEMENT NO. 6

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

Participants: December 18, 2009

Grace Calhoun, Indiana University – (Awards, Benefits, Expenses and Financial Aid Cabinet)
Carolyn Callahan, University of Virginia – (Academic Cabinet)
Joseph D'Antonio, Big East Conference – (Legislative Council)
Rob Halvaks, Big West Conference – (Administration Cabinet)
Petrina Long, UCLA – (Recruiting and Athletics Personnel Issues Cabinet)
Mike Rogers, Baylor University – (Amateurism Cabinet)
Jackie Campbell, NCAA – recording secretary

Damon Evans, chair of the Leadership Council, was unable to participate on the call.

NCAA staff: Julie Cromer, Diane Dickman, Michelle Hosick, Brad Hostetter, Kevin Lennon, Steve Mallonee, Rachel Newman, Carol Reep, Geoff Silver and Jackie Thurnes also participated on the call.

The conference call was called to order at 11:07 a.m. by the staff liaison Jackie Campbell.

1. **Welcome and opening remarks**. Jackie Campbell noted that the primary purpose of the call was to clarify the roles of the cabinet chairs during the 2010 NCAA Convention.

2. **Plans for the 2010 NCAA Convention**. Jackie Campbell reviewed the roles of the chairs during the Division I Issues Forum, the Division I Business Session, the Communications and Coordination Committee meeting/reception and the joint luncheons taking place during the course of the Convention.

3. **Proposed future call dates**. Jackie Campbell noted that the next conference call of the committee following the 2010 NCAA Convention will take place early in March following the February cabinet meetings and prior to the March Leadership Council meeting.

4. **Adjournment**. The call was adjourned at 11:35 a.m. EST.

The National Collegiate Athletic Association
January 4, 2010 JGC:pem

Convention

2010 Atlanta

The Official Youth Basketball Initiative of the NCAA and NBA

Changes That Have Impacted the Game

- Increasingly a global game.
- In the US, the scholastic system does not play as prominent a role in player development.
- Kids are increasingly single-sport focused and play year round, particularly kids with ability.
- Growth of ranking services and more of a national focus.

Features of the Current System

- Strong level of participation with over 20 million boys and girls playing the sport. Signs of flat or slightly declining participation numbers in recent years.
- No unified structure for participation. Multiple organizations and ability levels.
- NGB function in basketball has evolved in a way that is somewhat different from other sports with large participation numbers.
- An extensive travel and club team system has developed. It is largely unregulated. Scholastic system generally not involved with it. Increasing focus of college recruiting.
- In this non-scholastic structure, there is no system of coach education.
- Club system tends to be driven by financial interests and creating exposure opportunities for players.
- Its strengths include better competition and players do learn toughness.
- It tends to underemphasize skill development, teaching of the values of the game and promotion of the importance of academic attainment.

iHoops Structure

iHoops Mission

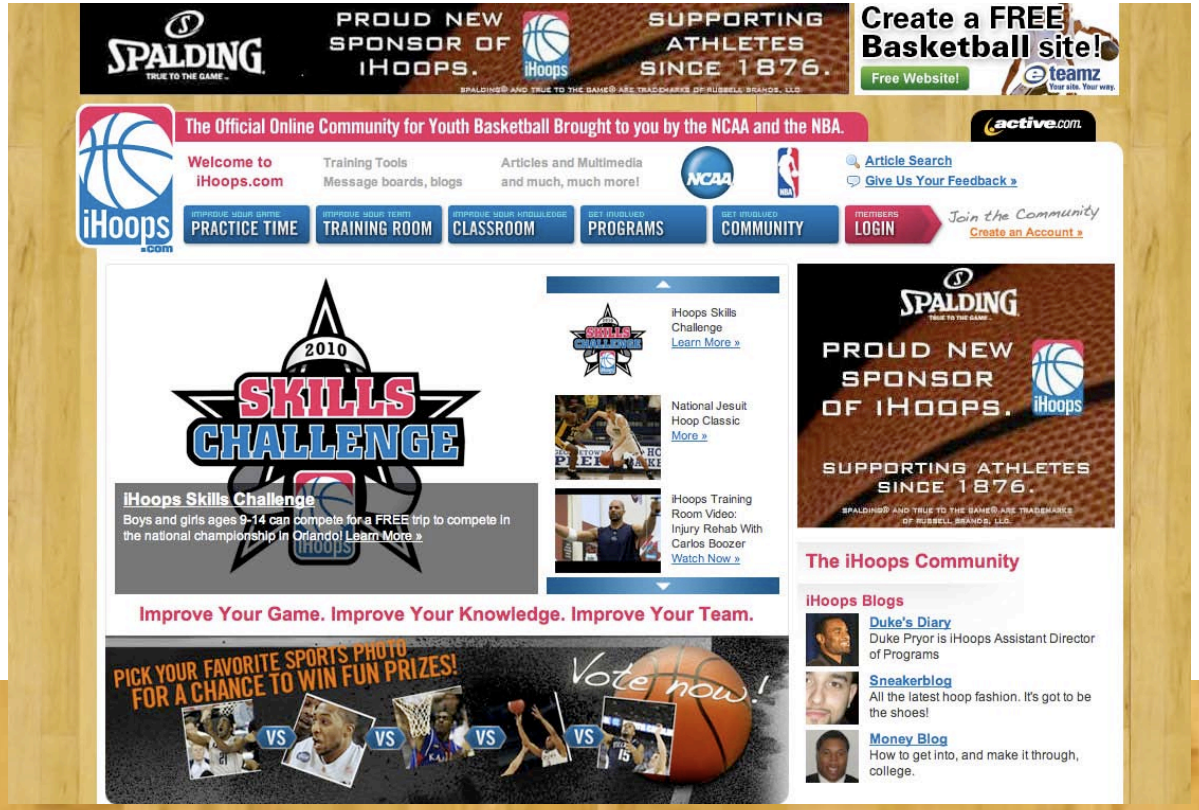
Establish a structure and develop programs to improve the quality of youth basketball in America in order to enhance the athletic, educational, and social experience of the participants.

iHoops Objectives

- To communicate and reinforce a broader set of messages to youth basketball participants with a particular focus on the importance of educational attainment and teaching and learning not only the values of the game but the skills needed to succeed in life.
- To work with stakeholders in the sport to improve the structure of pre-collegiate basketball.
- To help kids become better basketball players.
- To have a positive impact on participation opportunities in the sport.

iHoops.com

- A communication tool to reach youth basketball participants
- A vehicle to promote ideals and serve as a resource to participants
- Platform to deliver program components like coaching education
- An avenue for exposure for iHoops partners and source of revenue support for the venture



The Official Youth Basketball Initiative of the NCAA and NBA

iHoops

Basketball Academic Enhancement Group

Basketball Academic Enhancement Group

- Formed Spring 2007.
  - Critical time in the academic reform movement with four years of APR data becoming available and the squad size adjustment expiring.
- Vertically integrated group of 30 (presidents, faculty, head coaches and administrators).
  - Dan Guerrero, AD, UCLA, chair.
- Charged with assessing factors that have contributed to the current academic climate in men's basketball and with developing strategies to enhance academic performance and graduation rates.

Research Findings

- Men’s basketball players are less prepared academically than student-athletes who participate in all other sports.
- Approximately 40 percent of men’s basketball players leave their original four-year institutions within two years of attendance.
- Student-athletes who enroll in summer school, especially early in their careers, experience enhanced academic success.

Research Findings

- Literature supports the concept that development of an institutional bond helps improve persistence rates.
- Goal is to present a retention model that integrates academic support with athletic and learning skills development, which in turn builds personal connections to the institution.

Retention Model -- Summer School

- Recommending that each institution formally assess the academic preparedness of all incoming men's basketball student-athletes (including transfers) who have signed a financial aid agreement using institutionally defined criteria.
- Identify those where an academic head start is needed to put the individual on track to graduate in five years.
- Identified students shall be required to attend summer school.
- Sunshine recommended regarding the process used to make this determination.

Retention Model -- Summer School

- Student-athlete:
  - Must be enrolled in a minimum of 6 credit hours and successfully complete 3 credit hours in addition to receiving institutional learning skills education – 6 credit hours required in subsequent years.
  - Must receive learning skills assessments and education.
    - The program would help the student-athlete “learn how to learn”, through an assessment designed to capture information regarding personal, medical, financial, family and social concerns, which can be used to develop educational activities and training.
  - May participate in a maximum of 8 hours per week of summer athletic development, no more than 2 hours of which is skill instruction (over a total period of 8 weeks).

Academic Data

- Data indicates that two-year college basketball transfers graduate at a lesser rate than those who initially enroll at a four-year institution and remain at the institution.
- Two-year college basketball transfers graduate at a lesser rate than their counterparts who transfer from a four-year institution.
- Data gaps include a lack of information on academic preparedness of two-year transfers as they leave high school and data on their academic experiences at the two-year college.

Academic Data - continued

- During the 2009-2010 academic year, data will become available to allow a better assessment of the number and types of courses taken by two-year transfers.
- Data should assist in identifying patterns of course selection at two-year institutions that would lead to better academic success once these students transfer to Division I institutions.

Recommendations

- The group recommended and the Board of Directors agreed to request that the Academic Cabinet and Division I Committee on Academic Performance (CAP):
  - Continue to collect the necessary data to fully review and evaluate the issues related to the academic performance of men's basketball transfer student-athletes; and
  - Make appropriate data driven recommendations for consideration by the Division I membership through the normal legislative process.

NCAA®

DRAFT
December 22, 2009

FOOTBALL ACADEMIC WORKING GROUP
FINAL REPORT

BACKGROUND

The current one-year average APR in football (948), while up 18 points since 2003-04, 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 Joseph R. 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 AFCA and NCAA Conventions and conducted multiple conference calls as a full group and in various subcommittees.

KEY FINDINGS

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

1. APR problems tend to be due to eligibility rather than retention issues. The most recent annual data show football with a 936 eligibility rate which is lower than any other sport and over 20 points lower than the eligibility rate in men's basketball.

2. Incoming freshmen in football have lower high school academic profiles (e.g., core GPA, 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 FBS than FCS. There seems to be a relationship between athletics department budget and the number of credit hours attempted during summer school in 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-for-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-for-2s than non-transfers 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-for-2. There is a similar trend for sophomores and juniors.

7. While there is a correlation between athletic department resources and APR for institutions, there is a much stronger correlation between APR and academic preparation of incoming student-athletes as measured by variables such as high school GPA, SAT scores and percentage of 2-4 transfers on a football squad.

RECOMMENDATIONS

1. **Fall Term Academic Requirement for Future Competition.** Football student-athletes who do not successfully complete 9 credit hours and earn an eligibility point following either the fall semester or quarter, would be ineligible for participation in spring practice the following semester and for competition the following football season. However, if the student-athlete has successfully completed 27 credit hours by the end of the summer session he may have his eligibility restored for participation that season.

   Rationale. As noted in the key finding #1, football APR problems tend to be due to eligibility rather than retention and this recommendation will directly impact eligibility as well as academic progress issues. This recommendation also addresses key findings #2 (improving first-year college performance) and #6 (lost e-points in the fall term and subsequent 0-for2s).

   The working group debated whether the minimum academic requirement should be 6 or 9 credit hours; however, research indicated that of those student-athletes who achieved nine credit hours in the first semester of their freshman year and remained in school through at least the third year, over 72 percent graduated from that institution by the end of the fifth year. By contrast, the graduation rate was 51 percent among a similar group that did not achieve nine credit hours in the fall of their freshman year.

   The group also noted that data from the latest NCAA Graduation Success Rate (GSR) study indicated that although the football bowl subdivision rate is up nearly three points since 1995, the rate has declined or leveled off in recent years. Therefore, it was the group's opinion that a concerted effort must be made to improve Division I football's graduation rate and that nine credit hours should be the minimum academic requirement. It is hoped that such a policy will put more football student-athletes in position to graduate within four and a half years, which may help with key finding #5 (the significant number of 0-for-2 departures after exhausting eligibility).

   Originally the committee considered recommending that if a student-athlete did not earn 9 credit hours during the fall semester he would be automatically ineligible for the following

football season. However, various constituent groups expressed concern that a process should be available for the student-athlete to allow him to regain his eligibility as long as he met certain academic performance conditions. Therefore, the recommendation includes a provision that allows a student-athlete to restore his eligibility as long as he successfully passes 27 credit hours at the end of the summer session, which would place the student-athlete in a better position to graduate in 4 ½ years.

In addition to the 27-hour rule, any mitigating circumstances that impact a football student-athlete's ability to satisfy these academic requirements will also be considered through the current Division I progress-toward degree waiver process. Relief should only be provided if it can be demonstrated by supporting documentation that the student-athlete was unable to satisfy these academic requirements due to compelling mitigating circumstances outside the control of the student-athlete and that the student-athlete is on track to graduate within five years.

A policy similar to this, which required a baseball student-athlete to be eligible at the start of the fall semester or quarter in order to be eligible to participate in the following baseball season, was implemented for the 2007-08 year in that sport. It appears that this academic requirement has been very effective in raising the eligibility rate in baseball. In fact, the eligibility rate in baseball increased by 18 points in the year after that rule went into effect. The eligibility rate in the spring term (the term directly affected by the rule in the sport of baseball) went up by over 40 points after this rule was enacted.

Possible impact. If a fall standard of 9 credit hours earned plus the E point was put into place, 11.8% of MFB players at semester schools who have not exhausted their athletics eligibility would be ineligible to play in the subsequent season. Approximately 17.1% of MFB players at quarter schools would be considered ineligible for the next season of competition. Note that actual numbers would be expected to be much lower due to (a) students who actually dropped out during that term (they show up as not meeting the enhanced standard here) and (b) students changing their fall academic behavior to meet an enhanced standard.

The following results apply to semester squads only:

-- 54% of those MFB players declared ineligible for competition in the next season would result from the failure to earn their E point. The additional 46% would lose eligibility due to failure to meet the 9 credit mark.

-- The proportion of MFB student-athletes currently not meeting the enhanced standard is similar in FBS (12%) and FCS (11%).

-- Currently, 20% of MFB players with eligibility remaining at HBCUs do not meet the enhanced standards.

-- Impacts are lower on private institutions as compared to public institutions.

-- The current per squad average impact is about 7.5 players per squad. 15% of MFB squads have 2 or fewer student-athletes below that standard; roughly one-third of squads have 10 or more players below this standard (maximum=23).

2. **Exhausted Eligibility Departures.** The working group recommends to the Committee on Academic Performance (CAP) that the waiver of the contemporaneous penalty for football bowl subdivision student-athletes that are 0-for-2 after exhausting eligibility be eliminated.

   Rationale. 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 PSAs that have already signed NLIs. The working group also noted research indicating the disproportionate number of 0-for-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. This recommendation addresses key finding #5. It should be noted that the FCS subcommittee examined this concept and did not make the same recommendations for FCS institutions.

3. **Time Demands.** The group recommends continued study of the football student-athlete time demands to review what activities are accountable during a 20-hour week and what football-related activities occur outside the 20-hour time frame.

   Rationale. It is the group's belief that the recommendations pertaining to fall eligibility and exhausted eligibility departures will shift the balance between academics and athletics to more of an emphasis on academics. However, the group recognized this is a complex issue and although current regulations exist that address student-athlete time demands more study of this issue should be conducted to discern the difference between mandatory and voluntary time demands. New data will be available in the spring of 2010 and the working group would like to review this data and devote more time to the study of time demands on football student-athletes.

4 **Two-year College Transfer Requirements.** Given key findings #5 and #7, the working group supports the efforts of the Academic Cabinet in its effort to develop enhanced academic requirements or a required academic year in residence for two-year college transfers and recommends the development of two-four transfer requirements that more accurately reflect the academic preparation most likely to lead to completion of a four-year degree.

Rationale: Without the necessary data for modeling transfer student-athlete success, the working group was unable to formulate specific, data-driven recommendations to enhance the two-four transfer requirements. However, the Academic Cabinet and Committee on Academic Performance recently implemented measures to collect two-year transfer academic performance data and will begin a review of potential models in February 2010. Specifically, the working group encourages exploration of concepts such as a core curriculum for two-year college transfers, more precise specifications regarding remediation completed at the two-year institution and limitations on the number of activity courses permitted to meet transfer requirements.

5. **Head Coaches' APR Portfolio.** The working group recommends to the Committee on Academic Performance (CAP) that in addition to attributing APR scores of football student athletes to the head coach, the scores also be attributed to the institution's chief executive officer and director of athletics and that additional institutional information (e.g., student body graduation rate, available resources) be included to provide context.

   Rationale. Institutional characteristics, including academic mission, admissions requirements and available resources all work in concert with support and guidance from coaches, administrators and faculty to facilitate student-athlete academic success. Working group members expressed the importance of an examination of all elements contributing to the APR performance of student-athletes including, but not limited to, the involvement of head coaches. Given the working group's interest in providing additional information through the APR Head Coaches' Portfolio, CAP reviewed this draft recommendation in July 2009 and determined that such elements should not be included at this time, given the additional institutional burden that would be placed on institutions to compile and report the information, as well as the complexities related to programming such reports. However, the committee agreed to reconsider these elements as it explores enhancements to the report at the end of the initial two-year phase-in period.

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. This is consistent with NCAA Strategic Plan Goal 3.2.

Examples can be gleaned from Academic Improvement Plans recently submitted by institutions seeking to improve their APR scores. There are several institutions have successfully improved their APR scores and their strategies should continue to be shared with the membership. This information is available through a searchable database on the NCAA website and accessible via unique institutional logins and passwords.

The Facilitating Learning and Achieving Graduation (FLAG) program should also be emphasized among the best practices. The FLAG is a tool designed to help campuses assess the risk level of all student-athletes, assign suggested services based on risk factors, and evaluate the overall effectiveness of an institution's support services. While the FLAG program has been presented to the Board of Directors and endorsed by the Academic Cabinet, there will be a three-phased implementation of the program beginning 2009-10. Institutions with football programs should be encouraged to fully participate in this program.

Also, the National Association of Academic Advisors for Athletics is planning to develop a best practices program for the efficient academic support of football student-athletes. Upon completion, this information should be included in the final collection of FAWG best practices materials.

Finally, it is suggested that these and other resources be made more conveniently available to access on the NCAA website and supported by technology to facilitate the sharing of best practices between member institutions.

Note, however, 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 should 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.

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE OCTOBER 26-27, 2009, MEETING

***KEY ITEMS*.**

1. **Graduation Success Rate (GSR) Release.** The NCAA Division I Committee on Academic Performance reviewed preliminary GSR and Federal Graduation Rate data that will be announced November 18, 2009. The upcoming release will include the GSR and the Federal Graduation Rate data for the 1999-2002 cohort.

2. **Head Coaches' APR Portfolio.** The committee will expand the information to be provided within the Head Coaches' APR Portfolio to include links to Federal Graduation Rates, GSRs and public NCAA Division I Academic Performance Program (APP) penalty and NCAA Division I Academic Progress Rate (APR) reports to provide additional context to the single-year APRs and employment information reported for each head coach. Development of the new site is on schedule for availability in summer 2010 and coaches will have the opportunity to confirm their information prior to the public release.

3. **Examination of the APP.** The committee began extensive review of the APP to determine the program's effectiveness in reaching the membership's goals for academic reform. This review will continue throughout the coming year and will include examinations of the APR benchmarks and penalty structures, penalty filters and waiver directives.

***ACTION ITEMS*.**

1. **Legislative Items.**

   - None.

2. **Nonlegislative Items.**

   - None.

***INFORMATIONAL ITEMS*.**

1. **Head Coaches' APR Portfolio and Head Coaches' Dashboard.** In response to the NCAA Division I Board of Directors' request for the committee to explore the viability

of maintaining both the Head Coaches' APR Portfolio and the Head Coaches Dashboard, the committee determined that the information provided via the Head Coaches' APR Portfolio will be expanded. Specifically, the site will include links to Federal Graduation Rates, GSRs and public APP penalty and APR reports to provide additional context to the single-year APRs reported for each head coach. Data collection for the portfolio began in July 2009 and will continue until November 2009. In order to ease institutional administrative burden, a phased rollout of the public Web site previously was approved, with football, women's indoor and outdoor track and field, baseball and men's and women's basketball to be reported during the initial year. All additional NCAA Division I sponsored sports will be reported in 2011. Feedback received from institutions on the data collection process has been positive and has allowed the staff to identify enhancements in education and improvements to the APP Web site for next year's large-scale collection of data. The committee also reviewed the timeline and details on the verification process of the head coaches' employment history using a password protected Web site. The public Head Coaches' APR Portfolio Web site, containing information on the six initial sports, currently is scheduled for release in summer 2010.

The committee will reconsider a more extensive Head Coaches' Dashboard concept in 2011-12, after the Head Coaches' APR Portfolio Web Site has been fully implemented. The Head Coaches' Dashboard could include the academic profile of entering student-athletes by recruiting class; the head coach's single-year APR, eligibility and retention rates and the number of "0/2" student-athletes; and the head coach's APP penalty history by year, including any contemporaneous or historical penalties.

2. **Examination of the APP.** In light of the collection of the sixth year of APR data and the imposition of the fifth year of APP penalties, the committee began an extensive, yearlong review of the APP and identified key research issues and questions related to the program review. Over the next several meetings, the committee will review the historical, current and future APR distributions; the impact of the current penalty benchmarks and their connection to projected graduation rates; the historical and current impacts of the historical penalty review factors; and the relationship between a team's penalty status and APR improvement.

NCAA research indicates the number of squads with multiyear APRs below 925 and 900 has decreased significantly since the first year of APR data collection. The committee noted this phenomenon may be attributed to true academic improvement and to changes to the APR calculation since 2003-04 (i.e., professional departure adjustments, opportunities to earn delayed-graduation points, and automatic adjustments for student-athletes who transfer and meet specified criteria). Further, research indicated that the changes to the APR calculation combined with sustained academic improvement

ultimately will leave a small number of teams below the penalty benchmarks. The various changes to the APR calculation also have made it difficult to establish a sustained numerical translation between APR and GSR. In the committee's examination of the review factors for historical penalties, it was determined that very few teams are meeting two of the review factors (i.e., institutional characteristics and within sport comparison). Lastly, the committee reviewed data that demonstrated a statistically significant relationship between receipt of APP penalties and single-year APR improvement. Given these findings, the committee will focus on the following questions during its review of the APP:

a. Are the original goals of the APP being achieved through the current system of measurements, penalties and public recognition?

b. Are the current APR penalty benchmarks useful in motivating improved academic performance?

c. Is the current system of penalty filters and waiver directives working as intended?

3. 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 eligible to apply for funding support during the 2009-10 academic year. Institutions that received funds in prior years are required to report on the use of funds; however, it is premature to measure the impact of the funds at this time. The SSF currently is being integrated into other outreach efforts led by the NCAA educational affairs staff and a one-day professional development workshop will be conducted December 1 for representatives of all SSF-eligible institutions. Lastly, the committee began initial considerations regarding a possible extension of the program, which currently is scheduled to end after the 2009-10 academic year.

4. Partial Staff Approval of Occasion-Three Historical Penalty Waivers. The committee finalized procedures for the staff to provide a partial approval or partial-conditional approval of an Occasion-Three Historical Penalty waiver. Specifically, the staff will make decisions and provide periodic reports of the teams that were granted partial relief of Occasion-Three Historical Penalties. The committee may not reverse the staff decisions, but will provide feedback and direction for future cases after receiving the periodic reports. This process will ensure consistent application of relief for all teams subject to Occasion-Three Historical Penalties during the same academic year, while maintaining the committee's oversight of Occasion-Three Historical Penalty waivers.

5. **Occasion-Four Historical Penalties.** The committee continued its discussion regarding the current application of Occasion-Four Historical Penalties and noted that Occasion-Four Historical Penalties were intended to be the most significant motivation for improved academic performance. The committee noted that consideration of Occasion-Four Historical Penalties should be included in its broader review of the APP penalty structure.

6. **Review of Occasion-Three and -Four Historical Penalty Appeals Remanded Back to the Committee by the NCAA Division I Board of Directors Academic Performance Program Historical Penalties Appeals Subcommittee.** The committee revised its policies and procedures to include the consideration of cases that are remanded back to the committee by the APP Historical Appeals Board Subcommittee following an appeal of the committee's original decision. The committee will examine such cases through a submission of documentation from the involved institution, the NCAA staff and the APP Historical Appeals Board Subcommittee, and its review of a remanded case will occur via the best means (e.g., teleconference, videoconference, in-person meetings) for expeditiously completing the review. Institutional representatives shall not be present for or participate in this review by the committee, other than by providing documents as noted.

7. **Appeals of Failures to meet Occasion-Three and -Four Historical Penalty Waiver Conditions.** The committee amended its policies and procedures to finalize the process for reviewing appeals from teams that do not fulfill the conditions of conditionally approved Occasion-Three or -Four Historical Penalty waivers. If a conditional waiver is not satisfied and relief is not provided by the committee, an institution must impose the resulting penalties in the academic year following the denial of the appeal (i.e., appeals denied in 2009-10 result in the imposition of penalties in 2010-11).

8. **Granting Permission to Contact under NCAA Bylaw 13.1.1.3.4.** The committee approved amendments to its policies and procedures regarding granting institutions permission to contact student-athletes on a team subject to a postseason competition restriction due to an APP penalty. Bylaw 13.1.1.3.4 requires that in order to provide permission to contact, the APP penalty must preclude the student-athlete's team from participating in postseason competition during all remaining seasons of the student-athlete's eligibility. To this end, only remaining seasons of eligibility will be considered and the amount of time remaining on the student-athlete's "five-year clock" will not be a factor. Further, the decision to provide permission to contact will be made by the committee during the penalty waiver process. The committee's decision will be communicated to the penalized institution once all appeal opportunities have been

exhausted and the penalized institution shall notify the involved student-athletes if permission to be contacted was granted. Student-athletes shall be informed that receiving permission to be contacted does not guarantee that a waiver of the transfer residence requirement will be approved; further, the student-athlete still must meet all eligibility requirements at his or her new institution. In general, permission to be contacted will not be provided to a student-athlete who has contributed to the team's underperformance on the APR; therefore, the committee generally will not grant permission to be contacted to a student-athlete who has lost one or more eligibility or retention points during his or her career. Even so, this does not preclude an institution from granting permission to contact one of its student-athletes at any time.

9. Staff Guidelines for Processing Requests to Waive the Transfer Year of Residence per Bylaw 14.8.2-(e). The committee discussed the process for the review of requests to waive the transfer year of residence for a student-athlete who transfers when his or her team is subject to a restriction on postseason competition due to APP historical penalties, as provided in Bylaw 14.8.2-(e). The NCAA Division I Legislative Council Subcommittee for Legislative Relief has the authority to waive the transfer year of residence and related requests may be initiated only by a member institution through the Subcommittee for Legislative Relief's existing procedures. The staff supporting the Subcommittee for Legislative Relief will process the case, as with all requests to waive the academic year of residence. However, when the rationale for the request cites a postseason competition restriction due to APP penalties, a member of the APP penalty waiver staff also will review the request to verify that it includes all information outlined in the committee's principles for such cases. The staff or the NCAA Division I Committee on Academic Performance Subcommittee on Appeals will review the case and will make a recommendation to the Subcommittee for Legislative Relief, who will decide the case in accordance with its normal policies. The applicant and penalized institutions will be notified of the decision by the staff supporting the Subcommittee for Legislative Relief and any appeals of the initial decision will be handled in accordance with the Subcommittee for Legislative Relief's policies and procedures. Finally, the staff will provide an annual report of all such requests and decisions to the committee.

10. Report of Occasion-Two Historical Penalties Taken in 2008-09. The Subcommittee on Appeals reviewed a report of the Occasion-Two Historical Penalties taken in the 2008-09 academic year, which was the first year that any team was required to impose such sanctions. Institutions are required to provide to the national office documentation that the penalty was imposed. Twenty of 24 teams presented acceptable information, while two teams have been discontinued and two teams were asked to submit additional

information to verify the correct application of the penalties. The subcommittee also noted several observations from the first year of reporting and recommended changes to the reporting process for penalties imposed in the 2009-10 academic year. Specifically, in next year's reports the squad lists submitted to document appropriate application of financial aid penalties must include the signatures required by the NCAA squad list form. In addition, the narrative describing how practice time was replaced with academic time must be completed by an academic support staff member at the institution.

11. **Annual Release of GSR and Federal Graduation Rate Information.** The committee reviewed preliminary GSR and Federal Graduation Rate data to be released November 18, 2009. This release will include the GSR and the Federal Graduation Rate data for the 1999-2002 cohort. As with last year's release, the NCAA will announce the team and overall GSR and Federal Graduation Rate at the same time.

12. **Fall 2009 APR and APC Data Collection Process.** The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting received a progress report on the APP data collection process for submission of 2008-09 APR data. It is anticipated that the submission of APR data will conclude November 2009.

13. **APP Data Reviews.** The Subcommittee on Data Collection and Reporting received a status report regarding the progress of the 25 institutions selected to have their APP data reviewed during the 2009-10 academic year. These data are being reviewed for the accuracy of the eligibility, graduation and retention submissions in the APP data collection system for the academic years of 2005-06, 2006-07 and 2007-08. The subcommittee also received a progress report regarding the five institutions being reviewed for the accuracy of the GSR data entered in the APP data collection system for the 2002-03 cohort. The staff also informed the subcommittee of the completion of the data review for one institution from the 2008-09 data review class. It is anticipated that all data reviews will be completed not later than December 1, 2009.

14. **Student-Athlete Academic Suspensions.** The Subcommittee on Data Collection and Reporting considered whether to award the APR eligibility point when a student-athlete is suspended for academic reasons (e.g., cheating, plagiarism). More specifically, the subcommittee reviewed an interpretation issued by the NCAA academic and membership affairs staff, which states that in order to receive athletically related financial aid, a transfer student-athlete must have been academically eligible to compete during the next regular academic term had he or she remained at the previous institution. This eligibility

determination shall include all academic elements of eligibility (e.g., NCAA progress-toward-degree requirements, conference academic requirements, institutional good academic standing), including a suspension related to any academic offense. The subcommittee confirmed the application of the staff's interpretation with regard to the awarding of the "E" point in order to maintain consistency between the criteria to earn the APR eligibility point and the criteria to be "academically eligible" to receive athletics aid on transfer to another Division I institution. Further, this would be consistent with the committee's original intent and ongoing practice of aligning all academic factors within the consideration of the APR eligibility point.

15. APP Penalties and APP Data Reviews. The Subcommittee on Data Collection and Reporting discussed potential actions that may be taken when it is determined that an institution selected for data review was not subject to APP penalties as a result of errors the institution made in recording its APR data. The subcommittee agreed to continue its consideration of the appropriate measures to be taken under such circumstances at the next in-person meeting.

16. Consideration of Student-Assistant Coaches within the APP. The Subcommittee on Data Collection and Reporting reviewed the status of student-assistant coaches within the APR cohort in light of NCAA Division I Proposal No. 2009-12-A (personnel -- definitions and applications -- undergraduate student-assistant coach) and Proposal No. 2009-12-B (personnel -- definitions and applications -- student-assistant coach -- five-year eligibility period). Currently, the APR cohort includes any student-athlete who is receiving athletics aid, or who was recruited and is a full-time student, except those student-athletes who have exhausted eligibility and graduated or who have exhausted eligibility and are enrolled beyond five years of actual full-time enrollment. The subcommittee agreed to include student-assistant coaches in the APR cohort as long as they meet the current cohort guidelines. The subcommittee noted that undergraduate student-assistant coaches have yet to graduate and therefore, institutions should be held accountable for their academic performance and graduation. Lastly, the subcommittee noted the APR adjustment process is available to consider any unique circumstances that impact a student-assistant coach's ability to earn APR points.

17. Data Submission Requirements for Teams and Institutions Transitioning from Division I. The Subcommittee on Data Collection and Reporting began to re-examine its policies regarding requirements for all facets of the APP for institutions and/or teams that transition from Division I. Specifically, the subcommittee considered which APP data

submission requirements these institutions should meet and how APP penalties should apply in these specific situations. The subcommittee noted that during the last several months, the staff has been notified of one institution that is transitioning its entire athletics program from Division I and another institution that has decided to no longer pursue Division I membership and will return to Division II. It also was noted that this issue presents unique circumstances that were not contemplated by the committee during the development of its current policies. The subcommittee agreed to take no action at this time and will continue its consideration at the next in-person meeting.

18. NCAA Division I Academic Cabinet Update. The committee received an update regarding the September 2009 Academic Cabinet meeting, specifically noting the cabinet's review of the division's initial-eligibility requirements, a recently completed survey regarding academic support services for student-athletes and progress in the development of the Facilitating Learning and Achieving Graduation (FLAG) program. The committee will work in conjunction with the Academic Cabinet to review the initial-eligibility and two-year college transfer student-athlete standards, culminating with a joint meeting in June 2010 to formulate recommendations on these issues.

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

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I AWARDS, BENEFITS, EXPENSES AND FINANCIAL AID CABINET SEPTEMBER 17-18, 2009, MEETING

INFORMATIONAL ITEMS.

1. Legislative Informational Items.

b. Comments on Proposals in the 2009-10 Legislative Cycle Referred to the Awards, Benefits, Expenses and Financial Aid Cabinet. The cabinet reviewed Division I legislative proposals assigned to it for review that will be considered by the Division I membership as part of the 2009-10 legislative cycle and offered the following comments:

(3) Proposal No. 2009-29 -- Recruiting and Eligibility -- Four-Year Prospective Student-Athletes -- Permission to Contact and Transfer Release -- Response to Request and Hearing Opportunity. The cabinet agreed to oppose Proposal No. 2009-29 as written, which would specify that an institution shall grant or deny a request to permit another institution to contact a student-athlete about transferring or a request for release as a condition of the one-time transfer exception within seven calendar days of receipt of the request; further, to specify that if the request is denied, the institution shall conduct a hearing within fourteen calendar days of receipt of the student-athlete's written request and that the student-athlete shall be provided the opportunity to actively participate in the hearing. The cabinet recommends the sponsor modify the proposal to specify that an institution shall grant or deny a request to permit another institution to contact a student-athlete about transferring or a request for release as a condition of the one-time transfer exception within seven business days of receipt of the request; further, to specify that if the request is denied, the institution shall conduct a hearing and provide the student-athlete with a written response within 15 business days of receipt of the student-athlete's written request. The cabinet noted this part of the recommendation is the same as the recommendation made by the NCAA Division I Academic Cabinet. However, the cabinet expressed concern about regulating the method of interaction that must occur during the hearing. In the area of financial aid hearings, the cabinet has decided that the process by which interaction occurs during hearings should be left to institutional discretion and would recommend that same autonomy for transfer hearings.

(6) Proposal No. 2009-66 -- Eligibility -- Transfer Regulations -- Four-Year College Transfers -- Competition or Receipt of Athletically Related Financial Aid in Year of Transfer -- Tennis. The cabinet agreed to oppose

Proposal No. 2009-66 which would, in tennis, specify that a transfer student from a four-year institution who enrolls at the certifying institution as a full-time student after the conclusion of the first term of the academic year and qualifies for an exception to the one-year residence requirement shall not be eligible for competition until the following academic year if he or she has competed during the same academic year or received athletically related financial aid during the same academic year from the previous four-year institution. The cabinet expressed concern that the proposal is overly restrictive and noted that the current legislation for tennis student-athletes who transfer at midyear is appropriate.

**EXCERPTS FROM THE
REPORT OF THE
NCAA DIVISION I RECRUITING AND ATHLETICS
PERSONNEL ISSUES CABINET
SEPTMEBER 21-22, 2009, MEETING**

***INFORMATIONAL ITEMS*.**

2. Legislative – Comments on Proposals to be initially Considered by the NCAA Division I Legislative Council in January 2010.

e. NCAA Proposal No. 2009-17 – Personnel – Certification to Recruit Off-Campus – Certification Administration – Faculty Athletics Representative. The cabinet opposes this proposal. The cabinet noted the current requirements appropriately vest the responsibility with member conferences to establish procedures for administration of the test and such a broad regulation is not necessary and would reduce the flexibility currently afforded to conferences and member institutions.

k. NCAA Proposal No. 2009-29 – Recruiting and Eligibility – Four-Year Prospective Student-Athletes – Permission to Contact and Transfer Release – Response to Request and Hearing Opportunity. The cabinet opposes this proposal as written. However, the cabinet supports the modification recommended by the NCAA Division I Academic Cabinet and NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet that would specify that a student-athlete must be notified within seven business days for responding to the request for permission to contact and use the one time transfer exception and 15 business days for providing a hearing for student-athlete's requesting a written appeal of their decision. In addition, the cabinet requests that the sponsor modify the legislation to include a provision which would specify that if an institution fails to respond in the appropriate timeframe (seven or 15 business days) for any of the provisions, the student-athlete would immediately be permitted to contact other institutions or use the one-time transfer exception. The cabinet noted that without a specific and immediate consequence of a non-response by the institution, an institutional violation alone would not deter an institution from not complying with the legislation or address the student-athlete well-being concerns as intended by the proposal. If the sponsor chooses not to modify the proposal the cabinet will sponsor an alternative proposal which will reflect the change indicated above.

REPORT OF THE
NCAA DIVISION I STUDENT-ATHLETE ADVISORY COMMITTEE

The NCAA Division I Student-Athlete Advisory Committee (SAAC) submits the following report from its November 20-22, 2009, meeting.

***KEY ITEMS*.**

1. **Legislative Proposals**. The committee reviewed and discussed numerous proposals in the current legislative cycle related to student-athlete well-being, including proposals related to recruiting, eligibility, financial aid, personnel, and playing and practice seasons. The position of national SAAC on the proposals considered is included in this report (attachment). Please note additional discussions regarding selected proposals may occur in January.

2. **Commercial Activity in Intercollegiate Athletics.** Scott Bearby, NCAA associate general counsel, addressed the committee regarding commercial activities in intercollegiate athletics and provided an update on recent litigation related to commercialism. The committee reviewed and evaluated various forms of commercialism and provided feedback to Bearby about particular types of advertisements and the use of student-athletes' likeness. The committee continues to gain an understanding of the breadth of commercialism and its impact on student-athletes and looks forward to offering its perspective as the issue continues to emerge.

3. **Division I Revenue Distribution and Cost Savings Initiatives.** The committee reviewed NCAA budget and revenue distributions and engaged in discussions regarding cost savings initiatives. The committee evaluated particular expenses that impact student-athletes and discussed financial priorities. The committee continues to have a strong interest in contributing to discussion of these issues.

***ACTION ITEMS*.**

1. **Legislative Items.**

   - **Legislative Proposals.** The committee reviewed and discussed numerous proposals in the current legislative cycle as discussed above.

2. **Nonlegislative Items.**

   - **Men's Basketball Issues Committee Selection.** The committee recommends that the NCAA Division I Administration Cabinet approve D'Andre Bell, men's basketball student-athlete at Georgia Institute of Technology and representative from the Atlantic Coast Conference, as the SAAC appointment to the Men's Basketball Issues Committee.

INFORMATIONAL ITEMS.

1. **New Members**. The following student-athletes were introduced as new members of SAAC:

   a. Eric Anerino, Men's Cross Country and Track, Western Illinois University, The Summit League.

   b. Lauren Chapman, Women's Golf, Fairleigh Dickinson University, Metropolitan, North East Conference.

   c. Natalia Christenson, Women's Tennis, Columbia University-Barnard College, Ivy Group.

   d. Jon Hackett, Men's Volleyball, University of Southern California, Pacific-10 Conference.

   e. Natalie Hemphill, Women's Cross Country and Indoor and Outdoor Track, University of Portland, West Coast Conference.

   f. Darius Law, Men's Track and Field, University of North Carolina, Charlotte, Atlantic-10 Conference.

   g. Bob Nolte, Men's Diving, Binghamton University, America East Conference.

   h. Chelsea Pelletier, Women's Soccer, Jacksonville University, Ohio Valley Conference.

   i. Norah Swanson, Women's Soccer, Georgetown University, Big East Conference.

2. **Cabinet and Committee Reports**. The committee received updates regarding the work of Division I cabinets and committees on which SAAC members serve. Members received information related to several current issues including Division I membership criteria, commercial activity in intercollegiate athletics, initial-eligibility and progress-toward-degree requirements, cost-saving initiatives, the impact of technology on recruiting, definition of a "recruited" student-athlete, financial aid models and limits and student-athlete reinstatement related to the unintended use of a season. Members look forward to continue working with the Division I cabinets and committees in shaping the direction of intercollegiate athletics.

3. **Guest Speakers.** The committee welcomed a number of speakers from the NCAA staff to discuss issues involving student-athlete well-being, including:

   a. LuAnn Humphrey, associate director of enforcement, addressed the committee regarding the Men's Basketball Ethics Coalition and discussed issues related to

recruiting and funneling money to prospective men's basketball student-athletes and individuals connected to such prospects.

b. Katy Yurk, associate director of academic and membership affairs, addressed the committee regarding the purpose and requirements of Division I progress-toward-degree and the impact of changing degree programs. Yurk discussed the procedures for reviewing progress-towards-degree waiver requests and considerations given to degree changes.

c. Julie Comer, director of academic and membership affairs, provided the committee an update on the Men's Basketball Academic Enhancement Group and reviewed several statistics revealing the academic and graduation deficiencies in the sport of men's basketball, including issues related to two-year college transfers. Cromer reviewed the group's initiatives designed to improve the Academic Progress Rate of men's basketball student-athletes and solicited feedback on the issues.

d. Eileen Patton and Mark Tschaggeny, 2009-10 interns, provided information about the NCAA internship program.

4. **Joint Student-Athlete Advisory Committee Meeting.** The committee attended a joint meeting of the three divisional SAACs and received updates on association-wide committees, as well as divisional SAAC initiatives. Members were addressed regarding hardship waivers and discussed the different waiver requirements among divisions. Members also received a presentation on the Student-Athlete Climate Survey.

5. **NCAA Convention.** The committee reviewed the tentative schedule for the 2010 NCAA Convention and discussed meeting times and preparation. Members reviewed key areas they anticipate discussing with the Legislative and Leadership Councils and Board of Directors.

6. **Update from Faculty Athletics Representatives Meeting.** The committee was updated on the SAAC's participation at the November meeting of the Faculty Athletics Representative Association (FARA) in St. Louis, Missouri. Members were encouraged to establish and maintain relationships with faculty athletics representatives on their respective campuses. The committee looks forward to further discussions with FARA regarding emerging issues in intercollegiate athletics.

7. **2009 NCAA Division I Regional Leadership Conference.** The committee was updated regarding members' participation at the November Regional Leadership Conference in Atlanta, Georgia. It was noted that five committee members attended the conference and provided input on a discussion regarding commercial activities, provided a presentation on the governance and legislative process and participated in community service projects involving local grade schools.

8. **National SAAC Award of Excellence.** The committee recognized recipients of the National SAAC Award of Excellence including University of Houston and University of Minnesota, Twin Cities, for outstanding achievements by campus SAACs at those institutions.

9. **2009 Fall Legislative Webinar.** The committee reviewed the 2009 fall legislative Webinar and the format used to present proposals to the group. Members provided positive feedback and indicated that the format allowed for increased preparation and education.

10. **NCAA President Selection Process Overview.** The committee was updated regarding the process for selecting a new NCAA president, including composition of the search committee and identification of candidates. Members were also updated regarding the interim leadership and national office goals.

11. **Media Chair Selection.** The committee reviewed the requirements for Division I SAAC media chair and the committee selected Chelsea Pelletier, Ohio Valley Conference representative, to serve in that position.

12. **Terms of Service.** The group received an update on terms of committee service and was informed that going forward terms will end in June rather than July. Members were reminded that two unexcused absences are grounds for dismissal from the committee.

13. **Attendance.** Attendance for the November meeting is as follows:

Conference	School	Name	Sport	Present
America East Conference	Binghamton University	Robert Nolte	Men's Diving	Yes
Atlantic 10 Conference	University of North Carolina at Charlotte	Darius Law	Men's Track and Field	Yes
Atlantic Coast Conference	Georgia Institute of Technology	D'Andre Bell	Men's Basektball	No
Atlantic Sun Conference	Jacksonville University	Danielle Gray	Women's Basketball	No
Big 12 Conference	University of Kansas	Matthew Baysinger	Men's Track and Field	Yes

Big East Conference	Georgetown University	Norah Swanson	Women's Soccer	Yes
Big South Conference	Winthrop University	Matthew Horn	Men's Soccer	No
Big Sky Conference	California State University, Sacramento	Anne Morrison	Women's Rowing	Yes
Big Ten Conference	University of Wisconsin, Madison	Nick Fulton	Men's Swimming	Yes
Big West Conference	University of the Pacific	Danielle Neault	Field Hockey	Yes
Colonial Athletic Conference	James Madison University	Matthew Goff	Football	No
Conference USA	East Carolina University	Jarrett Newby	Men's Track and Field	Yes
Horizon League	Cleveland State University	Audrey Piotrowski	Women's Cross Country	Yes
Ivy Group	Columbia University-Barnard College	Natalia Christenson	Women's Tennis	Yes
Metro Atlantic Athletic Conference	Loyola College	Eryn Crane	Women's Swimming	Yes
Mid-American Conference	Kent State University	Catherine Marosszeky	Women's Soccer	Yes
Mid-Eastern Athletic Conference	Hampton University	Aminah Charles	Women's Volleyball	Yes
Missouri Valley Conference	Illinois State University	Scott Krapf	Men's Track and Field	Yes
Mountain West Conference	Colorado State University	Eugene Daniels	Football	No
Northeast Conference	Fairleigh Dickinson University, Metropolitan	Lauren Chapman	Women's Golf	Yes
Ohio Valley Conference	Jacksonville University	Chelsea Pelletier	Women's Soccer	Yes

Pacific -10 Conference	University of Southern California	Jonathan Hackett	Men's Volleyball	Yes
Patriot League	American University	Zack Solomon	Men's Soccer	Yes
Southeastern Conference	Mississippi State University	DJ Looney	Football	No
Southern Conference	Western Carolina University	Kendra Eaton	Women's Basketball	Yes
Southland Conference	Lamar University	William McInnis	Baseball	Yes
Southwestern Athletic Conference	University of Arkansas, Pine Bluff	Monique Carroll	Women's Volleyball, Track	Yes
The Summit League	Western Illinois University	Eric Anerino	Men's Cross Country/Track	Yes
Sun Belt Conference	Western Kentucky University	Patrick Jenkins	Men's Cross Country/Track	Yes
West Coast Conference	University of Portland	Natalie Hemphill	Women's Cross Country/Track	Yes
Western Athletic Conference	University of Nevada	Trisha Gibbons	Women's Soccer	Yes
Others:				
Legislative Council	Texas State University – San Marcos	Tracy Shoemake, Associate Athletic Director	Southland Conference	No
Leadership Council	Pepperdine University	John Watson, Director of Athletics	West Coast Conference	No
Leadership Council	University of Maryland, College Park	Charles Wellford, Faculty Athletic Representative	Atlantic Coast Conference	No

14. **Future Meeting Schedule.**

a. January 11-16, 2010, in conjunction with the 2010 NCAA Convention, Atlanta, Georgia.

b. March/April 2010, Teleconference.

c. July 15-18, 2010, Indianapolis, Indiana.

d. Legislative Webinar, September 2010.

e. November 2010, Indianapolis, Indiana.

Committee Chair: Matthew Baysinger, University of Kansas, Big 12 Conference
Committee Vice-Chair: Nick Fulton, University of Wisconsin Madison, Big Ten Conference
Staff Liaison(s): Kelly Groddy, Academic and Membership Affairs
Tim Nevius, Enforcement
Abigail Renaker, Academic and Membership Affairs
Maricela Shukie, Educational Affairs

EXCERPT FROM THE REPORT OF THE OCTOBER 19-20, 2009, NCAA DIVISION I LEGISLATIVE COUNCIL MEETING

INFORMATIONAL ITEMS.

1. Legislative Actions.

a. Legislation Recommended as Emergency or Noncontroversial. A list of the Legislative Council's actions are in Attachment B, and voting results are in Attachment C.

[Note: Per NCAA Constitution 5.3.2.2.4.1, legislation adopted by the Legislative Council shall be subject to possible review by the Board of Directors at its next meeting. At its discretion, the Board of Directors may ratify, amend or defeat legislation adopted by the Legislative Council.]

3. Expression of Academic Impact in Legislative Proposals. The Legislative Council received a report from the NCAA Division I Communications and Coordination Committee in which it requested that the Legislative Council consider a policy revision that would require an explanation of the academic impact be provided by the sponsor in its development of a legislative proposal. The council approved a revision to the title of the current "Impact on Student-Athlete's Time" field on legislative proposals. The title of the field will now be "Impact on Student-Athlete's Time (Academic and/or Athletics)." Information regarding the requirement will be included in the annual "Call for Proposals" notification that is provided to the membership. In addition, the NCAA staff will review each proposal and work with sponsoring entities to ensure that the academic impact information is included.

Council Chair: *Joseph D'Antonio, Big East Conference*
Council Liaisons: *Lynn Holzman, Academic and Membership Affairs*
Steve Mallonee, Academic and Membership Affairs
Leeland Zeller, Academic and Membership Affairs

The National Collegiate Athletic Association
October 23, 2009 LZ:ce

ATTACHMENT B
EXCERPT

NCAA Division I Legislative Council Action Related to Proposals Recommended as Emergency or Noncontroversial Legislation

Proposal Number	Title	Source	Effective Date	Intent	LGC Action
2009-91	COMMITTEES -- COMMON COMMITTEES -- COMMITTEES WITH GOVERNANCE ADMINISTRATION RESPONSIBILITIES -- INTERNATIONAL STUDENT RECORDS COMMITTEE -- COMPOSITION	NCAA Division I Academics Cabinet	Immediate	To specify that the NCAA Division I International Student Records Committee shall consist of six members, including two Division I representatives, two Division II representatives and two representatives who may be from either Division I or Division II.	Supported as noncontroversial legislation. Adopted.

Proposals Sponsored by the Academic Cabinet

Proposal Number	Title	Status	Source	Effective Date	Intent
2009-60	ELIGIBILITY -- ACADEMIC WAIVERS -- AUTHORITY OF INITIAL-ELIGIBILITY WAIVERS COMMITTEE AND PROGRESS-TOWARD-DEGREE WAIVERS COMMITTEE	Adopted, 60-Day Override Period	NCAA Division I Academics Cabinet	May 1, 2010	To specify that the NCAA Division I Initial-Eligibility Waivers Committee shall be the final appellate body for initial-eligibility waivers and that the NCAA Division I Progress-Toward-Degree Waivers Committee shall be the final appellate body for progress-toward-degree waivers.
2009-64	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE-CURRICULUM REQUIREMENTS -- NONTRADITIONAL COURSES	Adopted, 60-Day Override Period	NCAA Division I Academics Cabinet	August 1, 2010; for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2010	To specify that for purposes of using a nontraditional course to satisfy NCAA core-course requirements, the course must be one in which the instructor and the student have ongoing access to one another and regular interaction with one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course; the student's work (e.g., exams, papers, assignments) is available for review and validation; and a defined time period for completion of the course is included.

Date Printed: January 20, 2010

Proposals Commented On by Academic Cabinet

Proposal Number	Title	Status	Source	Effective Date	Intent
2009-17	PERSONNEL -- CERTIFICATION TO RECRUIT OFF CAMPUS -- CERTIFICATION ADMINISTRATION -- FACULTY ATHLETICS REPRESENTATIVE OR DESIGNEE	Defeated - Final	Atlantic Sun Conference	May 1, 2010	To specify that an institution's faculty athletics representative (or his or her designee who is an institutional staff member outside of the athletics department) shall administer the annual coaches' certification test.
2009-29	RECRUITING AND ELIGIBILITY -- FOUR-YEAR PROSPECTIVE STUDENT-ATHLETES -- PERMISSION TO CONTACT AND TRANSFER RELEASE -- RESPONSE TO REQUEST AND HEARING OPPORTUNITY	60-Day Comment Period	Big South Conference	August 1, 2010	To specify that if an institution receives a written request from a student-athlete to permit another institution to contact a student-athlete about transferring or a request for a release in conjunction with the application of the one-time transfer exception, the institution shall grant or deny a request within seven business days of receipt of the request; further, to specify that if the request is denied, the institution shall conduct a hearing and provide written results within 15 business days of receipt of the student-athlete's written request and that the student-athlete shall be provided the opportunity to appear in-person or via telephone and actively participate in the hearing. To also specify that if the institution fails to respond to the student-athlete's written request or fails to conduct the hearing or provide written results within the specified time period, permission to contact or the transfer release shall be granted by default and the institution shall provide the written permission or release to the student-athlete.
2009-45	RECRUITING -- OFFICIAL VISIT -- FIRST OPPORTUNITY TO VISIT -- JUNE IMMEDIATELY PRIOR TO SENIOR YEAR -- FOOTBALL	Defeated - Final	Big Ten Conference	Immediate	In football, to specify that a prospective student-athlete may be provided an expense-paid visit during the month of June immediately preceding the prospective student-athlete's senior year in high school, provided the prospective student-athlete's high school academic year has concluded.

Date Printed: January 20, 2010

Proposal Number	Title	Status	Source	Effective Date	Intent
2009-51-A	RECRUITING -- CAMPS AND CLINICS -- INSTITUTION'S SPORTS CAMPS AND CLINICS -- LOCATION -- BASKETBALL	Rendered Moot - Final	NCAA Division I Championships/ Sports Management Cabinet (Men's Basketball Issues Committee)	Immediate; a contract signed before September 17, 2008, may be honored	In basketball, to specify that an institution's camp or clinic shall be conducted on the institution's campus or within a 100-mile radius of the institution's campus.
2009-51-B	RECRUITING -- CAMPS AND CLINICS -- INSTITUTION'S SPORTS CAMPS AND CLINICS -- LOCATION RESTRICTION -- SPORTS OTHER THAN FOOTBALL	Adopted, 60-Day Override Period	NCAA Division I Legislative Council	Immediate; a contract signed before September 17, 2008, for men's basketball camps may be honored; a contract signed before September 16, 2009, for women's basketball camps may be honored; a contract signed before October 20, 2009, for all other sports may be honored.	In sports other than football, to specify that an institution's camp or clinic shall be conducted on the institution's campus or within a 100-mile radius of the institution's campus.
2009-61	ELIGIBILITY -- FULL TIME ENROLLMENT -- REQUIREMENT FOR PRACTICE -- WAIVER -- U.S. OLYMPIC COMMITTEE/ NATIONAL GOVERNING BODY -- FORMER STUDENT ATHLETE AT ANOTHER INSTITUTION -- INDIVIDUAL SPORTS AND WOMEN'S ROWING	60-Day Comment Period	NCAA Division I Championships/ Sports Management Cabinet (Olympic Sports Liaison Committee)	August 1, 2010	In individual sports and women's rowing, in a case in which the U.S. Olympic Committee or national governing body in the sport has recommended the individual's participation, to permit a former student-athlete who has graduated and has no eligibility remaining to participate in organized practice sessions at an institution other than the one he or she previously attended.

Proposal Number	Title	Status	Source	Effective Date	Intent
2009-62	ELIGIBILITY -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR PRACTICE -- WAIVER -- U.S. OLYMPIC COMMITTEE/ NATIONAL GOVERNING BODY -- FORMER STUDENT-ATHLETE -- DURATION OF WAIVER -- INDIVIDUAL SPORTS AND WOMEN'S ROWING	60-Day Comment Period	NCAA Division I Championships/ Sports Management Cabinet (Olympic Sports Liaison Committee)	August 1, 2010	In individual sports and women's rowing, in a case in which the U.S. Olympic Committee or national governing body (NGB) in the sport has recommended the individual's participation, to specify that a former student-athlete's participation in organized practice sessions shall be limited to the number of years that allows the individual to practice with the institution's team in preparation for two consecutive Olympic Games following exhaustion of eligibility or completion of degree, whichever is earlier.
2009-63	ELIGIBILITY -- SEASONS OF COMPETITION -- CRITERIA FOR DETERMINING SEASON OF COMPETITION -- ALUMNI GAME, FUNDRAISING ACTIVITY OR CELEBRITY SPORTS ACTIVITY	Adopted, 60-Day Override Period	Big East Conference	August 1, 2010	To specify that a student-athlete may engage in outside competition in either one alumni game, one fundraising activity or one celebrity sports activity during a season without counting such competition as a season of competition, provided the event is exempted from the institution's maximum number of contests or dates of competition as permitted in the particular sport per NCAA Bylaw 17.
2009-65	ELIGIBILITY -- TRANSFER REGULATIONS -- FOUR-YEAR COLLEGE TRANSFERS -- ONE-TIME TRANSFER EXCEPTION -- WOMEN'S VOLLEYBALL	Defeated - Final	Mountain West Conference	August 1, 2010	To specify that the one-time transfer exception to the four-year transfer residence requirement is not applicable to student-athletes in women's volleyball.
2009-66	ELIGIBILITY -- TRANSFER REGULATIONS -- FOUR-YEAR COLLEGE TRANSFERS -- COMPETITION OR RECEIPT OF ATHLETICALLY RELATED FINANCIAL AID IN YEAR OF TRANSFER -- TENNIS	Adopted, 60-Day Override Period	Southeastern Conference	August 1, 2010	In tennis, to specify that a transfer student from a four-year institution who enrolls at the certifying institution as a full-time student after the conclusion of the first term of the academic year and qualifies for an exception to the one-year residence requirement shall not be eligible for competition until the following academic year if he or she has competed during the same academic year or received athletically related financial aid during the same academic year from the previous four-year institution.

Date Printed: January 20, 2010

Proposals Recommended by Men's Basketball Academic Enhancement Group

Proposal Number	Title	Status	Source	Effective Date	Intent
2009-96	ELIGIBILITY -- TWO-YEAR COLLEGE TRANSFERS -- PHYSICAL EDUCATION ACTIVITY COURSES -- MEN'S BASKETBALL	Adopted, 60-Day Override Period	NCAA Division I Board of Directors (Men's Basketball Academic Enhancement Group)	August 1, 2010; applicable to two-year college transfer student-athletes who initially enroll in a Division I institution on or after August 1, 2010.	In men's basketball, to specify that not more than two credit hours of physical education activity courses may be used to fulfill the two-year college transfer requirements; further, to specify that a student-athlete enrolling in a physical education degree program or a degree program in education that requires physical education activity courses may use up to the minimum number of credits of physical education activity courses that are required for the specific degree program to fulfill the two-year college transfer requirements.
2009-97	FINANCIAL AID -- COUNTERS -- AID AFTER DEPARTURE OF HEAD COACH -- NONCOUNTER -- MEN'S BASKETBALL	60-Day Comment Period	NCAA Division I Board of Directors (Men's Basketball Academic Enhancement Group)	August 1, 2010	In men's basketball, to specify that a student-athlete who receives athletically related institutional financial aid in academic years following the departure of a head coach from the institution is not a counter, provided: (a) The student-athlete participated in basketball and received athletically related institutional financial aid during the coach's tenure at the institution; and (b) The student-athlete does not participate in basketball during the later academic years at the institution; further, to specify that if the student-athlete later participates in basketball at the institution, the student-athlete shall become a counter for all years during which athletically related institutional aid was received.
2009-98	PLAYING AND PRACTICE SEASONS -- PRESEASON PRACTICE MODEL -- MISSED CLASS-TIME POLICIES -- MEN'S BASKETBALL	60-Day Comment Period	NCAA Division I Board of Directors (Men's Basketball Academic Enhancement Group)	For all provisions other than section C as it relates to the maximum number of contests: August 1, 2010. For section C as it relates to the maximum number of contests: August 1, 2011 (Contracts signed before 8/6/09 that cause noncompliance with the maximum contests limitation may be honored.)	In men's basketball, to establish a preseason practice model, as specified.

Date Printed: January 20, 2010

Recent Interpretations of Interest to the NCAA Division I Academic Cabinet

Six-Hour Requirement For Eligible Student-Athletes Who Transfer During an Academic Term (I)

Date Issued: September 30, 2009

Date Published: October 7, 2009

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff determined that a student-athlete who transfers to the certifying institution during the same regular academic term in which he or she was enrolled full time at the previous institution (e.g., fall semester to fall semester or quarter) is not required, upon transfer, to have completed six hours of academic credit during the same regular academic term at the previous institution.

[References: NCAA Division I Bylaws 14.4.3.1 (fulfillment of credit-hour requirements), 14.4.3.1.2 (transfer), 14.4.3.1.2.1 (six-hour requirement for transfer), 14.4.3.1.5 (additional application of six-hour and transfer rules -- baseball), 14.5.4 (two-year college transfers), 14.5.5.2.10 (one-time transfer exception) and staff interpretation (01/02/1991, item a), that has been archived.]

Fourth Season of Eligibility for Nonqualifier in a Five-Year Program (I)

Date Issued: September 16, 2009

Date Published: September 17, 2009

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff determined that a fourth season of intercollegiate competition may be granted to a student-athlete who is a nonqualifier and whose designated degree program is identified in the institution's official catalog as a five-year program or otherwise requires the completion of a minimum of 150-semester or 225-quarter hours, provided that at the beginning of the fifth academic year following the student-athlete's initial, full-time collegiate enrollment, the student-athlete has successfully completed at least 67 percent of his or her designated degree program.

[References: NCAA Bylaws 14.3.3.1 (fourth season of competition -- not a qualifier) and 14.4.3.2.1 (five-year degree program)]

REPORT OF THE NCAA INTERNATIONAL STUDENT RECORDS COMMITTEE OCTOBER 1-2, 2009, MEETING

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

a. Unit credits and the Carnegie unit system for category two and three transcript based documents and cumulative based documents, category one documents where graduation has been delayed, and split files.

The committee determined that when specific course credits are not indicated on the following credentials:

(1) Category two and three transcript based documents and cumulative based documents;

(2) Category one documents where graduation has been delayed; and

(3) Split files.

The NCAA Eligibility Center shall continue to credit based on the Carnegie unit system (weeks of attendance multiplied by hours of study per week) and provide one credit per year in each of the following courses: English, native language and mathematics, with a half credit per year in the following courses: physical and natural science, social science and additional core courses. For documents presenting more than seven courses completed, the committee determined the above policy shall be used. The committee also noted that the NCAA Guide to International Academic Standards for Athletics Eligibility should be updated to reflect this policy.

b. Exam-based and certificate-based countries.

Pursuant to NCAA Division I Bylaw 14.3.1.2.1 (core-curriculum time limitation), in most cases, if a prospective student-athlete from an exam-based country graduates within the prescribed timeframe for that particular country and presents a Category One document, his or her core-course grade-point average is calculated by using grades of all core-course exams on that document, even failing exam grades.

However, if a prospective student-athlete from an exam-based country does not complete his or her exam within the prescribed timeframe for that particular country (i.e., delays graduation), the exam is no longer usable and the document is no longer treated as a Category One document. Instead, the academic review becomes a Category Two analysis and the grade-point average is calculated by using only the passing grades of the core courses on the transcripts (course-by-course academic review).

If a prospective student-athlete delays graduation (for whatever reason), he or she could benefit by that delay, in that his or her grade-point average is now calculated using only passing grades of the core courses on the transcripts (as opposed to both passed and failed exam-based grades which is the method for certifying a prospective student-athlete who completes his or her leaving exams within the prescribed timeframe for that particular country). There is a potential inequity in the academic review of the above-referenced scenarios.

The committee presented three potential outcomes regarding the initial-eligibility certification of a prospective student-athlete who does not complete his or her leaving exams within the prescribed timeframe for that particular country for the Division I Academic Cabinet to consider at its 2010 meeting.

c. Slovakia.

The committee determined that the grades reported on certificates as percentages in Slovakia shall continue to be evaluated under the current method (evaluated internal exams written out in letter form) until the committee is presented with more empirical evidence related to the external marks presented as percentages that appear on the certificate. The committee will conduct additional research on the subject matter.

d. Serbia.

The committee determined that the Eligibility Center shall continue to treat the Diploma o stechenom crednjem obrazovanju credential as a Category One document if taken in academic streams, but a Category Two document if pursued in a vocational or technical stream; therefore, the stream shall be determined by assessing the coursework listed on the transcripts and leaving certificate. The committee noted that the Diploma o stechenom crednjem obrazovanju credential shall be reflected in the guide. Finally, the committee noted a need to have the Cyrillic lettering added to the guide.

e. Estonia.

The committee determined that a prospective student-athlete must present a Gumnaasiumi Loputunnistus (upper secondary school leaving certificate) with both the Hinneteleht (supplement) and the Riigieksamitunnistus (national exam supplement) to the Eligibility Center in order to complete an initial-eligibility certification. The prospective student-athlete's core-course grade-point average shall be determined by using all core-course exams that appear on both supplemental documents listed above.

The committee approved the following conversion for the 100-point grading scale:

Grade	Translation	Numeric Grade	Equivalent U.S. Grade	Quality Point
suurepärane	Excellent	5 or A (91 – 100%)	A	4
väga hea	very good	4 or B (81 – 90%)	B	3
hea	Good	3 or C (71 – 80%)	B	3
rahuldav	satisfactory	2 or D (61 – 70%)	C	2
kasin	sufficient	1 or E (51 – 60%)	D	1
puudulik	insufficient	0 or F (0 – 50%)	F	0

The committee determined that this grading scale is effective immediately and this shall be reflected in the guide.

f. Latvia.

The committee determined that a prospective student-athlete must present an Atestats par Visparejo Videjo Izglitibu (certificate of general secondary education) with both the Sekmju Izraksts (secondary certificate) and the Visparejas Videjas Izglitibas Sertifikats (tertiary exam results) to the Eligibility Center in order to complete an initial-eligibility certification. The prospective student-athlete's core-course grade-point average shall be determined by using all core-course exams that appear on both supplemental documents listed above. The committee noted that this shall be reflected in the guide.

g. Lithuania.

The committee determined that a prospective student-athlete must present a Brandos Atestatas (maturity certificate) with the graduation exam results credential supplement to the Eligibility Center in order to complete an initial-eligibility certification. The prospective student-athlete's core-course grade-point average shall be determined by using all core-course exams that appear on the supplemental document listed above (high school results and state exams).

The committee approved the following conversion for the 100-point grading scale:

Grade	Translation	Numeric Grade	Equivalent U.S. Grade	Quality Point
10 (92-100%)	Excellent		A	4
9 (82-91%)	Very good		A	4
8 (74-81%)	Good		B	3
7 (66-73%)	Highly Satisfactory		B	3
6 (58-65%)	Satisfactory		C	2
5 (50-57%)	Sufficient		C	2
4 (40-49%)	Insufficient, fail		F	0
3 (30-39%)	Insufficient, fail		F	0
2 (20-29%)	Poor		F	0
1 (0-19%)	Very Poor		F	0

The committee determined that this grading scale is effective immediately and this information shall be reflected in the guide.

h. India and Secondary School Certificate.

The committee determined that the Secondary School Leaving Certificate shall be a Category Three document.

The committee determined that, generally, the category two grading scale shall be applicable to category three documents. Further, if the credential indicates that the lowest passing grade is lower than that indicated on the grading scales in the guide for India, the Eligibility Center shall use the lowest passing grade on that particular document when calculating the core-course grade-point average and determining core-course distribution.

The committee determined that this grading scale is effective immediately and this shall be reflected in the guide.

i. India and a new senior certificate.

The committee determined that the Senior Secondary School Certificate from the National Institute of Open Schooling reflects grades 11 and 12 of secondary school. Further, the committee determined that this is a Category Two document and a corresponding category three document (year 10 certificate) shall be submitted to the Eligibility Center in order to complete an initial-eligibility certification.

j. Haiti.

The committee determined that the Certificat de Fin d'Etudes Secondaries Classiques, Premiere Partie (Part 1) and the Diplome D'Estudes Secondairs, *Premiere Partie* (Part 1) are Category Three documents. The committee noted that this information shall be reflected in the guide.

k. Hong Kong.

The committee approved the following five-point, five-high grading scale for English and Chinese languages for Hong Kong: 5=A; 4=B; 3=C; 2=D; 1=D. The committee determined that this grading scale is effective immediately and this shall be reflected in the guide.

***INFORMATIONAL ITEMS*.**

1. Norway. The committee discussed the Norway academic reform and its move to a 13-year system. The committee will conduct additional research on academic reform in Norway, including that country's move to a 13-year system.

2. Scotland. The Eligibility Center presented a grading scale for the Intermediate Level exams based on an Alpha scale; however, the guide only provides a numeric grading scale.

The committee will conduct additional research on the subject on an alpha scale in Scotland.

3. **Eligibility Center.** The Eligibility Center staff provided an update on the number of registrations and certifications performed for the 2008-09 and 2009-10 academic year for international prospective student-athletes.

4. **Updates to the Guide to International Academic Standards for Athletics Eligibility.** The Eligibility Center reviewed several country profile templates for guide updates. Each committee member was assigned several country profiles to review and report out on the November 9, 2009, teleconference.

Committee Chair: *Robert Watkins, University of Texas at Austin*
Committee Liaisons: *A. Frank Arredondo, Academic and Membership Affairs*
Doug Healey, Academic and Membership Affairs
Jobrina Perez, Academic and Membership Affairs

CORE COURSE TIME LIMITATION

EXAM-BASED AND CERTIFICATE-BASED COUNTRIES

Background

NCAA Division I Bylaw 14.3.1.2.1 (core-curriculum time limitation) requires a prospective student-athlete to complete core-curriculum requirements not later than the high school graduation date of the prospective student-athlete's class. The appropriate graduation date is determined by the prospective student-athlete's first year of enrollment in high school (grade nine) or the international equivalent. For a domestic prospective student-athlete, the permissible time frame for completion of the core course requirements is eight semesters from the date the prospective student-athlete first enrolled in high school. For an international prospective student-athlete, the graduation date is based on the prescribed educational path in his or her country.

If a prospective student-athlete graduates within the prescribed time frame, he or she may use one additional core course for initial-eligibility purposes. The course must be completed prior to initial, full-time collegiate enrollment, but not later than the end of the academic year immediately after graduation.

In most cases, if a prospective student-athlete from an exam-based country graduates within the prescribed time frame for that particular country and presents a Category One document, his or her core-course grade-point average is calculated by using grades of all core-course exams on that Category One document, even failing exam grades.

In the above scenario, a prospective student-athlete would get the benefit of automatically meeting the 16 core-course distribution requirement, but still has the benefit of completing an additional core-course, if necessary to improve his or her core-course grade-point average.

However, based on Division I Bylaw 14.3.1.2.1, if a prospective student-athlete from an exam-based country does not complete his or her exam within the prescribed core-course time limitation for that particular country (i.e., delays graduation), the exam is no longer usable and the document is no longer treated as a Category One document. Instead, the academic review becomes a Category Two analysis and the grade-point average is calculated by using only the passing grades of the core-courses on the transcripts (course-by-course academic review).

In the above scenario, a prospective student-athlete does not get the benefit of automatically meeting the 16 core-course distribution requirement, so the NCAA Eligibility Center must identify whether the prospective student-athlete completed 16 core-courses that meet the distribution. In addition, a prospective student-athlete does not get the benefit of completing an additional core-course after the prescribed graduation date because he or she delayed graduation.

If a prospective student-athlete delays graduation (for whatever reason), he or she could benefit by that delay, in that, in accordance with NCAA international student guidelines, their grade-

point average is now calculated using only passing grades of the core-courses on the transcripts (as opposed to both passed and failed exam-based grades). There is a potential inequity in the academic review of the above-referenced scenarios.

NCAA International Student Records Committee Recommendations

Based on its expertise with international academic credentials, the NCAA International Student Records Committee noted that countries whose educational structure is exam-based, place more weight on exams and consider the exams the best indicator as to whether a prospective student-athlete is academically prepared for college in that particular country. The committee noted that failure to account for the leaving exams in an individual's NCAA academic certification results in a certification with less academic value within the context of that system. The committee also noted that, in most instances, final leaving exams are more difficult than year-by-year courses completed throughout secondary school, and that the current policy requiring analysis of two different assessment systems in determining initial-eligibility creates an inconsistent and potentially inequitable evaluation process.

During its October 1-3, 2009, meeting, the committee discussed three potential recommendations regarding the initial-eligibility certification of a prospective student-athlete who does not complete his or her leaving exams within the prescribed timeframe for that particular country for the NCAA Division I Academic Cabinet to consider.

Scenario: International prospective student-athlete from an exam-based country presents a Category One document but does not graduate within the prescribed time frame for that particular country.

Recommendation No. 1: Restrict Competition During Initial Year in Residence. If a prospective student-athlete from an exam-based country presents a Category One document, the Category One document should be used to determine initial-eligibility (even if the individual delays graduation). The prospective student-athlete's core-course grade-point average will be calculated by using grades of all core-course exams on that Category One document, including failing exam grades. Additionally, the prospective student-athlete would receive the benefit of automatically meeting the 16 core-course distribution, but is not permitted to complete an additional core-course after high school graduation because the prospective student-athlete delayed graduation.

a. If the prospective student-athlete meets the initial-eligibility index based on the exam results, he or she will be certified as a partial qualifier (eligible for only practice and athletics aid during first academic year in residence).

b. If the prospective student-athlete does not meet the initial-eligibility index (core-course grade-point average and/or test score required for a qualifier) based on the evaluation, the

prospective student-athlete will be certified as a nonqualifier (not eligible for competition, practice and athletics aid during first academic year in residence).

Underlying Principle of Recommendation: This standard encourages on-time completion of secondary school graduation requirements, and restricts those individuals who delay graduation from intercollegiate competition during his or her initial year in residence. If an institution believes there is mitigation relevant to a prospective student-athlete's delay in graduation or to why he or she did not meet the initial-eligibility index based on the evaluation, the institution may submit an initial-eligibility waiver.

Points to Consider:

a. For purposes of certifying amateurism status and Bylaw 14.2, the graduation date would continue to be based on timely completion of the prescribed educational path for that particular country.

b. Is there a concern with the amount of time a prospective student-athlete delays graduation (e.g., completes exams two years outside of prescribed timeframe)?

c. Requires a change in NCAA legislation. This recommendation permits the use of exams taken outside the core-course time limitation which is contrary to the current core-course time limitation legislation. However, prior to the adoption of NCAA Proposal No. 2006-65-A (Bylaw 14.3.1.2.1), the legislation granted authority to the committee to make the initial-eligibility determination of international prospective student-athletes. It is possible that at the time Proposal No. 2006-65-A was adopted international prospective student-athlete's from exam-based countries were not taken into consideration. It is recommended that the Academic Cabinet propose legislation requiring a student from a foreign country be subject to the core curriculum time limitations as set forth in the NCAA Guide to International Academic Standards for Athletics Eligibility, and grant the committee authority to regulate prospective student-athletes from exam-based countries.

Note: This recommendation creates a partial qualifier designation for international prospective student-athletes, which is a change in NCAA legislation.

Recommendation No 2: No Penalties Imposed for Delay. If a prospective student-athlete from an exam-based country presents a Category One document, the Category One document should be used to determine initial-eligibility (even if the individual delays graduation). The prospective student-athlete's core-course grade-point average will be calculated by using grades of all core-course exams on that Category One document, including failing exam grades. Additionally, the prospective student-athlete would receive the benefit of automatically meeting

the 16 core-course distribution, but is not permitted to complete an additional core-course after high school graduation because the prospective student-athlete delayed graduation.

a. If the prospective student-athlete meets the initial-eligibility index based on the evaluation, the prospective student-athlete will be certified as a qualifier (immediately eligible for competition, practice and athletics aid).

b. If the prospective student-athlete does not meet the initial-eligibility index based on the evaluation, the prospective student-athlete will be certified as a nonqualifier (not eligible for competition, practice and athletics aid during first academic year in residence).

Underlying Principle of Recommendation: This standard encourages on-time completion of secondary school as the prospective student-athlete is not permitted to complete an additional core-course after high school graduation because the prospective student-athlete delayed graduation. Additionally, this standard maintains the academic value within the context of each particular system. If an institution feels there is mitigation relevant as to why a prospective student-athlete's did not meet the initial-eligibility index based on the evaluation, the institution may submit an initial-eligibility waiver.

Points to Consider:

a. A prospective student-athlete who delays secondary school graduation and does well on exams (meeting initial-eligible index) would become a qualifier and no academic penalty would be in place for him or her delaying graduation. However, for purposes of certifying amateurism status and Bylaw 14.2, the graduation date would continue to be based on timely completion of the prescribed educational path for that particular country and the prospective student-athlete could potentially lose a season(s) of competition (depending on sport).

b. Under this recommendation, there are potential inequities between domestic and international prospective student-athletes in that international student-athletes are not being academically penalized for a delay in graduation.

c. Requires a change in NCAA legislation. This recommendation permits the use of exams taken outside the core-course time limitation which is contrary to the current core-course time limitation legislation. However, prior to the adoption of Proposal No. 2006-65-A (Bylaw 14.3.1.2.1), the legislation granted authority to the committee to make the initial-eligibility determination of international prospective student-athletes. It is possible that at the time Proposal No. 2006-65-A was adopted international prospective student-athlete's from exam-based countries were not taken into consideration. It is recommended that the Academic Cabinet propose legislation requiring a prospective student-athlete from a foreign country be subject to the core curriculum time limitations as set forth in the

NCAA Guide to International Academic Standards for Athletics Eligibility, and grant the committee authority to regulate prospective student-athletes from exam-based countries.

Recommendation No 3: Maintain Status Quo: Current NCAA legislation requires a prospective student-athlete's grade-point average be calculated using only the passing grades of the core-courses on the transcripts (course-by-course academic review). In addition, the prospective student-athlete does not get the benefit of automatically meeting the 16 core-course distribution requirement, so the Eligibility Center must identify whether the prospective student-athlete completed 16 core-courses that meet distribution. Finally, the prospective student-athlete does not get the benefit of completing an additional core-course after the prescribed graduation date because he or she delayed graduation.

Underlying Principle of Recommendation: This standard is consistent with the core-course time limitation legislation for domestic prospective student-athletes. If an institution believes there is mitigation relevant to a prospective student-athlete's delay in graduation or to why he or she did not meet the initial-eligibility index based on the evaluation, the institution may submit an initial-eligibility waiver.

Points to Consider:

a. Countries whose educational structure is exam-based, place more weight on exams and consider the exams the best indicator as to whether a prospective student-athlete is academically prepared for college in that particular country.

b. Current policy requiring an analysis of two different assessment systems in determining initial-eligibility creates an inconsistent and potentially inequitable evaluation process.

Conclusion

The committee has offered three recommendations set for the above regarding the initial-eligibility certification of a prospective student-athlete who does not complete his or her leaving exams within the prescribed timeframe for that particular country for the Academic Cabinet to consider. The committee did not indicate a preference between Recommendations Nos. 1 and 2; however, the committee encourages the Academic Cabinet to modify the current policy, which allows an analysis of two different assessment systems in determining initial-eligibility and creates an inconsistent and potentially inequitable evaluation process.

REPORT OF THE NCAA HIGH SCHOOL REVIEW COMMITTEE SEPTEMBER 28-29, 2009, MEETING

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

a. Ratification of Vice Chair.

(1) Recommendation. The NCAA High School Review Committee elected Dr. Dan Ross to serve as vice chair for the committee. The High School Review Committee also recommended the addition of ratification procedures for the chair and vice-chair positions to the High School Review Committee policies and procedures.

(2) Rationale. The committee noted that the addition of a vice-chair position will help ensure efficiency and consistency in the high school review process in the absence of the High School Review Committee chair.

(3) Estimated Budget Impact. None.

(4) Student-Athlete Impact. None.

b. NCAA High School Review Committee Policies and Procedures.

(1) Recommendation. The High School Review Committee reviewed proposed revisions to its policies and procedures and recommended that the NCAA academic and membership affairs staff incorporate the proposed language and additional edits suggested by the committee. The staff will present all revisions to the committee for its final approval during an upcoming teleconference.

(2) Rationale. None.

(3) Estimated Budget Impact. None.

(4) Student-Athlete Impact. None.

c. NCAA High School Review Committee Core-Course Review Policies and Procedures.

(1) Recommendation. The High School Review Committee reviewed core-course review policies and procedures and recommended that the staff incorporate the proposed language and additional edits suggested by the committee. The staff will present all revisions to the High School Review Committee for its final approval during an upcoming teleconference.

(2) Rationale. None.

(3) Estimated Budget Impact. None.

(4) Student-Athlete Impact. None.

d. High School Review Investigative Protocols.

(1) Recommendation. The High School Review Committee discussed current high school review investigative protocols and recommended the addition of the following subjects, questions and comments:

(a) Governance and Mission.

i. What is the mission and vision of the high school?

ii. Who is the owner of the high school?

iii. Who has control of fiscal responsibility for the high school?

(b) Curriculum.

i. Development and evaluation of curriculum.

ii. Development of consistency of transcripts.

iii. Provide a curriculum guide.

(c) Student Services.

- Provide a description of the high school's guidance services for students.

(d) Management and Administration.

i. What are the high school's attendance and truancy policies?

ii. Program evaluations - what external and internal evaluations are conducted?

(e) Financial questions.

- What is the financial status of the school?

(f) Accreditation.

i. Is the high school accredited?

ii. Who is the accreditation agency?

(g) Instruction mechanisms.

- Policy for teacher/student interaction and timeliness of feedback (i.e., within 24 hours)

(2) Rationale. None.

(3) Estimated Budget Impact. None.

(4) Student-Athlete Impact. None.

***INFORMATIONAL ITEMS*.**

NCAA Division I.

- **NCAA Division I Proposal No. 2009-64 – ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE-CURRICULUM REQUIREMENTS -- NONTRADITIONAL COURSES.**

  - The High School Review Committee expressed its support for Proposal No. 2009-64, which would add requirements to nontraditional coursework taken by prospective student-athletes. The High School Review Committee noted that the additional requirements of regular interaction between the student and the instructor for teaching, evaluating and assistance in courses used to meet core-

course requirements would impact student-athletes in a positive manner by better preparing prospective student-athletes for college level academic work.

Association-wide.

1. Distance/Alternative Education.

- The High School Review Committee discussed distance and alternative education and the increasing use of such courses by prospective student-athletes to meet NCAA initial-eligibility requirements. The staff presented and discussed a white paper that maps out a strategy for addressing nontraditional courses. The High School Review Committee directed the staff to continue to employ the strategies contained within this document to monitor alternative-education programs. Additionally, the NCAA Eligibility Center staff discussed the use of online education, specifically credit-recovery courses or grade-recovery courses, by prospective student-athletes. The High School Review Committee directed the staff to continue its educational efforts with respect to this issue. The High School Review Committee also directed the academic and membership affairs staff to continue to consider the academic rigor and academic soundness of all courses submitted for use in the initial-eligibility process.

2. Current State of High School Review and Core-Course Processes.

- The Eligibility Center staff provided the committee with information on overall numbers and trends in core-course review. The Eligibility Center staff presented additional information regarding high schools under review and criteria used to ensure high schools in question are functioning educational institutions. The High School Review Committee directed the Eligibility Center staff to continue its current protocols for review.

3. Update from NCAA Student Records Review Committee.

- The High School Review Committee received an update from Steve Clar and Alex Smith, academic and membership affairs staff liaisons to the NCAA Student Records Review Committee. The academic and membership affairs staff shared trends, processing numbers and recent actions with credit-recovery coursework and grade-recovery coursework. The High School Review Committee noted the importance of the Student Records Review Committee's work, specifically the importance of the two committees applying similar standards for credit-recovery coursework and grade-recovery coursework.

4. Review of High School Review and Core-Course Review Appellate Processes and Decisions.

- The High School Review Committee discussed the current appellate procedures for both high school reviews and core-course reviews and if any changes are necessary for future appeals. The High School Review Committee confirmed that the current procedures in place are both practical and consistent, and recommended that the staff continue with its current appellate procedure.

Committee Chair: Janet Constantinides, University of Wyoming, Mountain West Conference
Staff Liaison(s): John Shukie, Academic and Membership Affairs
Stephanie Bacan, Academic and Membership Affairs

NCAA HIGH SCHOOL REVIEW COMMITTEE POLICIES AND PROCEDURES

NCAA Divisions I and II legislation enables the NCAA, through the NCAA Eligibility Center staff, to conduct an academic review of any high school. This review may result in a determination that the high school's academic credentials shall not be used for the purpose of meeting the NCAA initial-eligibility requirements. Policies and procedures for such reviews are approved by the NCAA High School Review Committee, the NCAA Division I Academic Cabinet and the NCAA Division II Academic Requirements Committee. The review process will be conducted in accordance with the established policies by the NCAA on behalf of the High School Review Committee. The NCAA, through the Eligibility Center staff, has the authority to make initial decisions regarding the status of a high school within the established policies and the review committee shall serve as the appellate body.

1. Purpose of the High School Review Committee.

The purpose of the High School Review Committee is to establish policies and guidelines for review of high schools and serve as an appellate body for any decision issued in connection with an academic review of a high school.

2. Composition.

The High School Review Committee shall consist of nine members appointed by the Academic Cabinet and the Academic Requirements Committee per NCAA Bylaw 21.6.4.1. The chair shall have the authority to appoint ex-officio members as appropriate. The following requirements for composition must be met:

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

b. One Division I or Division II member institution member 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 (from secondary-school community or a Division I or Division II institution or conference); and

g. Two ad hoc, nonvoting members, one of which shall be from the secondary-school counseling community.

The High School Review Committee reports directly to the Academic Cabinet and the Academic Requirements Committee.

3. High School Review Committee terms.

Generally, High School Review Committee members shall be appointed for four years per Bylaw 21.6.4.3. The members' term of service will commence July 1. The High School Review Committee member may be appointed to one additional term. An individual who has served two terms on the High School Review Committee may not be reappointed. Service will run concurrently with Academic Cabinet and Academic Requirements Committee service for those members filling those roles. The chair of the High School Review Committee may recommend to the Academic Cabinet and the Academic Requirements Committee that a member be replaced if such a member is not discharging his or her duties properly.

A committee chair will be selected from nominations of the committee members. The committee chair generally serves as chair for the remainder of his or her term. The committee may, at its discretion, select an individual to serve as vice chair.

4. Definitions.

For purposes of these policies and procedures, the following definitions shall apply:

a. NCAA Eligibility Center staff. This term shall represent the members of the High School Review and Core-Course Review teams at the Eligibility Center.

b. NCAA staff supporting the High School Review Committee. This term shall represent the liaisons from the NCAA national office to the High School Review Committee and high school and core-course review teams.

c. NCAA staff supporting the High School Review Committee for hearings. This term shall represent the staff member(s) that supports the High School Review Committee during its review of high schools that have appealed a not-cleared decision from the Eligibility Center staff.

The information below outlines the policies and procedures for conducting high school academic reviews.

5. High School Review Committee procedures.

High schools may be selected for review based on three methods of identification:

a. New high schools seeking to have its courses used in the initial-eligibility process.

The Eligibility Center staff will review a new high school prior to the high school establishing a list of NCAA-approved core courses. The initial review will determine if the high school meets the following two criteria:

(1) Is accredited by one of the following five regional accrediting agencies [i.e., Middle States Association of Colleges and Schools; New England Association of Schools and Colleges, North Central Association (merged with Southern Association of Colleges and Schools), Northwest Association of Accredited Schools and Western Association of Schools and Colleges] or the National Association of Independent Schools; and

(2) Competes in the state high school athletics association or does not sponsor interscholastic-athletics competition. If the high school meets both criteria, the high school may be cleared. However, the staff has the authority to continue a review if both criteria are met if the staff deems such a review reasonable. If the high school does not meet both established criteria, further review may be conducted. After an initial review of the high school, if no irregularities are identified the high school may be placed in a two-year evaluation period or the high school may be cleared. If no irregularities are identified during the two-year evaluation period, the school may be cleared, within the discretion of the Eligibility Center staff. If irregularities are identified, further review may be conducted, within the discretion of the Eligibility Center staff.

b. Periodic review of any high school in the Eligibility Center database.

The staff may conduct a periodic review of any high school or a review of a random sample of high schools in the Eligibility Center database. This may include review of the high school's accreditation, as well as participation within the high school sports association. Based on this information, or other information gathered through the review process, a more thorough review may be initiated.

c. High schools identified based on potential irregularities or information received.

A high school review may be initiated based on potential irregularities identified in transcripts or based on reported information. Examples of potential irregularities or information received that may lead to a review include, but are not limited to, the following:

(1) Transcript irregularities/discrepancies**;**

(2) Disproportionate number of core courses taken in a single academic year**;**

(3) Sequential courses taken in the same term**;**

(4) Grade-scale changes or weighted-grade changes**;**

(5) Issues regarding core-course level (e.g., basic courses, fundamental courses);

(6) Unconventional academic policies (e.g., pass/fail policies, transcription of college course or nontraditional course policies, teachers/instructors not certified or teaching out of their area of certification);

(7) Core-course offerings that do not meet current NCAA legislation (e.g., old course titles);

(8) Nontraditional programs through the high school (e.g., tutoring, credit-recovery programs);

(9) Unorthodox enrollment practices;

(10) Preferential treatment of student-athletes; or

(11) Information reported to or gathered by the NCAA indicating inappropriate academic practices at the high school**.**

6. Staff review procedures.

a. Review procedures.

When a high school enters the review process, an initial review of the information submitted will be conducted. If a high school is under review this means that the Eligibility Center staff is obtaining further information regarding the high school and a final decision has not been rendered. A determination will be made whether continued review is needed and if additional information is necessary. Additional information may be gathered through various means, including but not limited to, written correspondence, telephone conversations or through a site visit, including observations and interviews. The staff has the authority to request any information pertinent to the review. In addition, the staff has the authority to use

other reported information or to gather relevant information from sources outside the high school to include in the review process.

Failure by the high school to respond to any information requested with a complete response at any point in the review process may result in the high school not being cleared for use in the NCAA initial-eligibility process.

The Eligibility Center staff is not required to provide notice to the high school that the school is being reviewed until such time that the Eligibility Center staff seeks clarification on specific issues from the particular high school. The high school will be provided notice of the specific issues identified by the staff prior to any decision indicating that the school is not cleared.

b. Site visits.

A site visit of a high school that is being reviewed may be conducted as part of the high school review process. Site visits are conducted as a means to collect additional information about a high school, and any information collected as part of the visit may be included as part of the high school's file. The site visit may be conducted with or without advance notice to the high school.

If a site visit is conducted, the high school is expected to cooperate fully with the representatives from the Eligibility Center staff during that visit. The high school's failure to reasonably cooperate with the Eligibility Center or its representative(s) may result in the high school not being cleared for use in the initial-eligibility process. During a site visit if a high school indicates it will not cooperate with the visit, the individual conducting the visit will provide the high school with notice of the policy regarding site visits and notification that failure to cooperate in the site visit may result in the high school not being cleared.

A high school's failure to cooperate in the scheduling of a site visit may also result in the school not being cleared for use in the initial-eligibility process.

c. Interviews.

The staff may conduct interviews as part of the review process or when an individual wishes to share information regarding a particular high school. Interviews may be conducted by telephone or in person. The interviews may be recorded by the Eligibility Center staff or its representative(s), but recording is not required. Information may be taken from anonymous or confidential sources.

d. Standard of review.

The staff shall review a high school under the following focus areas:

(1) Curriculum and instruction;

(2) Methods of assessment;

(3) Course quantity, length of instruction and concurrent courses;

(4) Quality control and integrity;

(5) Instructors;

(6) Enrollment; and

(7) Other areas deemed relevant by the Eligibility Center staff within the review.

Decisions will be reached by the staff based on an analysis of information submitted by the high school, as well as information gathered by the Eligibility Center staff through an investigation.

The Eligibility Center staff may receive information from state high school associations, member institutions, state educational oversight entities, individuals reporting specific information regarding a particular high school, high school administrators or staff, students, the Internet or from any other source. Information obtained from a source other than the high school will be memorialized by the Eligibility Center staff member when such information is related to the high school's review. Such information will be submitted in writing from the source or memorialized by the staff member in a summary of the information reported that will become a part of the high school's record.

The Eligibility Center staff may use outside curriculum experts to provide a review of the high school's curriculum and its delivery. This information may be used as part of the review process.

e. Possible decisions/outcomes.

The Eligibility Center staff has the authority to render a decision for all high school reviews. After reviewing all information, the Eligibility Center staff will render one of the following decisions:

(1) Cleared.

Core courses, grades and graduation from the high school may be used in the initial-eligibility certification process. The review of high schools for initial-eligibility purposes is an ongoing process, and any high school may be subject to further review at a later date.

(2) Cleared with conditions.

A determination may be made that a high school is cleared with certain conditions. Criteria or conditions will be established for the high school to meet by a determined date in order to continue to be considered in the initial-eligibility process. Should the high school not meet the criteria or conditions imposed, the high school will move to the not-cleared category.

(3) Determination of appropriate use of high school in initial-eligibility process.

In some cases curriculum is individually designed and administered or not consistently administered. In such cases, it may be determined that it is not appropriate to permit the high school to establish a list of NCAA-approved core courses. In this instance, staff will review the high school to determine what appropriate consideration should be given to students attending that school.

(a) In cases of home school, the student's curriculum is evaluated on an individual basis as the curriculum is individually designed and administered.

(b) Programs that do not have consistently administered curriculum, where the curriculum may be modified for each student will be reviewed on a case-by-case basis.

(4) Not cleared with conditions established.

A determination may be made that a high school is not cleared with conditions. Criteria or conditions will be established for the high school to meet by a determined date in order to be considered in the initial-eligibility process. Should the high school not meet the criteria or conditions imposed, the high school will move to the not cleared category.

(5) Not cleared.

Core courses, grades and/or graduation from the high school may not be used in the initial-eligibility certification process. This decision may be appealed to the High School Review Committee.

(6) Two-year review.

A school that does not meet the first level of review may be placed in a two-year review process if the school does not show any academic irregularities. The two-year review process will consist of two-full academic-certification cycles.

7. Appeal of staff decision.

a. Appeal procedure.

After a decision indicating a high school is not cleared, the high school will be notified of the decision and will be informed about the opportunity to appeal the decision. The high school may file an appeal of the decision to the High School Review Committee. All appeals must be submitted to the NCAA staff supporting the High School Review Committee for hearings and include the signatures of the high school principal and either the president of the board of trustees, superintendent or other representatives who provide oversight to the high school. The high school is required to state in its appeal the reasons it believes the decision should be overturned.

- Applicable timeline.

(a) The high school shall notify the NCAA staff supporting the High School Review Committee for hearings in writing of its desire to appeal the decision within 14 calendar days of receiving written notification of the decision.

(b) The NCAA staff liaisons to the High School Review Committee for hearings will work to schedule an appeal time for the High School Review Committee to hear the appeal in a timely fashion from receipt of the high school's notice of appeal. (An attempt will be made to have the appeal scheduled for within three months of the high school's notification of intent to appeal.)

(c) All appeal documentation from the high school must be received within 30 calendar days of written notification of the decision.

(d) The Eligibility Center staff shall have all information to be reviewed on the appeal provided to the NCAA staff supporting the High School Review Committee for hearings within 30 calendar days of receiving all written appeal information from the high school.

(e) The NCAA staff liaisons to the High School Review Committee shall have all information to be reviewed on the appeal posted/mailed to the High School Review Committee within 21 days of the scheduled hearing date.

Any exception to the established timeline may be granted by the High School Review Committee chair. Any party requesting an exception to the established timeline must present the committee chair with a rationale as to why the exception should be granted, and whether circumstances outside of the control of the party have affected the party's ability to meet the established timeline.

b. Hearings, deliberations and decisions.

The appeal documentation provided to the High School Review Committee will include all appellate information submitted by the high school and any relevant information prepared by the Eligibility Center staff. The high school will be provided a copy of all information submitted/posted to the High School Review Committee.

The High School Review Committee may conduct its deliberations by facsimile, teleconference, e-mail, Internet or an in-person meeting. The high school or the Eligibility Center staff may request that the appeal be heard via teleconference where both parties provide information to the High School Review Committee. If the high school, the Eligibility Center staff or the High School Review Committee requests a teleconference, a call will be conducted.

If a teleconference is conducted, the high school and the Eligibility Center staff will each be allowed 10 minutes to present an opening statement. As the appellant in the process, the high school will present its opening statement first. After opening statements from each party, time will be provided for the High School Review Committee to ask any necessary questions to either the representatives

from the high school or the Eligibility Center staff to ensure a complete representation of all information. After the High School Review Committee members have exhausted their questions, the high school and the Eligibility Center staff will each be allowed five minutes to present a closing statement. As the appellant in the process, the high school will present its closing statement first. Once each group has finished its closing statement, the High School Review Committee will enter into deliberations.

The high school representatives, the Eligibility Center staff and any NCAA staff involved in the review of the high school will not be part of the deliberation process. Before any deliberations begin, high school representatives, any NCAA staff involved in the review of the high school and the Eligibility Center staff will disconnect. The NCAA staff liaison to the High School Review Committee for hearings will remain on the call to provide general information regarding the review process but may not provide any information specific to the review of the particular high school. The NCAA staff liaison to the High School Review Committee for hearings will serve solely as assistance to the committee and has no role in reviewing the specifics of the high school.

A simple majority of the High School Review Committee present and voting is necessary for a decision. The chair, or presiding vice chair, shall not vote unless there is a tie vote among present and voting members. In situations where there is a tie vote, the chair or presiding vice chair shall cast the deciding vote. There must be a quorum present to conduct an appeal.

The High School Review Committee's decision is final and not subject to further review.

c. Reconsideration.

After the High School Review Committee has acted on an appeal request, the high school may ask the Eligibility Center to reconsider the decision if the high school submits information that was not available at the time the original review was conducted (new information). A request with new information may not be considered by the High School Review Committee until the Eligibility Center staff has reviewed the new information. The high school must provide an explanation to clarify the reason(s) the new information was not originally available. It will be determined if the information is new for all reconsideration requests. If the information is new, the case will be reopened and the case will be re-evaluated in light of the new information presented. If the information is not considered new, the decision will not be reconsidered. The high school may appeal the reconsideration request to the chair of the High School Review

Committee. If the chair determines the information warrants reopening the case, the case will be reopened; however, if the chair determines the threshold for new information was not met, the information will not be considered by the committee.

8. Confidentiality.

The NCAA vice president for academic and membership affairs, Eligibility Center director of high school review, NCAA director of academic and membership affairs and the NCAA public affairs staff may confirm a decision regarding a high school and confirm a high school is under review. In addition, the vice president for academic and membership affairs, Eligibility Center director of high school review and NCAA director of academic and membership affairs have the discretion to issue a press release on behalf of the NCAA when appropriate. High School Review Committee members shall refrain from talking with the media and refer all calls to the NCAA public relations staff.

9. Ex parte communication.

Members of the High School Review Committee shall not discuss pending high school appeals with anyone outside the committee or relevant NCAA staff. All information considered by the appeals committee shall be part of the written record. In addition, NCAA staff shall not have ex parte communication with the committee regarding a high school review, prior to a final decision being reached on the high school. The chair of the High School Review Committee may contact NCAA or Eligibility Center staff to request additional information or seek clarification on the written record provided. In addition, the NCAA staff member(s) supporting the High School Review Committee for hearings will work with the High School Review Committee to coordinate the logistics of an appeal call.

10. Quorum.

A quorum for the High School Review Committee requires five members. If the chair of the committee cannot participate in the appeal, the vice chair shall preside over the appeal.

11. Recusal.

A member of the High School Review Committee shall recuse himself or herself if he or she is directly connected in any way to the high school being considered. The discretion

for recusal is left to the High School Review Committee member in consultation with the chair.

12. Revision of policies and procedures.

The High School Review Committee shall review and, if necessary, update its policies and procedures on an annual basis. If necessary, the policies and procedures will be provided annually to the Academic Cabinet and the Academic Requirements Committee.

Eight-Year Trends in Federal Graduation Rates and Graduation Success Rates at NCAA Division I Institutions

NCAA Research Staff
October 2009

Graduation Rates Issues

- Data presented here are preliminary. Data will be finalized at end of October, and will be released publicly on November 18. We do not expect significant changes in the aggregate data reported here.
- The entering class that is being reported on this year (2002) is the final one prior to major academic reforms that were implemented for the entering class of 2003 (e.g. IE, PTD and APR).

Comparison of GSR and Federal Graduation Rate Cohorts

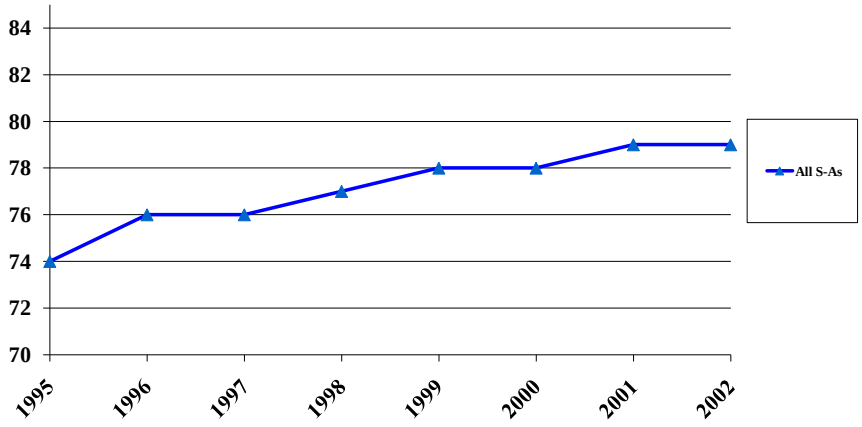
(1999-2002 Entering Classes)

	Federal Rate	GSR
Enrolled (Under Federal Definition)	74,648	74,648
Enrolled as Frosh in January	0	1,991
Two-Year College Transfers	0	8,931
Four-Year College Transfers	0	7,232
Non-Scholarship Athletes (Only at Schools not Offering Aid)	0	9,570
Total Enrolled	74,648	**102,372 (+37.1%)**
Allowable Exclusions (Death, Military, Church Mission, etc.)	264	343
Left Eligible	0	19,288
Total Denominator	**72,427**	**82,741 (+14.2%)**

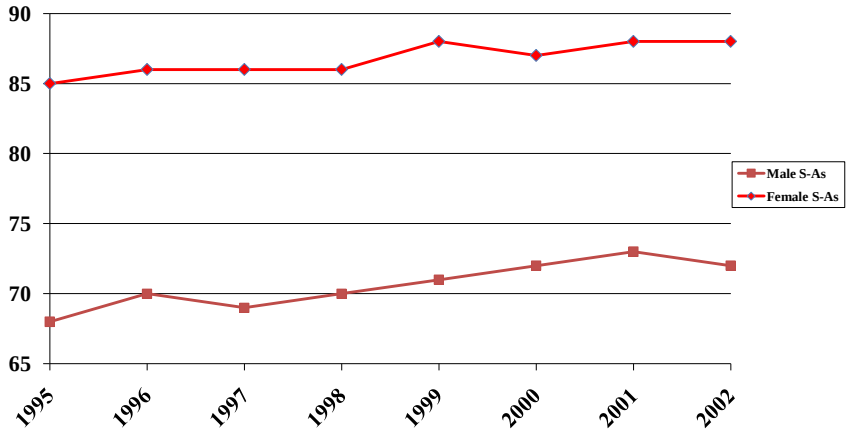
Trends in Graduation Success Rates (GSR)

NCAA Research

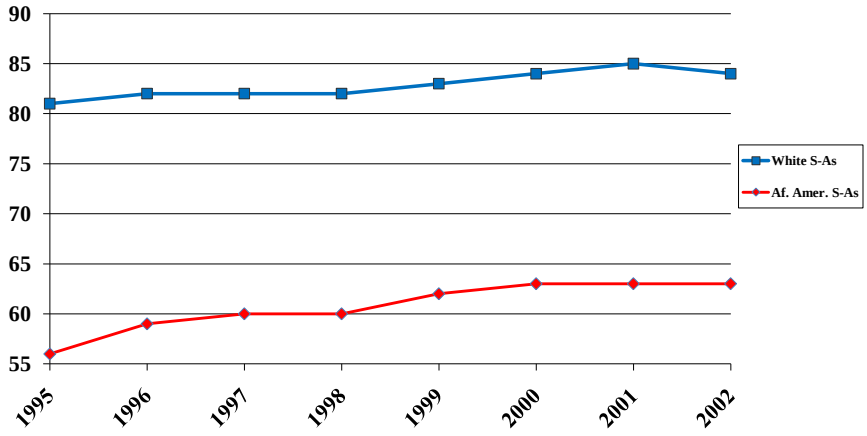
Graduation Success Rates of All Student-Athletes at Division I Institutions



Graduation Success Rates of All Student-Athletes at Division I Institutions by Gender

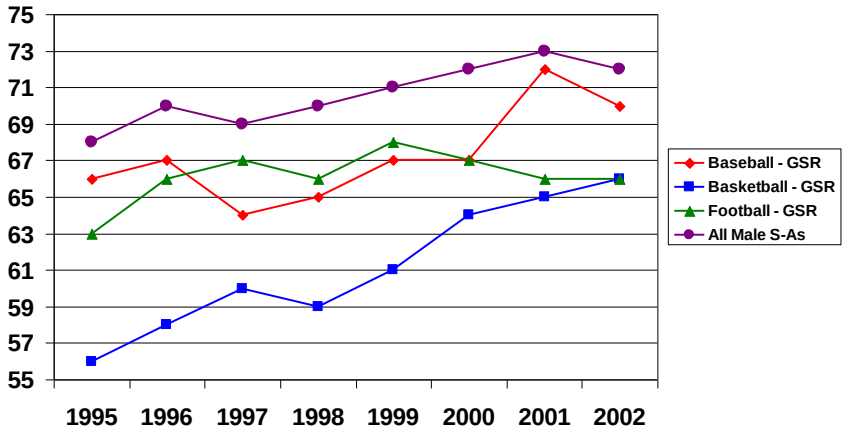


Graduation Success Rates of All Student-Athletes Division I Institutions by Ethnicity



Eight-Year Trends in GSR for Division I Men's Basketball and Baseball, and FBS Football

1995-2002

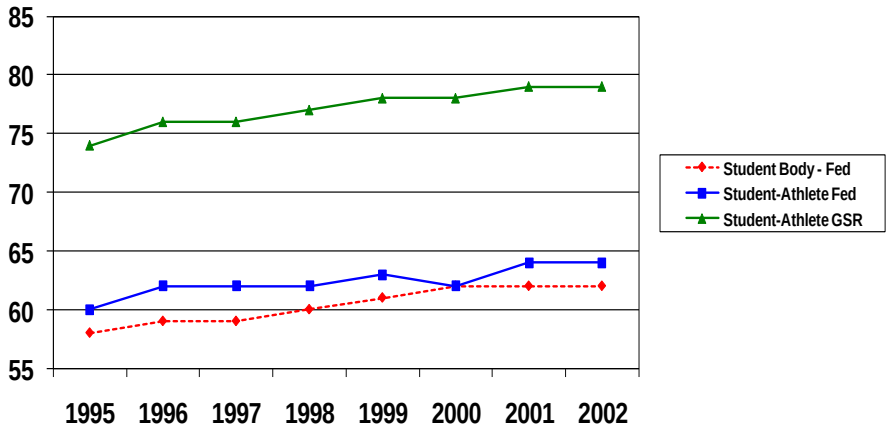


Trends in Federal Graduation Rates

NCAA Research

Eight-Year Trends in Federal Rate and GSR for Student Body and Student-Athletes in Division I

1995-2002



Comparison of Federal Graduation Rates Between Student-Athletes and Student Body
For Select Groups in 2002 Entering Class

	Student-Athlete Graduation Rate	Student Body Graduation Rate
Division I Overall	64%	62%
Division I Men	57%	60%
Division I Women	72%	65%
Division I Football Bowl Subdivision	63%	66%
Division I Football Championship Subdivision	63%	59%
Division I (No Football)	66%	58%

Comparison of Federal Graduation Rates Between Student-Athletes and Student Body
For Select Groups in 2002 Entering Class

Student-Athlete Group	Student-Athlete Graduation Rate	Student Body Graduation Rate
Overall	64%	62%
White	68%	65%
African-American	53%	44%
White Males	61%	62%
African-American Males	49%	38%
White Females	74%	67%
African-American Females	63%	49%

Principles and Practice Related to NCAA Division I Initial-Eligibility Rules

NCAA Division I Academic Cabinet
February 2010

Outline

- Principles for future NCAA initial-eligibility (IE) standards.
- Issues related to changing the sliding scale.
- Issues related to imposing a floor on high school grades.
- Issues related to creating a tiered standard.
- A contemporary example of data-based IE standards.

Principles for Future NCAA Division I Initial-Eligibility Standards

NCAA Research

Principle Number 1

- IE standards should strive to maximize first-year college academic success, putting student-athletes on track to graduate in a reasonable timeframe and minimizing false negatives and adverse impact on minority and low-income prospective student-athletes.
  - This principle is very similar to the charge given by the NCAA Division I Board of Directors during the last review of IE standards.
  - The difficult balance of maximizing graduation rates while minimizing adverse impact led to the sliding scale and suggests increased emphasis on grade-point average (GPA) and less emphasis on test scores.
  - IE standards should work in concert with progress-toward degree (PTD) standards to help move student-athletes toward graduation in a timely fashion.
  - The goal of IE standards is to focus on early college outcomes, although it is important in the analysis of such standards to understand the effect on long-term outcomes, as well.

Principle Number 2

- IE standards should represent minimally acceptable standards, with continued reliance on member institutions to make admissions decisions that are most appropriate for determining academic success locally.
  - Institutional factors (e.g., institutional graduation rates, academic support services, etc.) play a large role in the success of student-athletes. These need to be managed at the institutional level and taken into account in the recruiting process.
  - The NCAA Division I Academic Performance Program is designed to motivate institutions to consider the potential for academic success for all incoming student-athletes.
  - The IE standards have to be designed to be fair to and representative of over 300 very diverse colleges and universities. These standards are not designed to be de facto admissions standards for any NCAA Division I member institution.

Principle Number 3

- Review of the IE standards should include consideration of the most recent NCAA academic data, changing secondary school standards (e.g., No Child Left Behind) and the national secondary school environment (e.g., increasing enrollment in nontraditional courses).
  - Previous rules have been based on the best available NCAA data. Future rules are most defensible if they continue to follow that principle.
  - The ability of student-athletes to meet NCAA IE standards is directly dependent on the educational system from which they come. The strengths and weaknesses of that system need to be taken into account when determining NCAA minimums. To that end, NCAA standards (e.g., test use, core course number and type) need to be compared with current standards and best practices in U.S. secondary schools.
  - Special attention needs to be paid to secondary schools at the margins, that is those that may have the lowest resources and face the most difficult challenges. Student-athletes coming from those systems should not be systematically harmed by national rules that focus solely on the "average" system.
  - New methods of educating students need to be understood and recognized by NCAA rules. However, attention needs to be paid to the possibility of abusing those methods to the detriment of students.

Principle Number 4

- IE standards should be simple and nationally applicable to ensure prospective student-athletes and high schools can readily understand any potential changes and that such changes can be applied for students throughout the U.S. (as well as international prospective student-athletes).
  - This principle suggests that the standards be based on a small set of identified and accepted educational variables. These include high school GPAs, standardized test scores, number and type of courses taken in high school, etc.
  - While other variables may add to our prediction of a student-athlete's academic success (e.g., athletic identity, parents' education and/or income, motivation to achieve, etc.), fairness and practicality concerns may not allow them to be used to determine a student-athlete's eligibility.

Additional Proposed Principles

- Any changes should be able to be implemented with relatively minimal increased chance for operational error and little to no increased bureaucracy for member institutions and high schools.
- New requirements should not create or expand opportunities for misrepresentation of prospective student-athletes' academic abilities or credentials.
- Consideration should be given to prospective student-athletes' abilities and opportunities to meet increased standards when considering implementation timelines for new or increased requirements.
- Waiver decisions under any IE standard should be made through processes employing data-driven analysis in addition to mitigation.

Further Principles to be Considered

- Should potential increases in IE standards be tied to the receipt of financial aid or only to competitive restrictions (i.e., freshman ineligibility for "at-risk" student-athletes)? The answer to this question may significantly alter options that you might consider for changes to the legislation.
- Should IE standards be tied in a more direct way to standards for incoming transfer student-athletes, especially those from two-year colleges? Is it important to "equate" these standards so that there is not a perceived academic or athletic advantage to one educational path versus another?
- Are IE, transfer, PTD, waiver and other standards working completely in concert toward the goal of moving student-athletes seamlessly and fairly toward college graduation?

Areas for Discussion Regarding Initial-Eligibility Legislation

Some options include:

- Change slope of sliding scale.

Change coordinates of sliding scale.

- Impose a floor on high school core GPA [illegible]

Take an "aggregate risk" approach (e.g., "bundling")

- Create a tiered model in which student-athletes could receive aid but not compete.

Issues Related to Changing the Sliding Scale

NCAA Research

Choosing an Appropriate Form of Test-GPA Sliding Scale

- One method of modifying the current test-GPA sliding scale is to adjust the weighting of GPA versus test scores in the compensatory formula (i.e., the sliding scale slope can be changed).
- A move away from an equal weighting of GPA and test has been examined in the past. Current NCAA data and previous research has shown that moderate re-weighting (e.g., 2 to 1) is not likely to lead to much more accurate predictions of academic outcomes.

Summary of Changing Slope on Sliding Scale

- Reasons to change the weights used in the sliding scale (i.e., slope):
  - Allows more precision in the weighting of core grades versus test scores in IE regulations.
  - Provides slightly more accurate overall decisions about student-athlete academic success.
- Reasons not to change the weights in the sliding scale:
  - Gains in accuracy are likely to be very small.
  - By itself, this change would not be likely to lead to significantly more student-athlete graduates.
  - Would lead to confusion in terms of how scale was derived, and what new coordinates are.

Issues Related to Imposing a Floor on High School Grades

NCAA Research

Recent Research on Prediction of Academic Outcomes

- Recent data continue to indicate that a combination of test scores and high school grades is a better predictor of academic success than using either grades or tests in isolation.
- However, when examined independently, the high school core GPA is two to three times more predictive of these academic outcomes than test scores. This was not true 20 years ago; the high school core GPA has become more predictive as the number of core courses has increased.
- More recent research has used NCAA Division I Academic Progress Rate "0/2" status as the dependent variable in these prediction models. In those models, high school GPA is significantly more predictive than test score.

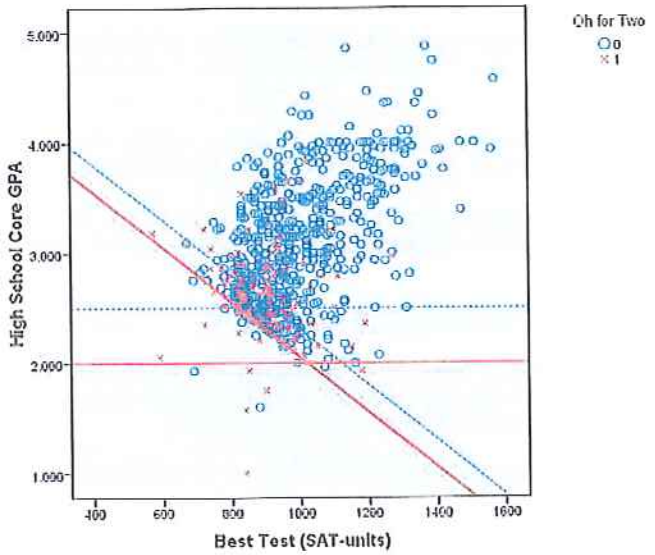
Recent Research on Prediction of Academic Outcomes

- Given the emphasis these models place on high school core GPA, potential rules using the current sliding scale and adding a higher GPA minimum (e.g., high school core GPA > 2.5) were compared against those that simply increase the coordinates of the sliding scale.
- Using "0/2" status as the outcome, the comparison indicated that an increase in the GPA minimum is a more efficient method for decreasing the likelihood of "0/2" status at the end of the freshman year.

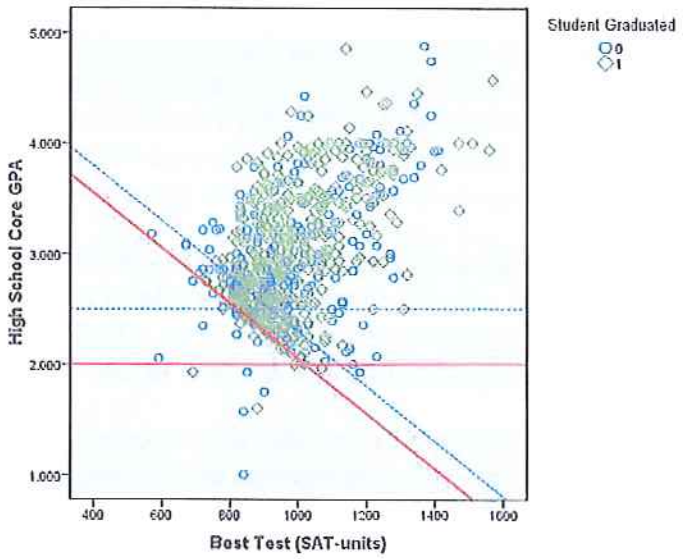
Recent Research on Prediction of Academic Outcomes

- As an example, a combination of the current sliding scale and a high school core GPA minimum > 2.5 dropped the freshmen "0/2" rate in men's basketball to 2.5% (from current 3.5%). This elicited ineligibility rates (among current student-athletes) of 16.6% overall, 6.3% among whites and 21.4% among African-Americans.
- To attain a greater reduction in the number of "0/2s" using a sliding scale, you would need to increase the scale to z = -0.625. That would lead to an overall ineligibility rate of 37.7%, with a rate of 12.2% among whites and 49.3% among African-Americans.
- Thus, a simple increase in the high school core GPA minimum seems to be a more efficient method of attaining the same goal.

All Freshman Men's Basketball Student-Athletes 2003-04 – BY "0/2" Status



All Freshman Men's Basketball Student-Athletes 2003-04 – By Graduation Status



Summary of Adding Floor on Core GPA

- Reasons to add a GPA minimum:
  - Increases academic standards, which should improve first-year performance and increase projected graduation rates among student-athletes.
  - Increases reliance on high school grades, which data show to be better predictors of success than other academic variables.
  - Encourages prospective student-athletes to place more emphasis on their high school core-curriculum courses.
- Reasons not to add a GPA minimum:
  - Some believe that this might lead to grade inflation or other manipulation at the high school level (although the same problem exists with regard to test score manipulation).
  - Moves away from the principle of equal weighting between core GPA and tests.

Issues Related to Creating a Tiered Eligibility Standard

Summary of Creating Tiered Model

- Reasons to create new competition standard:
  - Allows institutions to identify at-risk student-athletes and bring them to campus with the assistance of aid, but support those students with a more direct focus on academics in their first year.
  - Lessens the potential adverse impact of IE rules by removing issues of access for this group of student-athletes.
- Reasons not to create new competition standard:
  - No evidence from current data (which are somewhat incomplete) that academic advantages accrue to those students who do not compete in freshman year.
  - Such a rule could become a de facto IE rule if conferences or institutions pass requirements against accepting prospective student-athletes who may not compete during their first year.

Overview and History of Division I Legislation for Two-Year College Transfers

Purpose.

This document will review and discuss Division I two-year college transfer legislation and its evolution to the current requirements, specifically focusing on the academic elements of the transfer legislation.

Two-Year College Transfer Requirements.

Requirements for student-athletes transferring from a two-year college to a Division I four-year institution are different for student-athletes depending on whether they were or were not a qualifier out of high school.

Qualifier.

NCAA Bylaw 14.5.4.1 specifies that a transfer student-athlete from a two-year college who was a qualifier out of high school must serve a year in residence at the four-year institution unless the following requirements are met:

1. At least one full-time semester or one full-time quarter in residence at the two-year college;

2. A minimum grade point average of 2.000; and

3. An average of at least 12-semester or 12-quarter hours of transferable degree credit for each full-time academic term of attendance at the two-year college.

Student-athletes who do not meet all three of the specified requirements are not eligible for competition during their first year of enrollment at the Division I institution, but are eligible for practice and athletically related financial aid.

Additionally, baseball and basketball student-athletes who meet the specified requirements, but initially enroll at that certifying institution after the conclusion of the institution's first full term of the academic year, are not eligible for competition until the following academic year.

Transfers who were a qualifier, but did not meet the transfer requirements may also be immediately eligible by meeting the conditions of the discontinued/nonsponsored sport exception or the two-year nonparticipation or minimal participation exception.

Non-qualifier.

A transfer student-athlete from a two-year college who was not a qualifier out of high school must serve a year in residence at the four-year institution unless the following requirements are met:

1. Graduation from the two-year college, the degree must be academic or technical, rather than vocational;

2. A minimum of 48-semester hours or 72-quarter hours of transferable degree credit;

   - Must include six-semester or eight-quarter hours of transferable English credit and three-semester or four-quarter hours of transferable math credit;

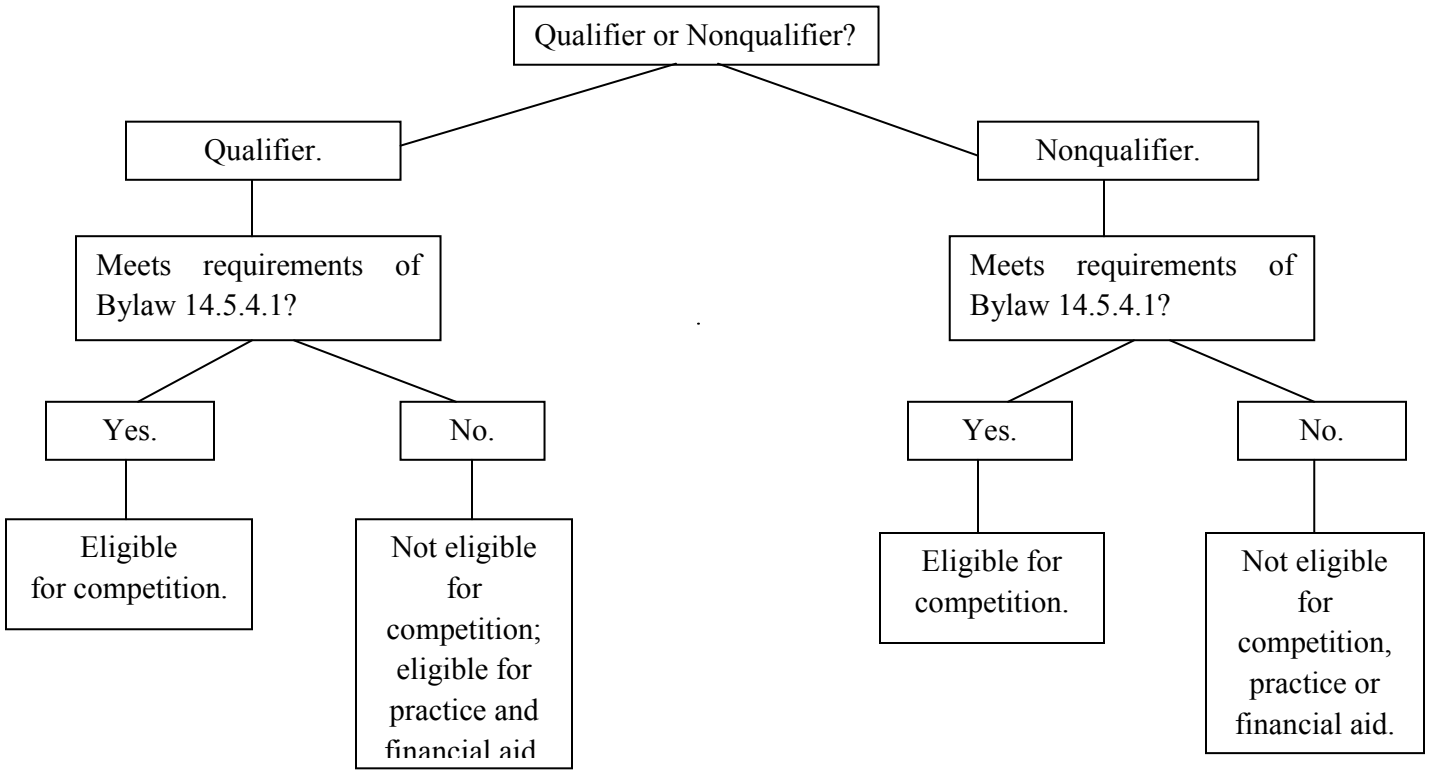
3. At least three semesters or four quarters of full-time enrollment at the two-year college; and

4. A cumulative grade-point average of 2.000.

Student-athletes who do not meet all of the specified requirements are not eligible for competition, practice, or financial aid during their first year of enrollment at the Division I four-year institution.

In addition, no more than 18-semester or 27-quarter hours of transferable degree credit may be earned during summer terms and no more than nine-semester or 13.5-quarter hours of transferable degree credit may be earned during the summer immediately prior to the student-athlete's transfer from the two-year college to the four-year institution.

Finally, baseball and basketball student-athletes who meet all of the specified requirements, but initially enroll at that certifying four-year institution after the conclusion of the institution's first full term of the academic year, are not eligible for competition until the following academic year. A proposal to delete this legislation in 2006 was defeated.



Evolution of Two-Year College Transfer Legislation.

January 1996.

Legislation adopted to specify that men's basketball and football transfer student-athletes who were nonqualifiers and who met the two-year college transfer requirements for nonqualifiers were only eligible for practice and financial aid, but not competition. Such student-athletes could be eligible for competition only by meeting the 2-4 transfer requirements for nonqualifiers and having successfully completed 35 percent of the course requirements in the student-athlete's declared baccalaureate degree program.

January 1996.

Regulations are adopted on the use of credit hours earned during summer terms that can be used to meet the two-year college transfer requirements for nonqualifiers. Two-year college transfer student-athletes who were nonqualifiers are limited to using a total of 18-semester or 27-quarter hours of transferable degree credit from summer terms in order to meet transfer requirements, including not more than nine-semester or 13.5-quarter hours of transferable degree credit from summer term immediately prior to transfer. The proposal originally specified not more than six-semester or nine-quarter hours from the summer term immediately prior to transfer, but was modified at the NCAA Convention to the current standard.

April 2003.

Percentage-of-degree requirement (35 percent) for football and men's basketball student-athletes who were nonqualifiers is removed. The requirement was no longer effective as percentage-of-degree requirements for all student-athletes were raised from 25/50/75 to 40/60/80. Therefore, the 35 percent requirement for men's basketball and football student-athletes was lower than the 40 percent required of any student-athlete entering the third year of collegiate enrollment.

August 2003.

Transfer requirements for qualifiers amended to require only one semester or one quarter of enrollment at the two-year college, rather than two semester or three quarters of enrollment, and to eliminate the requirement of earning 24-semester hour or 36-quarter hours at the two-year college. The proposal also eliminated the alternative requirement of graduating from the two-year college and presenting 48-semester hours or 72-quarter hours of transferable credit. This proposal was intended to emphasize the philosophy that a two-year college transfer who was a qualifier should mirror the academic progress of the matching student-athlete cohort that enrolled in a Division I institution after high school.

April 2007.

Baseball is added to the midyear enrollee legislation for qualifiers and nonqualifiers. Legislation now specifies that baseball and men's basketball student-athletes who transfer from a two-year

college to a four-year institution after the conclusion of the institution's first term of the academic year, will not be eligible for competition until the following academic year, even if the student-athlete has met the respective requirements to be eligible for competition.

August 2009.

English and math transferable-credit requirement for transfer student-athletes from a two-year college who were nonqualifiers is added. A transfer student-athlete who was not a qualifier must have successfully completed six-semester or eight-quarter hours of English and three-semester or four-quarter hours of math at the two-year college to be eligible for competition, practice and financial during his or her first year of enrollment at the four-year institution.

4-2-4 Transfer Requirements.

NCAA legislation requires a student-athlete who transfers from a four-year institution to a two-year college and then to the certifying institution (4-2-4 transfer) to serve a year in residence at the four-year certifying institution prior to competition unless the following requirements are met:

1. An average of at least 12-semester or 12-quarter hours of transferrable degree credit with a cumulative grade-point average of 2.000 for each term of full-time attendance at the two-year college;

2. One calendar-year has elapsed between the student-athlete's departure from the previous four-year institution and the student-athlete first intercollegiate competition for the certifying institution; and

3. Graduate from the two-year college.

In addition a 4-2-4 transfer student-athlete must complete at least one regular academic term of enrollment at the two-year college to be eligible for athletically related financial aid at the certifying institution. Further, a 4-2-4 transfer in baseball or men's basketball who initially enrolls at that certifying four-year institution after the conclusion of the institution's first full term of the academic year is not eligible for competition until the following academic year.

Student-athletes who do not meet all three of the above specified requirements are not eligible for competition during their first year of enrollment at the Division I institution, but are eligible for practice and financial aid. All requirements (except the calendar year time lapse) must be completed prior to the student-athlete's transfer to the certifying institution. A 4-2-4 transfer student-athlete who does not meet the above requirements of Bylaw 14.5.6 may be immediately eligible for competition if he or she meets one of the legislated exceptions: the return to original institution exception or the discontinued/nonsponsored sport exception.

Evolution of 4-2-4 Transfer Legislation.

The requirements regarding 4-2-4 transfer legislation have remained largely unchanged since prior to 1975. A change to the credit-hour requirement was made in 2006 in order to provide consistency between the transfer requirements for 2-4 transfers and 4-2-4 transfers. The amendment in 2006 revised the credit-hour requirement for 4-2-4 transfer from a minimum of 24-credit hours to an average of 12-credit hours per term of full-time enrollment.

In 2007, the legislation was adopted to specify that a 4-2-4 transfer must have completed at least one term at the two-year college to be eligible for athletically related financial aid at the certifying institution.

Transfer, Academic Outcomes and the APR

Division I Academic Cabinet
February, 2010

Contents

- Transfer frequency in Division I
- Academic impacts of transferring for the student-athlete
- Impact of student-athlete transfer on the APR
- Relationship between the APR's eligibility and retention components and the GSR

Division I Student-Athlete Transfer Frequency

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.

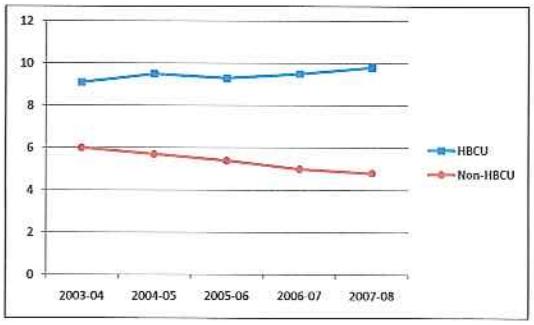
Trends of Transfers Into Division I: Women's Other

	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.

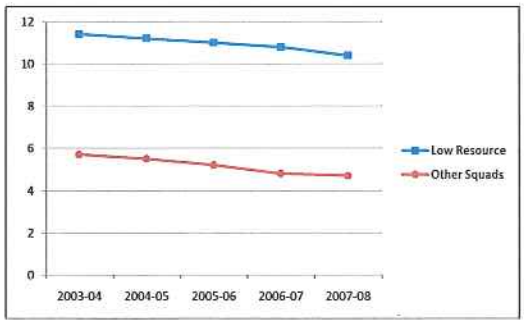
2-year Transfers-In by HBCU Grouping

	2003-04	2004-05	2005-06	2006-07	2007-08
HBCU	9.1%	9.5%	9.3%	9.5%	9.8%
Non-HBCU	6.0%	5.7%	5.4%	5.0%	4.8%



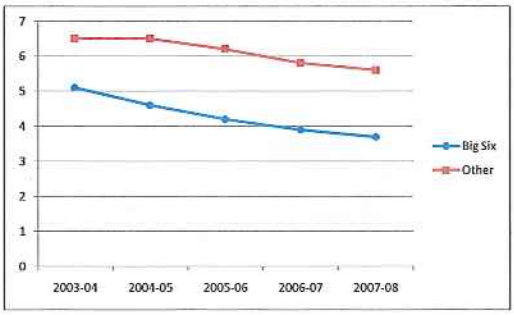
2-year Transfers-In by Resource Level

	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%



2-year Transfers-In by Conference Grouping

	2003-04	2004-05	2005-06	2006-07	2007-08
Big Six conferences	5.1%	4.6%	4.2%	3.9%	3.7%
Other conferences	6.5%	6.5%	6.2%	5.8%	5.6%



Transfer Frequency into Division I

- In 2007-08, approximately 12% of the student-athletes in Division I transferred into their current school. Just under half of these transfers (43%) entered Division I from a 2-year college.
- More than one-quarter of current baseball and men's basketball players transferred into Division I. Two-thirds of the transfers in those sports arrived from a 2-year college.
- In baseball, football, men's basketball and women's basketball a majority of transfers (57%-68% in those four sports) are 2-4 transfers. Across all other sports, less than 30% of transfers are 2-4 transfers.
- While the two-year transfer rate is dropping among most institutional groups, that rate appears to be rising among HBCU institutions.

High School Academic Characteristics

NCAA Research

High School Academic Performance of 2004-05 College Freshmen for Selected Sport Groups

SPORT	Average High School Core GPA	Average Best Test (SAT-units)
Men's Basketball	2.99	963
Football	3.06	990
Wrestling	3.19	1060
Men's Track (O)	3.26	1074
Baseball	3.32	1063
Men's Other	3.38	1127
Women's Sports	3.55	1077

High School Academic Performance for all Two-Year Transfers into Division I in Selected Sport Groups (APP 2004-05 Data)

SPORT	N	% with IEC Data	High School Core GPA	Best Test (SAT-units)	Div. I Qualifier out of HS
Men's Basketball	736	44%	2.73	893	61%
Football	1,515	56%	2.73	899	62%
Wrestling	50	52%	2.74	911	50%
Men's Track (O)	288	49%	2.84	922	61%
Men's Other	415	50%	3.01	994	82%
Baseball	1,454	73%	3.12	989	85%
Women's Sports	1,505	55%	3.22	940	76%

Comparison of High School Academic Performance of 2004-05 College Freshmen versus Transfers in Men's Basketball

Student Category	Average High School Core GPA	Average Best Test (SAT-units)
Non-Transfers	2.99	963
Two-Year Transfers	2.73	893
Four-Year Transfers	2.94	960

Comparison of High School Academic Performance of 2004-05 College Freshmen versus Transfers in Football

Student Category	Average High School Core GPA	Average Best Test (SAT-units)
Non-Transfers	3.06	990
Two-Year Transfers	2.73	899
Four-Year Transfers	2.96	966

Findings Regarding High School Academic Preparation of Men's Basketball and Football Student-Athletes

- The incoming freshmen in men's basketball have the lowest average high school grades and test scores of any sport group.
- Two-year transfers tend to have lower high school academic scores than the non-transfer population in both football and men's basketball, and those averages are lower than other sport groups.
- Four-year transfers are similar to non-transfers in terms of their high school academic profiles.

College Academic Performance

NCAA Research

College Academic Performance of 2004-05 Freshmen for Selected Sport Groups

SPORT	N	Cumulative GPA	Credits Earned	Percentage of Degree Reqs.
Football	4,133	2.46	27.9	23.2%
Wrestling	438	2.51	27.5	22.3%
Men's Basketball	902	2.51	29.2	25.6%
Men's Track (O)	1,463	2.68	28.3	24.0%
Baseball	1,812	2.71	27.9	23.7%
Men's Other	3,343	2.82	29.0	24.6%
Women's Sports	10,145	3.00	29.8	25.4%

College Academic Performance for all Two-Year Transfers into Division I in Selected Sport Groups (APP 2004-05 Data)

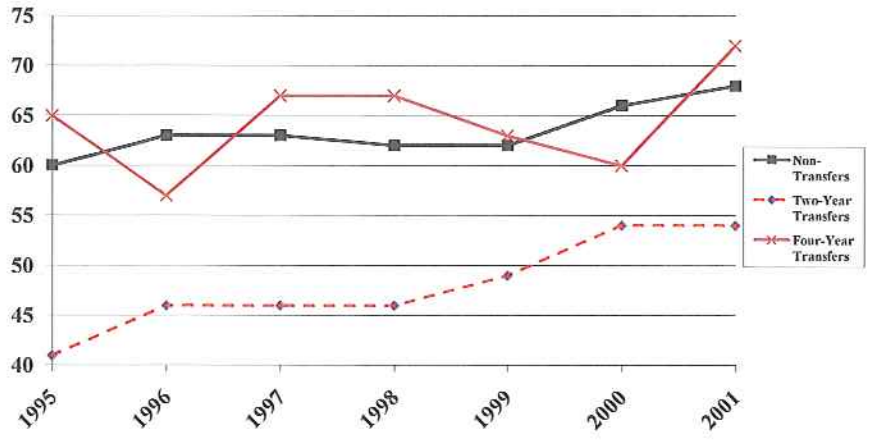
SPORT	N	Cumulative GPA	Credits Earned
Men's Basketball	736	2.38	26.7
Football	1,515	2.40	22.6
Wrestling	50	2.42	22.6
Men's Track (O)	288	2.55	25.2
Baseball	1,454	2.69	24.9
Men's Other	415	2.73	26.2
Women's Sports	1,505	2.86	27.5

College Academic Performance for all Four-Year Transfers into Division I in Selected Sport Groups (APP 2004-05 Data)

SPORT	N	Cumulative GPA	Credits Earned
Football	1,024	2.51	23.6
Men's Basketball	425	2.52	26.9
Wrestling	97	2.73	25.3
Baseball	665	2.76	25.4
Men's Track (O)	642	2.78	25.8
Men's Other	1,275	2.90	27.0
Women's Sports	2,569	3.06	28.4

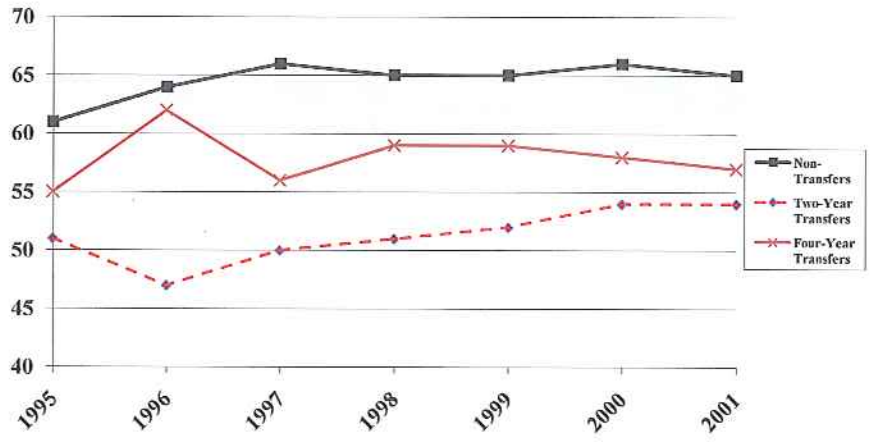
Graduation Success Rates of Men's Basketball Student-Athletes

Transfers vs. Non-Transfers



Graduation Success Rates of Football Student-Athletes

Transfers vs. Non-Transfers



Findings Regarding College Academic Performance

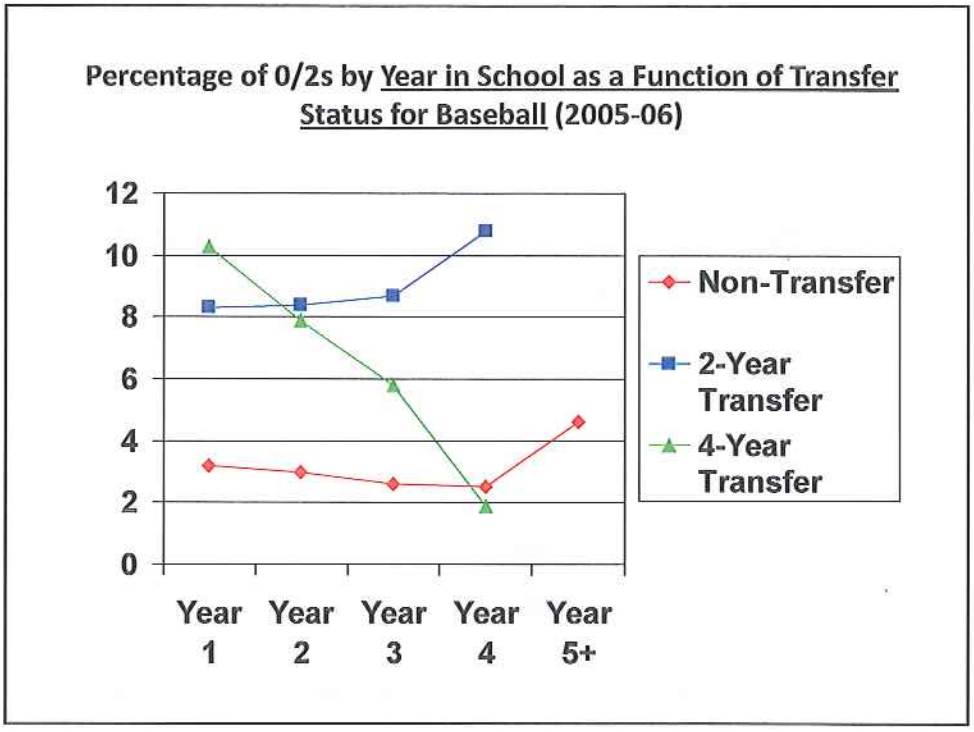
- Freshmen in men's basketball and football are at the low end of average GPAs among Division I sport groups. However, men's basketball student-athletes have the highest number of credits earned of any of the men's sport groups. This may be due, in part, to the summer bridge program that has been available for several years to men's basketball student-athletes. Football student-athletes are lower in both GPA and credits earned than other sport groups.
- Two-year transfers have lower first-year academic performances (for both GPA and credits) than the non-transfer group. Four-year transfers have similar GPAs to the non-transfers, but earn fewer credits.
- Graduation Success Rates of two-year transfers are increasing over time, but continue to lag behind both the non-transfers and the four-year transfers in both men's basketball and football.

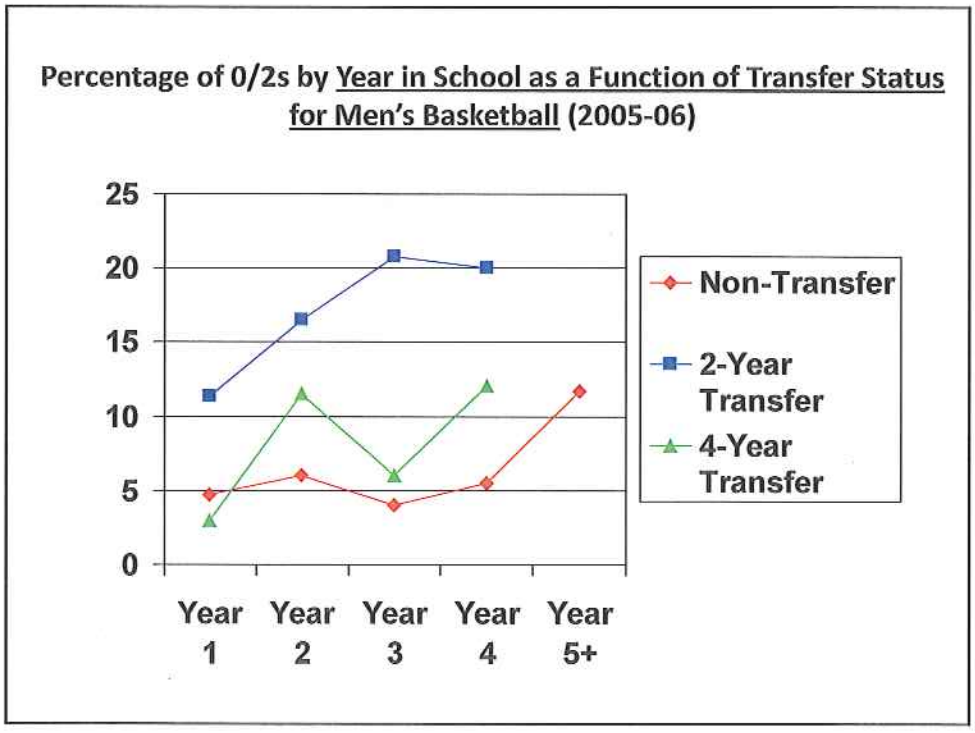
Academic Outcomes of Transfers into Division I

Trends in Number of 0/2s by Transfer Status

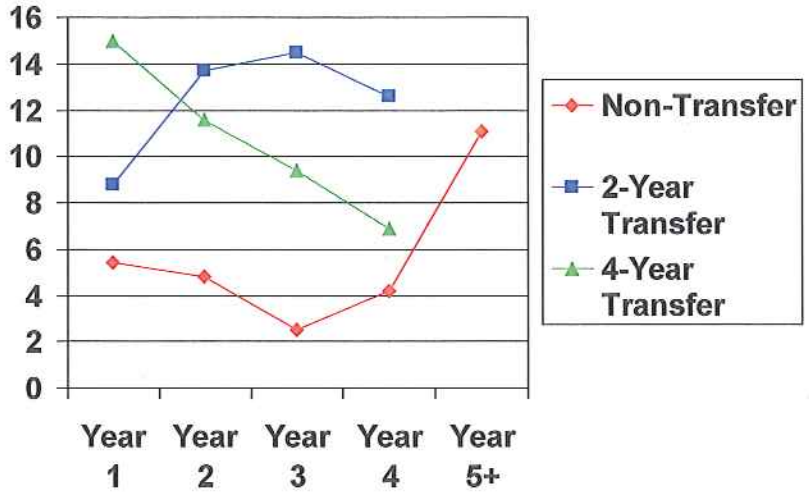
	2003-04	2004-05	2005-06	2006-07
Non-Transfer	2,864 (3.1%)	2,922 (3.1%)	2,732 (2.8%)	2,488 (2.5%)
2-Year Transfer	660 (10.1%)	604 (9.3%)	581 (9.3%)	438 (7.4%)
4-Year Transfer	402 (5.2%)	404 (5.1%)	410 (5.1%)	371 (4.6%)

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


Percentage of 0/2s by Year in School as a Function of Transfer Status for Baseball (2005-06)
12
10
8
6
4
2
0
Year 1
Year 2
Year 3
Year 4
Year 5+
Non-Transfer
2-Year Transfer
4-Year Transfer


Percentage of 0/2s by Year in School as a Function of Transfer Status for Men's Basketball (2005-06)
25
20
15
10
5
0
Year 1
Year 2
Year 3
Year 4
Year 5+
Non-Transfer
2-Year Transfer
4-Year Transfer

Percentage of 0/2s by Year in School as a Function of Transfer Status for Football (2005-06)



Percentage of 0/2 Departures Among All Student-Athletes Exhausting their Athletics Eligibility in 2005-06

SPORT	Overall	Non-Transfers Only	2-Year Transfers	4-Year Transfers
Baseball	6.4%	3.6%	9.2%	10.4%
Men's Basketball	11.9%	8.2%	18.7%	12.6%
Football	11.9%	9.8%	19.3%	19.6%
Men's Ice Hockey	6.0%	6.7%	0.0%	0.0%
Men's Soccer	5.3%	4.1%	8.6%	8.5%
Men's Track (Outdoor)	2.7%	2.2%	4.3%	4.0%
Wrestling	6.0%	5.0%	15.0%	7.1%
Women's Basketball	3.5%	2.3%	8.4%	4.4%

Number of 0-for-2s in a Sport as a Function of Academic and Demographic Characteristics

- Statistical analysis shows that the following variables are independently predictive of eventual 0/2 status:
  - Lower HS grades
  - Lower HS test score
  - Having transferred from either a 2-year or a 4-year school.
  - Being male
  - Being from a racial / ethnic minority group
- This analysis indicates that even after we control for academic characteristics and a limited set of demographic variables, transfers into a school are more likely to leave the new school as 0/2s. This effect is similar for 2-4 and 4-4 transfers.
- The analysis shows that the high number of 0/2s in men's basketball are expected given the academic backgrounds, transfer frequency and demographics of the student-athletes in the sport. These 0/2 rates are slightly higher in baseball and football than expected after controlling for these factors.

Research on the Academic Effects of Transferring among Division I Student-Athletes

Dr. Jack McArdle
Univ. of Southern California

NCAA Research

Distribution of Time to Degree for Student-Athletes Transferring vs. Others

Years to BA/BS	SA Overall (100%)	SA who stayed in one school (73.7%)	SA who transferred (26.3%)
1-3 years	1.6	1.5	1.8
4 years	58.6	64.8	38.8*
5 years	32.6	29.1	43.6*
6 years	4.7	2.8	10.7*
7 years	1.8	1.1	4.2*
Overall Graduation Rate	88.2%	91.3%	79.7%

Notes: Weighted number of Student-Athletes ~ 3,952 from SCORE-2006 Survey, asterisk indicated comparison significant at α=.05

Estimated Graduation Rates Based on First Year GPA for Student-Athletes

Transfers vs. Non-Transfers

First Year GPA	SA Overall (100%)	SA who stayed in one school (73.7%)	SA who transferred (26.3%)	Difference (Non-Transfers – Transfers)
≤ 1.60	68.3%	74.1%	58.0%	16.1%
≤ 1.80	74.3%	79.1%	65.3%	13.8%
≤ 2.00	79.5%	83.5%	71.2%	12.3%
≤ 2.20	83.8%	86.8%	76.5%	10.3%
≤ 2.40	87.4%	89.6%	81.1%	8.5%
≤ 2.60	90.3%	91.9%	85.0%	6.9%
≤ 2.80	92.6%	93.8%	88.2%	5.6%
≤ 3.00	94.3%	95.1%	90.8%	4.3%
> 3.00	95.7%	96.3%	92.8%	3.5%

Notes: Based on statistical projections for each GPA category. Weighted number of student-athletes ~ 3,952 from SCORE-94 survey.

Executive Summary – Key Research Points

1. In aggregate, the frequency of transfer into Division I schools is much greater than the frequency of transfer out.

2. The academic performance of transfers into a school has a larger impact on APR than the retention point loss of transfers out.

3. Two recent studies of student-athletes support the conclusion that in aggregate transferring leads to:
   a) a lower probability of student-athlete graduation
   b) longer time to degree among those who graduate
   c) a higher likelihood of dropout at the destination college.

Executive Summary – Key Research Points

4. The negative impacts of transferring appear to be much lower among academically high-performing student-athletes. This finding provides support for treating some transfers differently than others in APR calculations.

5. The impact of transferring is similar for transfers from two-year and four-year colleges once we control for the academic backgrounds of these transfer students.

NCAA Division I Academics/Eligibility/Compliance Cabinet Transfer Issues Ad Hoc Group Final Summary

June 2008

Background: The NCAA Division I Academics/Eligibility/Compliance Cabinet Transfer Issues Ad Hoc Group began its review of issues impacting the academic performance of transfer student-athletes in June 2007.

The ad hoc group's responsibility was to review and address transfer issues in order to:

1. Follow up academic reform efforts to determine the impact of the new progress-toward-degree requirements on transfer student-athletes;

2. Address references to transfer issues in the report of the NCAA Presidential Task Force on the Future of NCAA Division I Intercollegiate Athletics; and

3. Respond to requests from the two-year college community.

Over the past twelve months, the ad hoc group met in person three times in conjunction with the NCAA Division I Academics/Eligibility/Compliance Cabinet meetings and conducted several teleconferences to review and address the transfer issue. The ad hoc group determined to focus its review on transfer student-athletes from two-year institutions based on research indicating that this cohort of student-athletes, particularly those who were nonqualifiers after high school, are less successful academically on transfer to a four-year institution than are transfers from a four-year institution and nontransfers. The ad hoc group reviewed available data on transfer student-athletes from the NCAA research staff, met with an expert panel on two-year institution transfer student-athletes' issues and surveyed the NCAA Division I membership related to two-year transfer student-athlete issues.

In June 2007, the cabinet recommended that the new governance structure include a component clearly assigning jurisdiction over issues related to transfer student-athletes, including oversight of waivers, appropriate review of research related to student-athlete transfer activity and the academic performance of transfer student-athletes. This document identifies the key research findings, guiding principles and relevant points for the cabinet to consider as it continues the review of transfer issues to develop legislative recommendations and best practices.

Key Research Findings.

The ad hoc group received several presentations from the research staff related to the academic performance of transfer student-athletes and identified the following as the most significant research findings:

1. Academic Impact of Transferring. Student-athletes who transfer typically take longer to graduate than those who do not transfer. The act of transferring extends a student-athlete's time to graduation by an average of seven months. In addition, student-athletes who transfer one time during their collegiate career graduate at a rate that is 10-percentage points lower than those who do not transfer.

2. Transfer Volume. In recent years, about 13 percent of all Division I student-athletes were transfers from another two- or four-year institution. Of the transfers in all sports, approximately 46 percent transferred from two-year institutions. In 2005-06, nearly eight percent of all football student-athletes and nearly 20 percent of all men's basketball and baseball student-athletes were two-year college transfers. Contrary to what has been hypothesized, the equity conferences - Atlantic Coast, Big East, Big Ten, Big 12, Pacific-10, and Southeastern Conferences - generally have lower rates of incoming transfers versus other conferences. Further, there are large between-sport differences in the number of student-athlete transfers entering Division I athletics programs. Baseball and men's basketball have a relatively higher proportion of transfer student-athletes compared to other sports groups.

3. 2-4 Transfer Academic Performance. Two-year transfer student-athletes generally do not do as well academically as native student-athletes, while four-year transfers tend to graduate at a similar rate as nontransfers. Most two-year transfer student-athletes departed high school less academically prepared than nontransfer student-athletes at their four-year institutions and tend to have lower first-year academic performance (both grade-point average and credit hours earned) at the certifying institution when compared to the native population.

4. Predictors of Academic Performance at Four-Year Institution. High school academic achievement is the strongest predictor of first-year institutional grade-point average for two-year transfer student-athletes. The number of transferable credit hours does add slightly to the prediction that the student-athlete will remain eligible. Specifically, those student-athletes who earn more credits at the two-year institution are less likely to experience eligibility problems at the four-year institution.

5. "0/2." Native student-athletes have the lowest rate of departing an institution while academically ineligible (resulting in a "0/2" in the NCAA Division I Academic Progress Rate) while two-year transfer student-athletes have the highest rate. Fifteen percent of two-year transfers in men's basketball eventually depart the institution while academically ineligible. In football 12 percent of two-year transfers and 11 percent of

four-year transfers eventually depart the institution academically ineligible. Two-year transfers are more than twice as likely to leave as "0/2" than nontransfers. The rates for four-year transfers fall in between the other groups. Two-year transfers are much more likely to leave as a "0/2" after exhausting eligibility than nontransfers. Approximately one in five men's basketball and football 2-4 transfers who exhaust their athletics eligibility depart their four-year institutions as "0/2."

2-4 Transfer Student-Athlete Survey Findings.

The ad hoc group conducted a survey to gather information about institutional policies and practices related to transfer student-athletes. The survey was distributed to all Division I directors of athletics, senior woman administrators, faculty athletics representatives and compliance coordinators. Each institution was asked to provide one response. A total of 197 usable responses were received, which was a 60 percent response rate.

1. Most institutions (70 percent) reported no policy changes regarding the evaluation and admissions process for two-year institution transfer student-athletes due to the implementation of the NCAA Division I Academic Performance Program (APP); however, many reported general changes to their evaluation and or admissions process.

2. Institutions reported that total institutional credits earned and percentage of degree completed in the student-athlete's intended field of study are the primary considerations when advising a two-year transfer on selection of a major. However, nearly 85 percent of institutions responded it is likely that a two-year transfer will have barriers to meeting progress-toward-degree requirements and almost 50 percent attributed this difficulty to an excess of elective courses on the student-athlete's two-year institution transcript.

3. Approximately 40 percent of institutions report adding academic support requirements (study hours, advisor meetings, tutors) for transfers from two-year institutions due to the APP. Further, 40 percent of institutions report adding academic support personnel due to the APP.

4. The survey revealed a split regarding the frequency with which 2-4 transfer student-athletes undergo additional remediation at their four-year institutions, with about one-third of 2-4 transfers "often" or "sometimes" undergoing remediation and one-third "never." For those student-athletes that do receive remediation, the majority of respondents believes the remediation is similar to what the student might have had if they had entered the four-year institution as a freshman.

Outcomes of Panel on Two-Year Institution Transfer Student-Athletes.

At its February 2008 meeting, the ad hoc group met with representatives of the two- and four-year college communities who have experience and expertise with two-year institution transfer student-athletes. Panelists included:

1. Wayne Baker, executive director of the National Junior College Athletic Association (NJCAA).

2. Carlyle Carter, executive director of the California Community College Commission on Athletics.

3. Sam Baker, athletics director, Georgia Southern University, NCAA Division I Football Issues Committee.

4. Mike Gaski, head baseball coach, University of North Carolina, Greensboro.

5. Phil Hughes, associate athletics director, Kansas State University, president of the National Association of Academic Advisors for Athletics (N4A).

6. Evans Roderick, Mt. Sac Community College, past president of the Community College Counselors Association in Academic Advising for Athletes (3C4A).

The panel discussion included the following topics:

1. Appropriate requirements and accommodations for underprepared two-year transfer student-athletes, including remediation at the two- and four-year institutions;

2. Courses taken at the two-year institution, specifically courses that transfer to a four-year institution and the impact of core academic and activity courses.

3. The impact of NCAA progress-toward-degree legislation on two-year transfer student-athletes; and

4. Legislative proposals in the 2007-08 cycle.

Among the opinions expressed by panelists:

1. Student-athletes enroll at a two-year institution for a variety of reasons and should not all be treated the same. Legislation should not apply to all student-athletes equally and consideration should be given to legislation specific to the sports with less academic success.

2. Prospective student-athletes currently at two-year institutions should not be held accountable for changes in the rules. A delayed effective date with an accompanying educational effort related to any changes in the legislation is appropriate.

3. The current system is not adequate. A number of the 2-4 transfer student-athletes are not prepared to succeed academically during the first semester and/or the first year at the four-year institution.

4. Potential recommendations should consider delaying the onset of the five-year eligibility clock and percentage-of-degree requirements to allow for student-athletes to be remediated at either the two- or four-year institution.

5. Increasing the number of core academic courses completed at the two-year institution may help with the preparedness of incoming transfers.

6. For those students not yet prepared for college-level requirements, the two-year institutions' goal is to remediate those students and prepare them for college-level courses.

7. There are differences among the two-year college systems by state in what is required to complete the associate degree. These differences may impact the number of transferable courses a student completes; particularly if the student is transferring to a four-year institution out of state.

Future Research Needs.

During its review of data related to transfer student-athletes from two-year institutions, the ad hoc group identified the following areas of future research that may help to better inform changes to transfer requirements and other policy recommendations.

1. Examination of major selection of two-year transfers compared to nontransfers at the same institution.

2. Collect more data related to academic profile (e.g., transferable courses, grade-point average earned at two-year institution, number of remedial credits earned at two-year institution) to identify the profile of successful 2-4 transfer student-athletes who graduate from the four-year institution.

3. Work with admissions professionals to better understand how they evaluate incoming transfer student-athletes.

Guiding Principles and Questions to Consider for Addressing Transfer Issues.

Guiding Principles.

1. High school academic achievement is the strongest predictor of first-year institutional grade-point average for two-year transfer student-athletes.

2. The educational experience varies from two-year institution to two-year institution.

3. Taking excess electives at the two-year institution negatively impacts a 2-4 transfer student-athlete's ability to meet progress-toward-degree requirements at the four-year institution. Other potential effects are limited choice of institution and degree program, and extended time to graduation.

4. The current data available does not allow the staff to identify the academic profile of a successful 2-4 transfer student-athlete. Efforts should be made to gather more information to identify the academic factors that are predictive of academic success for 2-4 transfers.

5. Four-year institutions often have increased resources as compared to two-year institutions to provide academic support services to academically underprepared student-athletes.

6. Ongoing dialogue with representatives of the two-year institution relations panel and other advising groups should continue to be part of the solution defining process as the transfer issues are discussed and legislative concepts are considered. As proposals are developed, appropriate time for education outreach to the two-year college community should be allotted.

Questions to consider.

The ad hoc group identified the following questions that it believes should be taken into consideration when possible changes to the two-year transfer requirements are evaluated.

1. Does the associate degree contribute to the academic success of 2-4 transfer student-athletes who were nonqualifiers?

2. Should the eligibility clock be extended for student-athletes requiring significant remediation to allow for the 2-4 transfer student-athlete to "catch up" academically?

3. If a student-athlete needs significant remediation, should this occur at the two-year institution or at the four-year institution?

4. Should alternate paths be developed for a nonqualifier to get to the four-year institution?

5. How does the academic coursework taken at the two-year institution impact a transfer student-athlete's academic performance/retention at the four-year institution?

Best Practices.

The ad hoc group recommended the development of best practices documents specific for two-year transfers to be shared with both two- and four-year institutions that would identify ways to provide effective academic support for student-athletes at the two-year institution and for two-year institution transfer student-athletes at the four-year institution.

Possible Legislative Concepts.

The group evaluated a variety of potential legislative concepts for recommendation. Provided below is a summary of each of the concepts and additional information that the group felt was relevant for consideration.

1. Core Curriculum/Credit Hours.

   a. Increase Academic Course Requirements for Transfer Eligibility. Increase the required academic coursework that a two-year institution transfer must complete to be immediately eligible on transfer (e.g., three credits of social sciences, three credits of foreign language).

      While the group is not making a formal legislative recommendation, it believes that additional academic course requirements is the most important and promising concept it evaluated and should receive the most consideration. The group feels that academic coursework is the best way to prepare two-year transfers for academic work at a four-year institution and has the greatest potential for an immediate effect on the preparation of two-year college transfers. The group does not have research to suggest what additional academic courses should be required, but discussed a social or behavioral science requirement.

   b. Limit Use of Activity Coursework to Meet Transfer Requirements. Limit the number of physical education activity courses a two-year institution transfer student-athlete can use to meet two-year institution transfer requirements (e.g., two credit hours).

   Additional Information.

   1. Not all two-year institutions offer a sufficient number of transferable courses to meet increased academic course requirements (e.g., a second course of English or algebra that is accepted by four-year institutions).

   2. Some two-year institutions require student-athletes to enroll in activity courses as their team's practice time.

   3. Institutions develop their own standards to evaluate transfer coursework that differ from campus to campus.

4. In the survey on two-year institution transfers, the membership identified excess electives as the most significant barrier for a transfer to meet progress-toward-degree requirements.

5. The group wonders whether one or two additional courses at a two-year institution adequately compensate for an underprepared student.

2. Multiple Alternatives for Transfer Eligibility. This model could provide alternate paths for a transfer student-athlete to become immediately eligible at the four-year institution by satisfying a specified number of credit hours and grade-point average. The required number of credit hours and grade-point average would vary based on the length of enrollment at the two-year institution: longer enrollment requires more hours, but a lower grade-point average. The model could also provide an extended timeline to graduation (e.g., six years) for those student-athletes who are most underprepared and require significant remediation.

Additional Information.

1. On one hand, multiple alternatives provide flexibility and relief for student-athletes who are more academically prepared and demonstrate they can succeed academically in the college environment.

2. On the other hand, multiple alternatives may complicate certification of eligibility for four-year institutions and serve as a barrier to understanding the requirements for prospective student-athletes and personnel at the two-year institution.

3. Academic Year in Residence. The group considered a variety of residence concepts, including a year in residence at either a two-year or four-year institution. Additional elements to be considered along with a residence requirement are whether to delay the onset of the five-year clock and/or percentage-of-degree requirements, whether or not the four-year institution could provide financial aid to nonqualifiers or allow them to practice during the year in residence, and whether to limit remedial and tutorial courses during the initial year.

Additional Information.

1. The group wonders whether one year in residence is sufficient to remediate an underprepared student.

2. The group wonders whether student-athletes who enroll immediately at a four-year institution are more likely to be academically successful than student-athletes who enroll initially at a two-year institution?

3. Percentage-of-degree requirement presents a significant barrier for two-year college transfers who were enrolled at the two-year institution for six semesters and must transfer to the four-year institution with 60-percent degree completion.

4. Residence requirement at two-year institution would require significant collaboration and with the two-year college community and may be difficult for some two-year institutions to implement.

5. Student-athletes often feel pressure to transfer earlier rather than later to preserve athletics eligibility, which may not be the preferred educational outcome.

6. Nonqualifiers may feel a sense of "double-jeopardy" by having to serve a year in residence after initially attending a two-year institution.

4. Summer Financial Aid at Four-Year Institutions (Summer Bridge). Permit two-year college transfer student-athletes to enroll and receive financial aid at the four-year institution in the summer prior to initial full-time enrollment, even if the student-athlete has not satisfied the two-year college transfer requirements.

The group noted the research supports the positive impact on first-year academic performance when incoming freshman student-athletes receive financial aid to attend summer school, and wonders whether the same benefit would be realized by two-year transfers. The ability to begin taking courses at the four-year institution would allow time for transition and academic skill development without the time demands of full-time enrollment and in-season athletics responsibilities.

Additional Information.

- The group wonders if a recruiting advantage will be gained by allowing institutions to provide financial aid before transfer requirements have been met or to contact prospective transfers earlier in their career at the two-year institution.

Additional Questions to Consider.

In addition to the guiding principles established by the group, there are several additional questions that merit consideration as the concepts are discussed.

1. Are student-athletes who enroll immediately at a four-year institution more likely to be academically successful than student-athletes who enroll initially at a two-year institution?

2. Do the current transfer requirements (i.e., required three terms in attendance, credit hour requirement, grade-point average, associate degree) assist nonqualifiers to become academically prepared for the academic rigors of the four-year institution?

3. Should any changes to transfer requirements for two-year institution student-athletes who were qualifiers be considered?

4. Should academic requirements be developed to allow a nonqualifier initially enrolled at a two-year institution to transfer to a four-year institution after one semester, two semesters or three semesters if defined academic requirements are met (e.g., transferable credit hours, grade-point average)?

5. Currently transfer requirements impact a student-athlete's ability to practice, receive aid or compete immediately, should recommendations be considered to allow a two-year institution student-athlete to practice and or receive aid regardless of their academic profile at the time of transfer?

6. Is there potential for abuse of any of the concepts?

7. What is the impact of the concepts on more limited resource institutions?

Concluding Thoughts.

The ad hoc group completed its work while recognizing that a proposal adopted by the NCAA Division I Board of Directors in April 2008 should positively impact the academic preparation of 2-4 transfer student-athletes. NCAA Proposal No. 2007-66 is set to become effective for student-athletes initially enrolling in a collegiate institution full time after August 1, 2009. This new rule requires a 2-4 transfer student-athlete who was a nonqualifier to have six semester/eight quarter hours of English and three semester/four quarter hours of math at the two-year institution that are transferable degree credit toward any baccalaureate degree program at the certifying institution. The ad hoc group believes the course requirements may provide student-athletes who were not qualifiers with additional academic tools needed for success and that a student-athlete who completes the required coursework will be better prepared to succeed academically.

Finally, while the ad hoc group takes very seriously the immediate need for improvement of the academic performance of 2-4 transfer student-athletes, proposals should be implemented in a timeframe that provides student-athletes and two- and four-year institutions with a realistic and fair opportunity to adjust their behaviors.

- Discussion Document -
Inclusion of Academic Support Plans as a Required Element of Initial-Eligibility Waiver Applications

Introduction

The overarching intent of the NCAA's legislated initial-eligibility standards is to determine whether a prospective student-athlete is prepared to be academically successful in college, particularly during his or her first year in residence. When reviewing an initial-eligibility waiver application, the NCAA staff considers an individual's high school academic record, the initial-eligibility deficiency and the mitigating circumstances presented to support a waiver of that deficiency. In addition, the legislative intent (initial academic standards are in place to assess academic preparedness) is included in the staff's analysis of all waiver applications.

This document is designed to generate discussion regarding the possible inclusion of academic support plans as a required element of an initial-eligibility waiver application. The three areas listed below highlight the importance of including academic plans in the waiver process.

1. Academic plans will create more institutional accountability.

   A central component of the current cycle of academic reform is to increase institutional accountability for all student-athletes. Academic reform increased the core-course requirement for prospective student-athletes and imposed stricter progress-toward-degree requirements on enrolled student-athletes. NCAA Division I Academic Performance Program (APP) penalties added an element of institutional accountability for the academic success of its student-athletes. For many institutions, this accountability only begins after a student-athlete has enrolled. In other cases, institutions chose to provide academic support for a student-athlete only after he or she fails to meet progress-toward-degree standards. Requiring institutions to specify the academic support it will provide to incoming student-athletes through the initial-eligibility waiver process triggers institutional accountability for supporting a student-athlete from the onset of his or her career.

   The NCAA Division I Academic Cabinet has supported the Facilitating Learning and Achieving Graduation/Graduation Risk Overview concept as a proactive assessment tool for institutions to use in determining the academic risk for all incoming student-athletes. In a similar fashion, academic support plans for those student-athletes requiring initial-eligibility waivers will assist member institutions to identify where academic support is necessary and proactively provide that support to student-athletes.

2. The inclusion of academic support plans is consistent with other academic waiver processes.

   The inclusion of academic support plans as a required element of initial-eligibility waivers is consistent with established policy applied in the review of progress-toward-degree and APP penalty waivers. For example, when an institution submits a progress-toward-degree

waiver, it is responsible for providing a specific plan for the student-athlete that provides the academic support necessary to achieve graduation in a five-year period. The addition of initial-eligibility academic support plans will help the staff as they process waivers, as they can refer to the initial-eligibility plan and determine if the student-athlete used the plan accordingly.

An academic support plan for incoming student-athletes will also assist member institutions assess the appropriate amount of support to provide incoming student-athletes before a progress-toward-degree waiver is necessary, and before the student-athlete loses eligibility points through the APP penalty process.

3. Improve the staff's waiver analysis.

The creation of an academic plan will assist the staff when processing waivers by placing the needs of the individual student-athlete at the forefront of the waiver request. It will also permit the staff to make a more thorough analysis of the involved student-athlete's ability to be academically successful and attain graduation in a five-year period.

Case Studies and Examples

The following staff decisions demonstrate the importance of requiring an academic support plan for the involved student-athlete.

Case Study No. 1

Facts: The student-athlete was diagnosed with diabetes in grade eight. At the conclusion of her high school career, she lacked the core-course grade-point average of 2.475 that corresponded with her test score (.069 deficiency). The institution began recruitment of the student-athlete during October of her senior year. At that time, the institution informed the student-athlete to retake the SAT exam and work to improve her grades. The student-athlete did retake the SAT but failed to improve her test score. The institution's waiver application asserted that the student-athlete's diabetes negatively impacted her core-course grade-point average due to classroom interruptions for medication, etc. In its waiver application, the institution indicated how its medical staff was prepared to support the student-athlete. However, the institution did not specify any academic support for the student-athlete as a result of her medical condition, despite asserting the very same issue as support for its waiver request.

Conclusion: The addition of an academic plan could have helped staff make a more thorough analysis of this case. More specifically, the institution asserted the student-athlete's medical condition negatively impacted her high school academic performance, but failed to indicate that they would provide support to prevent a similar impact on her collegiate academic performance. An academic plan established at the onset of the student-athlete's initial year in residence would

directly support the waiver request, increase the student-athlete's chances of academic success at the institution and hold the institution accountable for the student-athlete's academic performance.

Case Study No. 2

Facts: The student-athlete left his home country, where he was not required to attend school, to pursue an education in the United States. At that time, he was unable to read and write outside of his native language. When the student-athlete arrived in the United States, he enrolled in grade nine but did not earn any academic credit. The student-athlete subsequently completed grades seven through 11 at two different private schools. The student-athlete was enrolled in a third private school in a different state for grade 12. After a determination by the NCAA that no credits from the third private school were usable for initial-eligibility purposes, the student-athlete transferred to a fourth private school where he completed grade 12 and graduated from high school. All of the student-athlete's coursework from grades 11 and 12 was completed outside the core-curriculum time limitation. Without this coursework, he presented six core-course units and a 2.500 core-course grade-point average.

The institution asserted the student-athlete's enrollment in the first private high school, which triggered the start of the core-curriculum time-limitation legislation, was due to circumstances outside of his control. After he was reclassified in grade nine three years later, the student-athlete presented 16 core-course units and a 2.675 core-course grade-point average and satisfied all initial-eligibility requirements within the core-curriculum time limitation for the class entering grade nine after his reclassification.

Conclusion: Based on the student-athlete's poor academic performance during his first eight semesters of high school, a significant language barrier and the completion of the majority of his initial-eligibility academic requirements after the core-course time limitation expired, the staff concluded he was not academically prepared for college and partially approved the waiver to permit the receipt of athletically related financial aid only.

With the addition of a detailed academic support plan, the institution demonstrated its agreement regarding the student-athlete's lack of academic readiness and willingness to support the student-athlete in a significant and meaningful manner. Based on the submission of this plan, staff was able to partially approve the waiver to permit the student-athlete to practice and receive athletically related financial aid during his first year in residence.

Additional Issues for Discussion/Implementation

If there is a consensus that academic support plans are a necessary element of initial-eligibility waiver applications, there will be a need to establish criteria to determine in which cases a plan

will be required and to what extent staff can rely on the plan throughout the individual student-athlete's academic career. The following is a list of additional discussion items.

1. When is a plan necessary?

    a. For all waivers.

    b. Only for those student-athletes that do not meet a certain academic profile (e.g., minimum test score, minimum grade-point average).

    c. How are these student-athletes identified?

        (1) Facilitating Learning and Achieving Graduation program (voluntary program).

        (2) Grade-point average or test score requirements (e.g., if student-athlete has grade-point average above 3.500 or 85/1000 standardized test score, no plan is required).

        (3) Staff discretion.

2. What are requirements of the plan going to be?

    a. Specific support programs.

    b. Outline of tutoring or other academic services.

    c. Schedule of services, etc.

3. Who will sign off on the plan?

    a. Prospective student-athlete.

    b. Director of athletics.

    c. Faculty athletics representative.

Staff Recommendation

The staff recommends the Academic Cabinet support the addition of an academic support plan as an element of the initial-eligibility waiver process. Further, staff recommends academic support plans be required for those prospective student-athletes who present an initial-eligibility deficiency greater than one core-course unit or .100 on the core-course grade-point average

sliding scale. Staff does not recommend the cabinet prescribe specific details to be included in the plan, leaving these details for each institution to determine on a case-by-case basis. Finally, staff recommends this requirement include the signatures of the involved student-athlete, head coach and academic official at the institution. This requirement will increase institutional accountability to provide appropriate academic support for student-athletes from the beginning of their college career. It will also provide staff with the ability to make a more thorough review and analysis of initial-eligibility waiver applications.

NCAA Division I Initial-Eligibility Waiver Decisions
2009-10 Academic Year (June 1 through December 31, 2009)

Decision Type	Core Course	Education-Impacting Disability	Grade-Point Average	International	Proof of Graduation	Test Score	Transcript Change	TOTALS
Approved	192	54	37	53	1	2	3	**342**
Denied	15	3	36	27	0	1	0	**82**
Denied with Retest	0	0	1	1	0	0	0	**2**
Eligibility Center/Cleared	8	2	6	2	0	0	0	**18**
Partially Approved	7	7	10	13	0	0	0	**37**
Partially Approved with Retest	0	0	1	1	0	0	0	**2**
Partially Approved/Aid Only	0	5	0	0	0	0	0	**5**
Staff Special Approval	1	0	0	1	0	0	0	**2**
Closed	1	1	0	1	0	0	0	**3**
Withdrawn	1	2	3	0	0	0	0	**6**
TOTALS	**225**	**74**	**94**	**99**	**1**	**3**	**3**	**499**

NCAA Division I
Prospective Student-Athlete Review Cases

NCAA Division I
Prospective Student-Athlete Review Cases

- A total of 294 prospective student-athlete review cases were reviewed from June 1, 2009, through December 31, 2009, with the following outcomes:
  - Total validated: 218 (74 percent).
  - Total invalidated: 52 (18 percent). Of the 52 invalidated cases, six were appealed to the NCAA Student Records Review Committee. Of the six appeals, five staff decisions were upheld and one overturned.
  - Total pending: Four (1 percent).
  - Total withdrawn: Twenty (7 percent). Cases represented in this category include those voluntarily withdrawn by the member institution and cases suspended or closed for a lack of institutional response.

NCAA Division I
Prospective Student-Athlete Review Cases
Case Summary: June 1, 2009 to December 31, 2009

	Total PSA Reviews	Validated	Invalidated	Pending	Withdrawn
Division I	294	218	52	4	20

NCAA Division I Prospective Student-Athlete Review Decisions by Sport and Gender
June 1, 2009 to December 31, 2009 - Men

Men's Sports	Baseball	Basketball	Football	Golf	Ice Hockey	Soccer	Swimming	Tennis	Track & Field	Volleyball	Water Polo	Wrestling	Multisport	Totals
Validated	5	56	108	1	2	3	3	3	10	1	1	3	4	200
Invalidated	1	11	31	0	0	1	2	0	1	0	0	0	0	47
Withdrawn	0	6	11	0	0	0	0	0	1	0	0	0	0	18
Pending	0	0	4	0	0	0	0	0	0	0	0	0	0	4
Totals	6	73	154	1	2	4	5	3	12	1	1	3	4	269

NCAA Division I Prospective Student-Athlete Review Decisions by Sport and Gender
June 1, 2009 to December 31, 2009 - Women

Women's Sports	Basketball	Golf	Soccer	Softball	Swimming	Rugby	Track & Field	Volleyball	Multisport	Totals
Validated	5	1	4	2	2	1	1	1	1	18
Invalidated	2	0	0	0	0	1	0	1	1	5
Withdrawn	0	0	1	0	0	0	1	0	0	2
Pending	0	0	0	0	0	0	0	0	0	0
Totals	7	1	5	2	2	2	2	2	2	25

REPORT OF THE NCAA DIVISION I

PROGRESS-TOWARD-DEGREE WAIVERS COMMITTEE

2009-10

1. The NCAA academic and membership affairs staff received a total of 362 Division I progress-toward-degree (PTD) waiver requests for the period of June 1, 2009, through January 7, 2010. Each request could encompass one or multiple bylaw deficiencies. This represents a 25-percent decrease in the number of progress-toward-degree waivers filed thus far in the 2009-10 academic year compared to the same time period in 2008-09 (i.e., 485 waiver requests were filed for the period June 1, 2008, through January 7, 2009). However, it should be noted that 2008-09 seemed to be an anomaly year for PTD waiver requests. For the period June 1, 2007, through January 7, 2008, 386 PTD waiver request were received.

2. During this time, the staff decided 354 waivers, of which 11 were appealed. Specifically, the NCAA Division I Progress-Toward-Degree Waivers Committee decided 11 waivers on appeal and the NCAA Division I Academic Compliance Cabinet Subcommittee on Progress-Toward-Degree Waiver Appeals decided four waivers on appeal. The subcommittee heard eight additional waiver requests that are legislated to go directly to that group.

3. Details of the actions of the staff, the Progress-Toward-Degree Waivers Committee and the Subcommittee on Progress-Toward-Degree Waiver Appeals from June 1, 2009, through January 7, 2010, are as follows:

Total number of cases reviewed --	362	
Total number approved --	211	58.29%
Total number of conditionally approved --	36	9.94%
Total number denied --	54	14.92%
Number reviewed by staff	354	
Number approved by staff	201	56.78%
Number denied by staff	51	14.41%
Number appealed	11	21.57% of those denied
Number of appeals approved or conditionally approved by the PTD Waiver Committee	4	36.36%
Number of appeals denied by the committee	7	63.64%
Number of cases appealed to the Subcommittee on PTD Waiver Appeals	4	57.14% of those denied
Number of appealed cases approved by the subcommittee	1	
Number of appealed cases denied by the subcommittee	3	100%
Number of subcommittee cases (not appeals)	8	

Number of cabinet cases approved	5
Number of cabinet cases denied	2

The NCAA Division I Academic/Compliance/Eligibility Cabinet granted the staff the authority to review and approve or deny waivers at its September 2003 meeting. As a result, the NCAA Division I Progress-Toward-Degree Waivers Committee considered a total of only 11 waivers on appeal. The Progress-Toward-Degree Waivers Committee serves as the appellate body to staff decisions and reviews all staff decisions.

4. Summary of progress-toward-degree waivers processed by the staff, the Progress-Toward-Degree Waivers Committee and the Academic Cabinet Subcommittee on Progress-Toward-Degree Waiver Appeals by bylaw:

Bylaw	Description	Approvals	Denials	Other	Totals	% Approved	% of Total
14.4.3.1-(a)	24/36-hour requirement	11	4	8	23	61.11%	4.68%
14.4.3.1-(b)	18/27-hour requirement	82	24	32	138	59.42%	28.12%
14.4.3.1-(c)	six-hour requirement	37	7	18	62	59.68%	12.63%
14.4.3.1.2	Transfer credit requirements	9	2	6	17	52.94%	3.46%
14.4.3.1.5	Designation of Degree	1	1	2	4	25%	.81%
14.4.3.2	Percentage-of- degree requirement	103	28	50	181	56.91%	36.86%
14.4.3.3.1	GPA requirement	10	8	4	22	45.45%	4.48%
14.4.3.6	Medical absence/ international competition waiver	5	0	1	6	83.33%	1.22%
14.1.8.2.7.2	Olympic, Pan American, World Championships, World Cup, World University or World Youth Championships	1	0	0	1	100%	.20%
14.1.8.2.7.3	Full-time enrollment requirement (EID)	14	0	2	16	87.50%	3.26%
14.1.8.2.7.4	Full-time enrollment (other)	14	3	1	18	77.78%	3.67%
14.1.10.2	Six hours post season	2	0	0	2	100%	.41%
14.3.3.1	Fourth Season of Competition – Nonqualifier	0	1	0	0	0%	.20%
Totals *		289	78	124	491	58.86%	100%

*The total represents multiple bylaw requests for some student-athletes.

Review of Conditionally-Approved Progress-Toward-Degree Waivers
2008-09 Baseball Cases

Background.

In June 2007 the NCAA Division I membership adopted NCAA Division I Proposal No. 2007-07 to establish that baseball student-athletes must be in good academic standing and meeting all progress-toward-degree requirements at the beginning of the fall term of an institution's academic year in order to be academically eligible for competition that occurs at any point in the academic year. In other words, a baseball student-athlete cannot be declared eligible to compete in the spring term of an academic year if he was not meeting all academic requirements at the start of the fall term of that same academic year. The progress-toward-degree requirements that must be met include credit-hour, percentage-of-degree, grade-point-average and designation-of-degree requirements, as well as any academic good standing requirements established by the institution. In addition to meeting all requirements at the start of the fall term, the student-athlete must meet any requirements that are specific to subsequent terms of the academic year, such as the term-by-term cumulative grade-point-average and six-hours per term of full-time enrollment requirements in order to be certified as academically eligible to compete.

This proposal was effective August 1, 2008, and the NCAA staff began processing progress-toward-degree waivers resulting from this change in legislation fall 2008. In most of the cases reviewed, a conditional approval was granted. The staff adopted this conditional approval approach after a case that was denied by staff was appealed to the NCAA Division I Progress-Toward-Degree Waiver Committee. The committee elected to provide a conditional approval in that case and the staff took that as precedent that it could use in processing future cases.

The staff generally granted the conditional waiver if there was a strong chance of graduation based on the quality-point-analysis (above 50 percent) and legitimate mitigation that prevented the student-athlete from meeting the requirement(s). The student-athletes' academic-recovery plans had to be designed in order to avoid future progress-toward-degree deficiencies. The condition was the same for all of the cases – the waiver was approved contingent on the student-athlete following the established academic-recovery plan for the fall term. This meant the student-athlete had to pass all of the fall courses with grades that would allow the courses to be degree-applicable. So if a grade of "C" was required to count the course toward the degree, then a "D" would not fulfill the condition. Academic-recovery plans are always signed by institutional representatives as well as the student-athlete, so the student-athlete is aware that the plan must be followed. Final transcripts were requested at the end of the fall term so the staff could verify that the condition was met.

The NCAA Division I Academic Performance Program (APP) allows the staff to evaluate the future performance of student-athletes who were granted a progress-toward-degree waiver. This document serves as a report of the academic performance of baseball student-athletes who received a conditionally-approved progress-toward-degree waiver fall 2008.

Summary of 2008-09 Conditionally-Approved Baseball Progress-Toward-Degree Waiver Cases.

Number of conditional approvals --	18
Number that met condition --	14
Number that failed to meet condition --	3
Unknown --	1

Student-athlete	Deficiency	Met condition?	APP performance S09
A	Percentage of degree	No	Not retained, not eligible
B	Percentage of degree	Left team	Not in the cohort
C	18-hours	No	Not in the cohort
D	Percentage-of-degree	No	Not in the cohort
E	Percentage-of-degree	Yes	Not in the cohort
F	Percentage-of-degree	Yes	Not in the cohort
G	Percentage-of-degree	Yes	Not in the cohort
H	Percentage-of-degree	Yes	Not in the cohort
I	Grade-point-average	Yes	Both eligible and retained
J	Percentage-of-degree	Yes	Not in the cohort
K	Percentage-of-degree	Yes	Both eligible and retained
L	Percentage-of-degree	Yes	Not in the cohort
M	Percentage-of-degree	Yes	Graduated this term
N	Percentage-of-degree	Yes	Not in the cohort
O	Percentage-of-degree	Yes	Both eligible and retained
P	Percentage-of-degree	Yes	Both eligible and retained
Q	Percentage-of-degree	Yes	Both eligible and retained
R	Percentage-of-degree	Yes	Eligible but not retained.

Conclusion.

While most of the conditionally-approved progress-toward-degree waiver recipients met their conditions (14/18), many recipients were not included in the APP cohort in the next academic term. This probably indicates that these baseball student-athletes were not receiving athletics aid. Of those who were in their respective team's cohorts (eight), the majority (six) earned both the eligibility and retention points in the spring term. One can conclude that the conditional waiver recipients were academically successful in the subsequent term, indicating that the conditional approval was appropriate. The conditional approval places expectations on the student-athlete for the fall term and those that meet the expectations appear to continue to be academic successful in the next term. At this point, with the support of the NCAA Division I Academic Cabinet, the staff intends to continue to use the conditional approval, where appropriate, for baseball cases.

Review of the Use of Nontraditional Courses by Current Student-Athletes to Meet Full-Time Enrollment and Progress-Toward-Degree Requirements

Background.

At its first meeting in September 2008, the NCAA Division I Academic Cabinet identified a review of the legislation regarding the use of nontraditional courses as a priority agenda item. The focus on nontraditional courses was already on the Division I agenda as a transition item during the change to the new governance structure, primarily due to the rapid increase in use of nontraditional courses and because the legislation and related interpretations have not kept pace with advances in technology and methods used to deliver college courses.

Significant work on this topic previously was completed by the former NCAA Division I Academics/Eligibility/Compliance Cabinet Continuing Eligibility Subcommittee. Throughout the 2007-08 academic year, the subcommittee reviewed the legislation and interpretations regarding nontraditional courses. It identified a nontraditional course as any course or credit that is not earned in a typical face to face classroom environment with regular contact hours between the instructor and students. Examples of such courses include distance-learning courses, correspondence courses, extension courses, Internet/virtual courses, credit-by-examination, advanced placement and independent study. Traditional courses, therefore, are those involving regular in-person, classroom-based instruction.

The Academic Cabinet, in beginning its review, noted the membership's hesitation on this topic, as evidenced by the defeat of NCAA Proposal Nos. 2008-32 and 2008-35, even as the NCAA Division I Board of Directors has prioritized the identification of sound policy related to nontraditional courses. This document is intended to summarize the current legislation regarding nontraditional courses, provide an overview of recent efforts to revise the legislation, and discuss possible actions for the cabinet to address need for revised legislation.

Current Legislation Regarding Nontraditional Courses.

Full-Time Enrollment.

Current NCAA legislation requires a student-athlete to be enrolled in a full-time program of studies in order to be eligible for practice and competition. This requirement is an important element of maintaining the student-athlete as an integral part of the student-body. Full-time enrollment and being present on campus helps to ensure that a student-athlete is engaged on his or her campus and has a college experience similar to that of other students at the institution.

The full-time enrollment legislation was updated in 1994 to permit extension courses taken from the certifying institution to be counted as long as the institution considers such courses as regular course enrollment for all students at the institution. Correspondence courses taken from any institution cannot be used to meet full-time enrollment requirements. However, the legislation does not cover several newer forms of course delivery, including distance-learning and Internet/virtual courses.

In the absence of specific legislation covering the variety of course formats now offered by colleges and universities, student-athletes have been permitted to use any course taken from the certifying institution that is not a correspondence course to meet full-time enrollment requirements. There is

currently no limit on the number of such courses that can be taken to meet full-time enrollment requirements.

Progress Toward Degree.

Current NCAA legislation also specifies how certain types of nontraditional courses may be used to satisfy progress-toward-degree requirements. Generally speaking, all courses (including nontraditional courses) completed at the certifying institution may be used to meet progress-toward-degree requirements, provided they meet the legislated requirements for any course to be counted for progress toward degree. The only specific legislation is related to distance-learning courses, though such courses are not defined. This bylaw specifies that these courses can be used to meet progress-toward-degree requirements as long as the student-athlete's work is evaluated by the appropriate academic authorities according to the institution's regular policies, and that the course is available to any student and appears on the student-athlete's transcript.

The legislation also permits courses completed at an institution other than the student-athlete's institution to be used to meet progress-toward-degree requirements; however, this may not include correspondence, extension or credit-by-examination courses, unless all of a state's correspondence are centralized through a single institution. In practice, courses taken from another institution that are not specifically prohibited may be used to meet progress-toward-degree requirements (including "traditional," virtual/online and distance-learning courses). Finally, advanced placement courses and credit-by-examination earned prior to enrollment can be used to meet only the 24/36 credit hour and percentage-of-degree requirements. Such credit earned during a regular academic term subsequent to initial enrollment can be used to satisfy all progress-toward-degree requirements.

Similar to full-time enrollment, there is currently no limit on the number of nontraditional courses that can be counted to satisfy progress-toward-degree requirements. The references in existing legislation to specific types of nontraditional courses (e.g., extension, distance-learning) appear to be a result of incremental additions to the legislation, rather than a comprehensive review of the legislation that considers the variety of course delivery methods available now and in the future.

Recent Efforts to Revise Legislation.

Proposal No. 2000-52.

The first proposal to permit nontraditional courses to be used for progress-toward-degree requirements came in 2000, when the former Academics/Eligibility/Compliance Cabinet Continuing Eligibility Subcommittee sponsored a proposal to permit the use of distance-learning courses, provided:

1. Evaluation of student-athlete's work is conducted by the appropriate academic authorities in accordance with the institution's established academic policies; and

2. The course is available to any student at the certifying institution and is reflected on the certifying institution's transcript.

As noted in the rationale for the proposal, it intended "to keep up with the current trends in technology and to streamline continuing eligibility standards" which would allow student-athletes to take advantage of increased learning opportunities without compromising the integrity of higher education. Proposal No. 2000-52 was adopted and the resulting bylaw exists to date.

Since that time, significant advancements in the technology and delivery of college courses have contributed to many new course delivery formats that are not currently addressed by NCAA legislation. However, two efforts to update the legislation in the past five years to reflect increasing diversity of course delivery formats were not successful.

Proposal No. 2005-49.

In June 2004, the Continuing Eligibility Subcommittee began an examination of the use of distance-learning and correspondence courses to meet progress-toward-degree requirements as a result of the continually expanding variety of instructional formats. The subcommittee reviewed several "hybrid" course formats that included elements associated with traditional and nontraditional formats. The subcommittee also considered an increased number of interpretive and waiver inquiries to the national office, which was an indication that the legislation limited to a specific type of nontraditional course was not adequate to cover the types of courses being completed by student-athletes.

The subcommittee requested an editorial revision to the bylaw regarding distance-learning courses to eliminate the use of Internet courses as an example of distance-learning courses. This request was based on the membership's concern that many correspondence-type courses were being offered via the Internet. The removal of the reference to Internet courses was intended to clarify that a course offered via the Internet is not in and of itself a distance-learning course, but rather the format in which the course is taught or offered shall determine whether the course(s) may be used for progress-toward-degree requirements. This revision was made and reflected in the 2004-05 NCAA Division I Manual.

Following a year-long review by the subcommittee, NCAA Proposal No. 2005-49 was sponsored in an effort to modify how nontraditional courses from institutions other than the certifying institution could be used to satisfy progress-toward-degree requirements. The proposal recommended permitting the use of any nontraditional course (e.g., distance-learning, correspondence, extension and credit-by-examination courses) completed at an institution other than the certifying institution to meet the 24/36 credit hour and/or percentage-of-degree requirements, provided the course:

1. Satisfied the current legislation on distance-learning courses;

2. Received prior approval by the appropriate academic officials from the certifying institution; and

3. Was accepted by the certifying institution for degree credit.

The proposal was an attempt to treat student-athletes equitably with all students when nontraditional courses were accepted by the institution and satisfied graduation requirements for all students. By permitting the courses to only count toward the 24/36 credit hour and/or percentage-of-degree requirements, it would have eliminated the need to determine whether nontraditional courses were completed during the regular academic year. The proposal did not include a limit on the number of nontraditional courses that could be used to meet progress-toward-degree requirements. It should also be noted that the proposal did not change the legislation for courses taken at the certifying institution.

The subcommittee's proposal was later renamed Proposal No. 2005-49-A when a member conference sponsored a similar proposal that included a specific limit on the number of nontraditional courses that could be used to meet the specified progress-toward-degree requirements. Proposal No. 2005-49-A was defeated by the NCAA Division I Management Council in part due to concern that the lack of a limit on the number of nontraditional courses that could be used to meet eligibility requirements would lead to abuse of the rule.

The conference proposal, Proposal No. 2005-49-B, would have permitted student-athletes to count six-semester or nine-quarter hours per academic year toward progress-toward-degree requirements. This proposal was supported by the Academics/Eligibility/Compliance Cabinet. Proposal No. 2005-49-B was defeated by a narrow margin by the Board due to confusion about whether the proposed guidelines were sufficient to address concerns about academic fraud by student-athletes completing nontraditional courses.

Proposal Nos. 2008-32 and 2008-35.

Following the defeat of Proposal Nos. 2005-49-A and 2005-49-B, the Continuing Eligibility Subcommittee began a full-scale review of the legislation and interpretations related to nontraditional courses in an effort to update the terminology and regulations regarding the use of such courses. To move away from legislation for a specific type of course and develop guidelines for nontraditional courses in general, the subcommittee specified that "nontraditional courses" include distance-learning courses, correspondence courses, extension courses, Internet courses, credit-by-examination courses, advanced placement credit, independent study and any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the students.

In June 2008, the subcommittee recommended that the Academics/Eligibility/Compliance Cabinet sponsor two proposals to address the use of nontraditional courses. The proposals were intended to modernize the language used to refer to various methods of course delivery in light of recent technological trends within postsecondary instruction. The subcommittee specifically noted that a student-athlete generally should be permitted to use nontraditional courses to satisfy full-time enrollment and progress-toward-degree requirements.

The Academics/Eligibility/Compliance Cabinet also wanted to respect institutional autonomy and authority to establish curriculum and course content. The proposals contained similar elements to Proposal No. 2005-49, but were more explicit in the conditions that were specified in order for

nontraditional courses to be used for the purposes of full-time enrollment and progress-toward-degree requirements. The criteria were intended to emphasize trust in institutional integrity regarding nontraditional courses while also establishing a framework of minimum guidelines to reduce the possibility of abuse and academic fraud.

Proposal No. 2008-32 would have established guidelines for nontraditional courses taken at the certifying institution to be used toward meeting full-time enrollment requirements. Specifically, a nontraditional course could be counted by meeting the following conditions:

1. The course is available to any qualified student at the institution;

2. The institution considers enrollment in the course as regular course enrollment for all students;

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

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

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

6. Evaluation of the student-athlete's work in the course is conducted by the appropriate academic authorities in accordance with the institution's established academics policies;

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

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

It is significant to note that the proposal would have permitted the use of correspondence courses taken from the certifying institution to count for full-time enrollment, which is not consistent with current legislation.

Proposal No. 2008-35 would have permitted the use of nontraditional courses from institutions other than the certifying institution to be used to meet progress-toward-degree requirements at the student-athlete's home institution, provided the course met the following conditions:

1. The course is available to any qualified student at the certifying institution;

2. The certifying institution considers enrollment in the course as regular course enrollment for all students;

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

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

5. Evaluation of the student-athlete's work in the course is conducted by the appropriate academic authorities in accordance with the offering institution's established academic policies;

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

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

While the conditions in the two proposals are largely similar, there are some notable differences. The proposal regarding full-time enrollment addresses courses taken at the certifying institution while the proposal regarding progress-toward-degree requirements is regarding courses taken at another institution. Additionally, the proposal regarding full-time enrollment includes the condition that the course is conducted during the institution's regular academic schedule since that is the period of time when full-time enrollment must be satisfied.

As in 2005, a conference office sponsored alternative proposals that were identical to the Academics/Eligibility/Compliance Cabinet's proposals, but would have limited nontraditional courses to one-half of credits required to fulfill the full-time enrollment and progress-toward-degree requirements.

Ultimately, the Academics/Eligibility/Compliance Cabinet-sponsored and conference-sponsored proposals were defeated by the NCAA Division I Legislative Council. Despite the lack of sufficient membership support for the proposals in the 2008-09 legislative cycle, the Academic Cabinet and Board continue to prioritize the development of sound policy related to nontraditional courses in order to develop legislation that reflects the current nature of nontraditional courses offered by collegiate institutions, and provides student-athletes with access to these courses with appropriate controls against abuse and fraud.. The Academic Cabinet is continuing its review of nontraditional courses in anticipation of sponsoring legislation during the 2010-11 legislative cycle.

Considerations for Future Action.

As the Academic Cabinet continues its review of nontraditional courses, it may be helpful to identify goals that the cabinet hopes to achieve via the review process and any resulting proposals. Possible goals for the cabinet to consider include:

1. To provide fairness to student-athletes: allow student-athletes to access and use nontraditional courses that are available to the general student-body;

2. To update and simplify the legislation: Revise legislation to reflect modern college course offerings, which will result in easier and more consistent application of the legislation; and

3. To not create additional monitoring for compliance administrators: develop standards that are simply to apply and do not increase the monitoring required of campus administrators.

During its September 2009 meeting, the Academic Cabinet met with the chair of the Legislative Council to discuss the use of nontraditional courses by current student-athletes to meet full-time enrollment and progress-toward-degree requirements. The cabinet discussed several perceived strengths and weaknesses of the most recent proposals, which will help to inform the cabinet's effort to sponsor future proposals regarding nontraditional course enrollment by enrolled student-athletes. The cabinet and Legislative Council chair specifically noted the following concerns with the proposals:

1. A desire to maintain institutional autonomy and to treat student-athletes consistent with all students at the institution regarding the use of nontraditional courses;

2. The potential for abuse and dishonest behavior by students enrolled in nontraditional courses;

3. The perception of student-athletes whose entire academic schedule for an academic term consists of nontraditional courses; and

4. Potential interface with conference regulations related to nontraditional courses.

The cabinet may identify additional concerns that should also be addressed by its future activities.

The cabinet noted that some of the concerns with the proposals in the 2008-09 cycle were related to a lack of understanding about the current legislation and the practical impact of the proposed bylaws, as well as general discomfort about student-athlete enrollment in nontraditional courses. In considering future proposals, the cabinet may benefit by discussing whether these concerns should be addressed via revisions to the text of the proposal, educational outreach, or other methods.

Legislation.

If revisions to the text of the proposals are deemed appropriate, the cabinet may want to consider the following issues previously considered by the Continuing Eligibility Subcommittee.

1. How can the legislation reflect the types of courses offered by colleges and universities today, as well as those anticipated in the future?

2. Should nontraditional courses be considered differently when discussing full-time enrollment requirements as opposed to progress-toward-degree requirements?

3. Should a limit on nontraditional courses or a ratio of traditional to nontraditional courses be considered in the context of full-time enrollment and progress-toward-degree requirements?

4. Should nontraditional courses taken at an institution other than the one the student-athlete is enrolled in full time be used for full-time enrollment or progress toward degree?

5. Is approval prior to enrollment in a nontraditional course important?

6. Is there a difference between self-paced courses and courses with a schedule of assignments/examinations?

7. Is the level of interaction with the professor or other students significant?

Relative to addressing concerns from previous proposals, language in the proposed bylaw language can specify that student-athletes are permitted to use nontraditional courses in a manner consistent with the entire student-body at the institution. This principle was included in the criteria specified in the proposals sponsored in 2008.

In addition, the language within the proposed bylaw could be used to specify limitations on the number of nontraditional courses completed with a particular time period (e.g., academic term, academic year) in order to address the concern that the regulations could be abused by student-athletes who enroll in only nontraditional courses and never attend class on the physical campus. However, limiting the number of courses that may be used could have a detrimental impact on student-athletes who desire to pursue an academic program that is entirely or mostly conducted online.

Education.

Outreach to the membership may be helpful to clarify the importance of updating legislation, identifying priorities to consider when developing legislative concepts, and describing the specific impact of proposals sponsored by the cabinet. Specifically, the cabinet should consider a variety of methods to educate the membership on any future proposals, which could include a white paper, question and answer document, video segments and/or outreach to relevant constituent organizations.

Such outreach may also focus on addressing concerns with previous efforts to amend the legislation. As an example, it could discuss the technologies and practices in use throughout higher education relative to preventing abuse and dishonesty in nontraditional courses. In addition, conversations with conference representatives about conference regulations regarding nontraditional courses can help the cabinet to craft legislation that works with existing measures to regulate student-athlete use of nontraditional coursework.

In addition, the cabinet may engage the NCAA's academic partner organizations – including the Faculty Athletics Representatives Association, Division IA Faculty Athletics Representatives, National Association of Academic Advisors for Athletics and National Academic Advising Association – and other entities with which the cabinet has established communications. This communication can serve to both solicit feedback regarding the use of nontraditional courses and to inform the groups about current and proposed legislation. Such outreach could also be used to defend against the notion that nontraditional courses are less rigorous than their traditional

counterparts. Educational outreach will be essential to the effort to update legislation, as the cabinet attempts to balance the membership's discomfort with nontraditional course delivery with fairness and flexibility for student-athletes.

The cabinet also discussed the positive aspects of past legislative proposals, including the need for revised legislation due to technological changes in the delivery of courses, and that specific conditions outlined in the bylaw may help institutional efforts to comply with the legislation. This feedback should also be considered and retained in the development of new legislation.

The Legislative Council and Board have also recognized the limitations of current legislation in this area and are supportive of updates to the legislation. The need for revised legislation will continue as institutions continue to develop course offerings and degree programs with a significant number of nontraditional courses and while economic considerations result in increased numbers of courses offered online and via other nontraditional methods.

The need updated legislation is largely based on the rapidly increasing enrollment in online and other nontraditional courses among the general student-body, and the desire to provide student-athletes with equal academic access and opportunities as the nonstudent-athlete population. As the cabinet continues its effort to modernize the legislation and terminology regarding the use of nontraditional courses for continuing eligibility requirements, it anticipates continuing to work with the Legislative Council to develop proposals for the 2010-11 legislative cycle that will benefit student-athletes and the membership.

NCAA DI Legislative Proposals

Proposal Number: 2008-32-A

Title: ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- NONTRADITIONAL COURSES

Intent: To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) offered by the certifying institution may be used to satisfy the full-time enrollment requirement for competition, provided the specified conditions are met.

Bylaws: Amend 14.1.8.2, as follows:

14.1.8.2 Requirement for Competition. To be eligible for competition, a student-athlete shall be enrolled in at least a minimum full-time program of studies leading to a baccalaureate or equivalent degree, which shall not be less than 12 semester or quarter hours.

[14.1.8.2.1 through 14.1.8.2.4 unchanged.]

14.1.8.2.5 ~~*Extension Courses. A student-athlete may use a combination of hours taken in residence during a regular term and extension courses taken from the certifying institution during that term to meet the minimum 12-hour enrollment requirement, provided the institution considers enrollment in such extension courses as regular course enrollment for all students during term time.*~~ **Nontraditional Courses. Enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) offered by the certifying institution may be used to satisfy the full-time enrollment requirement for competition, provided the following conditions are met:**

(a) The course is available to any qualified student at the institution;

(b) The institution considers enrollment in the course as regular course enrollment for all students;

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

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

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

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

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

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

~~*14.1.8.2.6 Correspondence Courses. A student-athlete may not use a correspondence course to meet the minimum 12-hour enrollment requirement.*~~

[14.1.8.2.7 renumbered as 14.1.8.2.6, unchanged.]

Date Printed: January 29, 2010

Source: NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Continuing Eligibility).

Effective Date: August 1, 2009

Category: Amendment

Topical Area: Eligibility

Rationale: After extensive review of traditional and nontraditional courses, the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility defined traditional courses as those involving regular in-person, classroom-based instruction. Nontraditional courses were defined as those involving little or no classroom-based instruction (e.g., distance-learning, correspondence, extension, Internet courses, independent study and any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student). Technological trends within postsecondary instruction require a modernization of the language used to refer to various methods of course delivery. Generally, a student-athlete should be permitted to use nontraditional courses to satisfy the full-time enrollment requirement, provided the institution considers enrollment in such a course as regular course enrollment for all students; however, this proposal establishes minimum standards that must be met in order for nontraditional courses to be used for purposes of full-time enrollment for competition.

Budget Impact: None.

Impact on S-A's Time: None.

Position Statement(s)

none

History

Jun 10, 2008: Submit; Submitted for consideration.

Jun 11, 2008: Academics/Eligibility/Compliance Cabinet, Sponsored

Sep 09, 2008: Academics Cabinet, Modified the Proposal; The cabinet modified the proposal to also specify that the certifying institution must consider enrollment in such nontraditional courses as regular course enrollment for all students, and that the courses must be available to any qualified students at the certifying institution.

Oct 27, 2008: Proposal renumbered as Proposal No. 2008-32-A. An alternative is Proposal No. 2008-32-B.

Jan 14, 2009: Leg Council Init Review, Defeated

Jan 14, 2009: Defeated; Defeated - Final

Proposal Number: 2008-35-A

Title: ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- REGULATIONS FOR ADMINISTRATION OF PROGRESS TOWARD DEGREE -- NONTRADITIONAL COURSES

Intent: To specify that nontraditional courses (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) completed at a four-year institution other than the certifying institution, may be used to meet credit hour and percentage-of-degree requirements, provided the specified conditions are met.

Bylaws: Amend 14.4.3.4, as follows:

14.4.3.4 Regulations for Administration of Progress Toward Degree.

[14.4.3.4.1 through 14.4.3.4.2 unchanged.]

14.4.3.4.3 Correspondence and Extension Courses From ~~*Another*~~ **a Two-Year Institution**. Correspondence, extension and credit-by-examination courses taken from ~~*an*~~ **a two-year** institution other than the one in which a student-athlete is enrolled as a full-time student shall not be used in determining a student's academic standing or progress toward degree.

[14.4.4.3.1 through 14.4.4.3.2 unchanged.]

[14.4.3.4.4 through 14.4.3.4.7 unchanged.]

14.4.3.4.8 Distance-Learning Courses **From a Two-Year Institution**. Credit hours earned via distance learning **from a two-year institution** may be used to meet all progress-toward-degree requirements provided:

[14.4.3.4.8-(a) through 14.4.3.4.8-(b) unchanged.]

14.4.3.4.9 Nontraditional Courses from Another Four-Year Institution. Nontraditional courses (e.g., distance-learning, correspondence, extension, Internet courses, independent study or any other course or credit that is not earned in a typical face-to-face classroom environment with regular contact hours between the instructor and the student) completed at a four-year institution other than the certifying institution, may be used to meet credit hour and percentage-of-degree requirements, provided the following conditions are met:

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

(b) The certifying institution considers enrollment in the course as regular course enrollment for all students;

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

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

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

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

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

[14.4.3.4.9 renumbered as 14.4.3.4.10, unchanged.]

Source: NCAA Division I Academics/Eligibility/Compliance Cabinet (Subcommittee on Continuing Eligibility).

Effective Date: August 1, 2009

Category: Amendment

Topical Area: Eligibility

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

Budget Impact: None.

Impact on S-A's Time: None.

Position Statement(s)
none

History

Jun 10, 2008: Submit; Submitted for consideration.

Jun 11, 2008: Academics/Eligibility/Compliance Cabinet, Sponsored

Sep 09, 2008: Academics Cabinet, Modified the Proposal; The cabinet modified the proposal to also specify that the institution considers enrollment in such nontraditional courses as regular course enrollment for all students, and that the courses must be available to any qualified students at the certifying institution.

Oct 27, 2008: Proposal renumbered as Proposal No. 2008-35-A. An alternative is Proposal No. 2008-35-B.

Jan 14, 2009: Leg Council Init Review, Defeated

Jan 14, 2009: Defeated; Defeated - Final

To be distributed at the meeting.

DI seeks to update nontraditional coursework rules

Dec 28, 2009 8:05:25 AM

By Michelle Brutlag Hosick
The NCAA News

This is the first in a two-part NCAA News series examining the use of nontraditional coursework to meet NCAA eligibility requirements. Today's installment explains the current rules and the proposals in the 2008-09 legislative cycle that failed to gain consensus among the membership. On December 30, the News will examine why the proposals failed and what the governance structure will consider in the future.

Earlier this year, Division I Board of Directors chair James Barker identified the increasing frequency of nontraditional coursework on the transcripts of potential and current student-athletes as an issue that will need entire division's attention.

Barker's comments came in the wake of the membership's defeat of proposals that would have modified regulations regarding the use of courses delivered outside a traditional classroom to meet initial- and continuing-eligibility requirements.

Some of the discussion surrounding the proposals (2008-32 A and B and 2008-35 A and B) indicated that the current rules governing nontraditional courses aren't clear – including what is acceptable to meet eligibility standards now – and whether the proposals would have expanded or narrowed what nontraditional coursework can be used to meet NCAA academic requirements.

What is a nontraditional course?
Current interpretations define nontraditional courses as those that are not completed in a typical face-to-face classroom environment with regular in-person interaction between the instructor and the student.

Current legislation governing the use of nontraditional coursework for initial eligibility, full-time enrollment and progress-toward-degree requirements dates back to the mid-1990s, before the proliferation of correspondence, online and mixed courses. Standards differ slightly depending on the type of course and the type of eligibility sought, and the legislation addresses only certain types of courses (for example, extension or correspondence) without speaking to some of the newer forms of course delivery (online education).

Initial eligibility (for prospective student-athletes)

Prospective student-athletes have the most up-to-date NCAA policies to follow. In 2000, the Division I membership adopted rules to regulate the use of nontraditional courses to meet initial-eligibility requirements (Division II adopted similar rules). Courses must meet the regular requirements of a core course. Additionally, the instructor and student must have access to each other, a student's work must evaluated by appropriate academic authorities and the course must be acceptable for any student. The course also must be placed on a high school transcript.

Full-time enrollment (for current student-athletes)

To be eligible for competition, student-athletes must be considered enrolled full time at their institution and be enrolled in a minimum of 12 credits per term. Full-time enrollment requirements are typically fulfilled at the "home" or "certifying" institution, and student-athletes *cannot* use correspondence courses (from any institution) to meet these requirements. Extension courses may be combined with hours taken in residence to meet full-time enrollment requirements.

Legislation permits courses taken from a second institution to count toward full-time enrollment, so long as the home institution recognizes the student as enrolled full time and the courses will appear on the transcript at the home institution.

Progress toward degree (for current student-athletes)

In general, all courses offered at the "home" institution, including those offered through nontraditional methods, can be used to fulfill progress-toward-degree requirements, provided they meet all other legislative requirements to be counted.

The only specific legislation governing nontraditional coursework taken from the home institution relates to distance-learning courses (no definition of "distance learning" exists in the bylaws). It specifies that such courses can be used for progress-toward-degree purposes so long as the student-athlete's work is evaluated by appropriate academic authorities according to regular academic policies, the course is available to all students and it appears on the transcript.

Correspondence, extension and "credit by examination" courses taken at an institution other than the "home" institution can't be used for progress toward degree. However, traditional, virtual/online courses and distance-learning courses taken at another institution are permitted because they are not expressly prohibited in the bylaws.

Attempts to update the rules

As Barker noted to the Board in August, these rules can't always be clearly applied as new technologies develop that affect the way education is delivered to students (and student-athletes). Individual institutions make their own decisions about what types of education to offer for credit toward a degree. While the attempt to update the way nontraditional courses can be used for NCAA eligibility was not successful in 2008-09, Barker encouraged the governance structure to try again.

The proposals that were defeated would have modified how nontraditional courses can be counted for full-time enrollment and progress-toward-degree requirements.

Proposals 2008-32-A and 2008-32-B would have allowed student-athletes to count for full-time enrollment nontraditional courses taken at their institution. Proposal No. 2008-32-A allowed the use of such courses to meet the FTE requirements with some restrictions, and 2008-32-B allowed the use of such courses to meet up to 50 percent of the minimum FTE requirements with the same restrictions as 2008-32-A. The proposed restrictions included regular interaction between students and instructor, the course is acceptable for degree credit and is available to any student.

Proposals 2008-35-A and B would have allowed student-athletes to count nontraditional courses taken at institutions other than the one they attend to meet credit hour and percentage-of-degree requirements (with similar restrictions on the construction of the course). Proposal 2008-35-A had no restrictions on the number of courses allowed per term, but 2008-35-B limited the number of nontraditional courses from other institutions acceptable for PTD requirements to 50 percent of the minimum requirements per term.

The proposals were defeated in part because of a lack of clarity about current rules. Some were concerned about the potential for abuse, while others worried that the new rules would be more restrictive than current legislation. Still others thought the proposals infringed upon institutional autonomy.

So where is the Division I membership headed next on this issue? The NCAA News will publish an analysis of the various issues and viewpoints on December 30.

Cabinet is next step for nontraditional coursework issue

Dec 30, 2009 8:06:18 AM

By Michelle Brutlag Hosick
The NCAA News

This is the second in a two-part NCAA News series examining the use of nontraditional coursework to meet NCAA eligibility requirements. Today's installment explains the reasons that legislation proposed in 2008-09 failed and what the governance structure will examine in the future. Earlier this week, the News explained the current rules governing nontraditional coursework.

The Division I Academic Cabinet will continue to work toward updating legislation to modify the use of nontraditional coursework to meet eligibility requirements, attempting to overcome some of the roadblocks the concept faced in the 2008-09 legislative cycle.

Carolyn Callahan, chair of the Academic Cabinet, said the issue is important for two reasons:

- The growth of online and other nontraditional courses in the current economic and technological climate is accelerating, and

- Outdated legislation creates the potential for abuse in an area where such courses may not be legitimately applied for graduation or where there could be students who represent a college or university in athletics competition but never step foot on the campus for a class.

Several proposals addressing the use of nontraditional courses to meet eligibility requirements were defeated by the Legislative Council in the 2008-09 cycle. A proposal modifying the use of nontraditional coursework to meet initial-eligibility requirements will receive consideration at the 2010 Convention next month.

Council chair Joseph D'Antonio visited with the cabinet this fall to talk about some of the issues his group identified with last year's proposals and to encourage development of new ones.

D'Antonio identified a desire to maintain institutional autonomy over academic offerings as one of the stumbling blocks faced by the proposals last year; however, current rules don't prohibit student-athletes from taking their academic coursework in many nontraditional ways.

"When we looked at the proposals, especially the alternative proposals last year where we started getting into some of the hybrid models (which allowed student-athletes to meet up to 50 percent of the respective eligibility requirements using coursework taken in a nontraditional manner). If that rule had passed, it would have gone against current institutional policies," D'Antonio said.

Callahan agreed that institutional autonomy was important to preserve, but she said the proposals in 2008-09 allowed institutions the ability to adopt many of their own policies and still remain within the rule. She said the cabinet will continue to work on those concepts.

"Institutional autonomy has to be respected up to the point where that autonomy represents a threat to the integrity of the athletics programs," Callahan said. "The legislation that was proposed still allows for considerable institutional autonomy, and we will examine it further to ensure that we provide enough flexibility that programs on a particular campus are not denied to a student-athlete because of our legislative restrictions."

The issue is complicated by different policies and academic offerings at different institutions. Some might offer entire degree programs through an online format, while others have minimal courses delivered through nontraditional means. Some might argue that student-athletes who take courses nontraditionally and don't have the time commitment of physically attending a class might have an advantage over other student-athletes who must take the time to go to class.

What is a nontraditional course?
Current interpretations define nontraditional courses as those that are not completed in a typical face-to-face classroom environment with regular in-person interaction between the instructor and the student.

D'Antonio and those opposed to the proposal identified the "perception issue" as another stumbling block. D'Antonio noted that the use of nontraditional coursework by student-athletes, particularly in the high-profile sports, could cause some in the media and the general public to doubt the quality of education that is delivered through nontraditional means.

"Perceptions are critical in two ways. On the one hand, we need to avoid the sense that we are trying to control the offerings of colleges and universities," Callahan said. "On the other, the public would certainly be dismayed to find a student-athlete competing who has never attended a class on the campus he represents."

D'Antonio predicted that the Council would be receptive to further debate on the issue and would have an "open mind" to any future concepts.

"It is important to not create a situation where lack of control results in a way around student-athletes truly being students at the schools they represent," she said. "And we want to make sure everyone understands we are not trying to limit the opportunities for student-athletes."

The Academic Cabinet meets next in February.

Seminoles helped by 'LD' diagnoses

Tom Farrey
ESPN

December 13, 2009

TALLAHASSEE, Fla. -- As the learning specialist working with the most academically challenged athletes at Florida State, Brenda Monk was confronted each year with recruits who would seem to have little chance of surviving on a college campus. Their deficiencies were laid out in transcripts and psycho-educational reports submitted during the admissions process.

Sometimes, the athletes knew exactly what they were up against. She recalls a conversation with one such player in her office at Doak Campbell Stadium.
"You might as well know right off the bat, I can't read," he told her.

"Then how are we going to get through these college classes?" she asked.

"It's easy," he responded. "You get to read to me."

And so she did, Monk says, spending about 20 hours a week by his side, turning classroom texts into passages to be absorbed orally, and making flash cards to improve his memory. He qualified for the help, she says, because he was learning disabled, or LD.

To some, such arrangements are a recipe for abuse -- just the latest angle athletic departments use to get, and keep, marginal students eligible for competition. Indeed, Monk, who was forced to resign from FSU in 2007 after six years, is accused by the NCAA of academic fraud and unethical conduct -- accusations she has asked the NCAA Division I Infractions Appeals Committee to overturn -- for allegedly doing too much work for athletes.

But as a former special education teacher and administrator who worked with the educationally disadvantaged in the Mississippi school system, the above case highlights the benefits of recognizing learning disabilities in academically at-risk athletes. She says a diagnosis of dyslexia or some other learning disability can be the key to leveling the playing field with students who arrive on campus with superior educational backgrounds and no neurological deficits.

"It's very difficult to overcome a reading disability," says Monk, who was a principal, counselor and special education teacher in the Mississippi school system before joining FSU. "It's not something that you can just overcome. It's like blindness. You can't just go in and give someone new eyes. You can't just go in and give someone neurons that are going to connect in their brain and get rid of their learning disability."

Certainly, the NCAA and colleges like Florida State offer an array of special services and waivers to help athletes with documented learning disabilities.

The accommodations start in high school. With a documented learning disabled diagnosis, athletes can get relief from the NCAA in meeting its minimum academic requirements for initial eligibility. They can apply for approval to submit SAT or ACT scores that were acquired through "non-standard" tests in which special accommodations were provided, and use high school courses for LD students to satisfy the NCAA's core-course requirements.

The NCAA granted 527 of these waivers to incoming athletes in the 2008-09 school year, up from 310 the year before, according to NCAA spokeswoman Stacey Osburn. (There were 302 in 2006-07, 335 in 2005-06 and 338 in 2004-05.) She said more athletes are taking advantage of those waivers because in the past two years the NCAA has raised the core-course requirements (from 14 to 16 classes), and mandated that core courses be earned in the first eight semesters of high school.

If the prospective athlete still can't qualify with those adjustments in standards, the college they have signed with can apply with the NCAA for a waiver to grant eligibility anyway. Some of these waivers provide only partial relief, meaning that an athlete might receive an athletic scholarship and can participate in practice, but may not compete in games until meeting the NCAA's progress-toward-degree requirements at the end of his/her freshman year.

Once on campus, a learning disabled athlete can ask for an NCAA waiver that allows him or her to take less than a full course load (12 hours) in a given semester. And at Florida State, the athlete can be exempted from passing the state-mandated basic competency tests in math and English that all at-risk college students must take before their junior year. "A good number of athletes come through the waiver system," says Jennifer Buchanan, chair of the CLAST (College Level Academic Skills Test) Waiver Committee at FSU.

Beyond that, some learning disabled athletes drink from a fire hose of course assistance. At Florida State, classroom accommodations, such as note-takers and untimed tests, are dispensed by the campus disability center that is available to all students. But athletes also have the resources of a $1.5 million-a-year athletic academic support unit with 32 computers, private tutoring rooms and a five-station "Learning Center" for athletes with learning disabilities or deficiencies.

That's where Monk set up camp, working on papers and other assignments with what she estimates were about 65 learning disabled athletes. She tells "Outside the Lines" that more than a third of the football team, and three-quarters of the basketball team, had learning disabilities. FSU spokesman Rob Wilson did not respond to requests by "Outside the Lines" for information on the number of learning disabled athletes who were in the program when Monk left.

By comparison, experts estimate that 5 to 10 percent of the general adult population has a learning disability.

Fred Rouse, a former Seminoles receiver, attributes the prevalence of learning disabled athletes to an awareness of the resources available to those with such a diagnosis. He says some players are just lazy and looking for someone else to do their academic work.

"I think it's bull----," says Rouse, who started as a freshman in 2006. "You [as a high school athlete] have all of this time to prepare [academically] before you get to this level, and then when you get here, you play this punk role as, you know, 'I have a learning disability,' when that's not the case."

Some athletes arrived in Tallahassee with such a diagnosis, from psycho-educational evaluations conducted when they were in high school or earlier. Others, as many as 20 per year who were identified as academically at-risk, were referred by Monk after they arrived on campus to Casey Schmidt, a licensed psychologist based in Tallahassee. Schmidt evaluates these athletes for learning disabilities and is paid $800 by the athletic department for each test.

About 80 percent of the FSU athletes sent to him receive a learning disabled diagnosis, says Schmidt, who was hired after Monk arrived on campus.

Schmidt said "people aren't sophisticated enough" to tank his tests, which are cross-referenced and take the better part of a day to complete. But he concedes that he is surprised at the high rate of learning disabilities in the FSU athlete population he has evaluated. "That's a question mark I don't know how to rectify," he said.

One possible explanation is the assessment tool he uses. It's known as the "simple discrepancy" model, which looks for an imbalance between a person's IQ and educational achievement level. The FSU athletes he's evaluated, he said, often have normal or advanced IQs, but poor academic skills. In his estimation, any college student with less than a ninth-grade reading or math level is a strong candidate to meet the criteria for a learning disabled diagnosis.

NCAA: Mixed Messages

Tom Ferray
ESPN

December 13, 2009

"Outside the Lines" and ESPN.com present a monthlong series starting this weekend that examines several hot-button issues facing the NCAA. This Sunday, Dec. 13, the series looks at Florida State University, where 61 athletes allegedly were involved in an academic-fraud scandal that included, in some cases, access to test answers and tutors who edited and typed papers. The NCAA ruled Florida State guilty of major violations, announcing it would reduce scholarships in football and other sports, and force Bobby Bowden's team to vacate as many as 14 victories from 2006 and 2007. Watch Tom Farrey's report on "Outside the Lines" at 9 a.m. ET Sunday on ESPN.

ESPN.com's companion series begins with an examination by investigative reporter Mike Fish of the worth to a university of top college football players such as Tim Tebow, Colt McCoy and Sam Bradford, and a database showing how much money flows into each of the 120 Football Bowl Subdivision college athletic departments and how it is spent.

Schmidt gives them an additional, cognitive test to minimize the rate of false positives, he said.

Still, the simple discrepancy method has been criticized by some experts as unreliable. A 2003 study by Florida State researchers Briley Proctor and Frances Prevatt found that that model "diagnosed significantly more students with LD than the other three [established] models." In fact, in testing of the same set of students, the simple discrepancy model produced a learning disabled diagnosis 46.5 percent of the time, nearly twice the rate of the most conservative model.

Based on their research, Proctor and Prevatt adopted a new model in 2006 for the LD assessments done at the FSU campus facility they run, the Adult Learning Evaluation Center, which is available to all students. The athletic department continues to refer athletes off campus to Schmidt, and his diagnoses are accepted by various campus groups that process waivers and provide LD services. They are required to, by laws prohibiting discrimination against the disabled.

"There's no universally agreed upon way to do these tests," Schmidt said.
That's especially true at the college level, experts say. Most of the regulation in the area of learning disabilities occurs at the K-12 level, because that's when students typically get evaluated for learning disabilities. (Beginning in July 2010, for instance, the state of Florida will move to a new model, forcing schools to attempt to re-mediate a student's difficulties with regular services before labeling them as learning disabled.) At universities across the country, set standards for evaluations are rare -- and the NCAA provides no oversight.

Recognizing an opportunity, the Seminoles hired Monk in 2001 to work with these athletes.

"Florida State couldn't be left behind," she said. "I think they recognized the fact that there were a lot of very talented student-athletes who were maybe reluctant learners or who struggled in the classroom who were not maybe academically as prepared to come to college as they should be. And so they were looking at that population -- how do we let this talent go by? Is there some way that we can have both? Can we have the talent and can we also provide them with some kind of help so that they can remain academically eligible while they are in school?"

Monk received a glowing review in her first year on the job. As she experienced more and more success keeping at-risk athletes eligible, she says she became a tool of recruiting, with coaches and parents asking her to work with athletes with increasingly severe learning disabilities. That's when she made what she calls an error in judgment, asking one basketball player in 2007 to input the answers to an online sports psychology test for a teammate who left a hard copy of the test on her desk.

"I was exhausted, totally exhausted," she said. "I wasn't thinking clearly and made an error."

That led to a Florida State and NCAA investigation that found improprieties in the athletic academic support program. An academic adviser was implicated for telling a tutor to provide answers to exam questions in an online music course. The tutor helped 55 athletes receive fraudulent academic credit by supplying answers to that test. Monk was accused by the NCAA of creating the study guide for that test, and for providing improper typing assistance on her computer for at least three athletes. She denies that she typed papers, characterizing her role as editing their work, which she says was appropriate given the needs of some academically deficient athletes.

"There was an atmosphere in athletics, particularly academic support, that was unacceptable," FSU president T.K. Wetherell said in an NCAA hearing in 2008. Wetherell had played college football under Seminoles coach Bobby Bowden, and was an athletics academic adviser early in his career. Both he and Bowden declined to speak to "Outside the Lines."

No NCAA-wide survey has been conducted on the prevalence of athletes with learning disabilities, said Corrine Corte, chair of the learning committee of the National Association of Athletic Academic Advisors. At Arizona State, where she is a learning specialist, she said less than 10 percent of football and basketball players are learning disabled.

So, being proactive about athletes' learning difficulties does not have to be a recipe for abuse, Corte said. At the same time, she said she is talking with the NCAA about drawing up rules for what constitutes acceptable support when working with these athletes. FSU officials told the NCAA that Monk was not permitted to provide some of the accommodations she was supplying, a charge Monk denies. She said that offering such support was part of her job description, and her manager, as well as officials at the campus disability office, knew how she was working with them.

"She's a wonderful person," said Rouse, who didn't have a learning disability but worked with Monk in study halls. "Very, very nice lady. I think it came to a point where it was almost forced on her also to make sure these guys were passing. And in the end, she ended up getting fired."

But not before Monk felt like she made a difference in some players' lives. She looks back to the player who announced at their introduction that he couldn't read, and so she would need to read to him. She says she arranged for him to work with the most helpful tutors, and drilled with him constantly on memorization and other basic academic skills. A lot of times, she says, he would be "lying on the floor," spent from all that brainwork.
Eventually, he received a degree in sports administration from Florida State. "And it was not something anyone did for him," says Monk, now a principal at a prison school in Lake City, Fla. "He did it for himself, taking advantage of all of situations. If you would have looked at his paperwork before you ever met him, you would have said, there's no way …"

No way, that is, that someone with a grade-school reading level could graduate from a college where the average entering freshmen was an honors student in high school.

"… I said there was no way," Monk said. "He proved me wrong."

Florida State president: 'Outside the Lines' report on learning-disabled athletes 'totally misleading'

Andrew Carter
Orlando Sentinel

December 14, 2009

Florida State administrators pleaded with ESPN not to broadcast an Outside the Lines report that aired on Sunday and called into question the process by which FSU determined athletes to be learning disabled.

The Outside the Lines report, which comes while Florida State is awaiting to learn the fate of its appeal of NCAA sanctions relating to an academic fraud scandal, suggested that the university admitted athletes with subpar academic skills and then kept them eligible by certifying them as "learning disabled," which enabled those athletes to receive special academic assistance.

In a text message to the Orlando Sentinel, outgoing FSU President T.K. Wetherell described ESPN's report as "totally misleading." University officials had attempted earlier to dissuade the network from airing the program.

Frank Murphy, the director of communications at Florida State, sent an e-mail on Friday to ESPN in which Murphy asked the network to "reconsider airing" its report on FSU. Murphy wrote that the program contained "inaccurate information that is harmful to Florida State University."

"The program you are about to air is not a full, fair and balanced account of academic admission or retention of student-athletes at Florida State University," Murphy wrote in his e-mail.

ESPN's Outside the Lines used interviews with former FSU learning specialist Brenda Monk and former Seminoles receiver Fred Rouse to paint a disturbing picture of academic abuse at Florida State.

Monk, one of the central figures in the academic fraud scandal, resigned from FSU in 2007 and is suing the university for defamation. She told ESPN that she worked with approximately 65 athletes who were labeled as "learning disabled," and she described a flawed system in which athletes are passed through to remain eligible.

Rouse was a high-profile recruit when he committed to Florida State, but lasted just one season and one semester before being dismissed from the Seminoles after violating numerous team rules. Rouse, who played for FSU during the 2005 season, told ESPN that players understood the advantages that learning disabled students could receive and he called into question the legitimacy of those athletes diagnosed with learning disabilities.

"You [as a high school athlete] have all of this time to prepare [academically] before you get to this level, and then when you get here, you play this punk role as, you know, 'I have a learning disability,' when that's not the case," Rouse told the network.

In a letter addressed to "Florida State alumni, friends and supporters," FSU Athletic Director Randy Spetman defended the admissions process for athletes. According to that letter, FSU in 2009 admitted 43 athletes – and 62 students with a special talent in the arts – that fell "just below" standard university admission standards. Another 17 athletes were admitted, according to the letter, via a "committee admissions process."

By contrast, according to the letter, 24 non-athletes were admitted through "committee admissions." In the letter responding to the Outside the Lines report, Spetman wrote, "We want you to understand we are very limited in how we can respond to this type of editorial reporting. Federal law prohibits the university from divulging academic information about individual students, even if it would be positive to us."

Our view on student athletes: College teams exploit new rule for 'learning disabled'

Editorial
USA Today

December 29, 2009

NCAA exemption opens door for abuse by schools as well as jocks.

It won't surprise anyone who follows college football that at times, some college athletes get extra help with that pesky "college" aspect of their careers. Nor is it news that administrators have sometimes overstepped in their efforts to get athletes passing grades.

What is new, though, is the expanding use of a loophole that lets athletes get designated as "learning disabled" — opening the door to all sorts of abuse.

Under federal education law governing the high school level, and civil rights law governing the college level, students diagnosed by a professional as having a learning disability — say, in reading, writing or math — can be entitled to special treatment. About 2%-5% of college undergraduates have a learning disability, according to the U.S. Education Department.

For athletes, the practical result of an "LD" designation can include more time to complete the 16 high school courses required by the National Collegiate Athletic Association before they can play sports in college, less arduous courses, extra time on college entrance exams, and possibly a waiver to play freshman college sports before crossing the 16 high school hurdles. Once in college, an LD designation can also mean recorded reading material, note-takers, and extra time for college testing and assignments.

The number of new NCAA athletes eligible for special treatment thanks to an LD diagnosis rose 70%, to 527, from the 2007-08 school year to the 2008-09 year. In addition, each year, approximately 1,000 freshman athletes receive special waivers letting them play college sports even though they haven't passed all 16 high school courses yet or test very poorly. There might also be other athletes with LD who don't ask for special treatment from the NCAA but receive it from the university once there. The NCAA readily says that the rise in LD has come because it raised the course requirement to 16.

The result is all too evident at Florida State University, where LD accommodations among athletes are way ahead of the national trend. Some 12% of student athletes qualify for LD accommodations, FSU says, based on data about freshmen and transfers. If one adds data about other newly diagnosed LD athletes, such as upperclassmen, the number could be as high as 24%.

By comparison, about 2% of the FSU undergraduate population as a whole qualifies for accommodations for LD. The disparity suggests a new twist on a very old game: stuffing college teams with strong athletes who lack credible college credentials and then, potentially, leaving them without a credible education.

Certainly, learning-disabled students deserve extra help, college athletes included. But special-education experts have cautioned that laws have made the definition of disability very broad. It is easy to see how an LD diagnosis could be obtained, and abused.

That certainly is what appears to be going on. The solution is to make the NCAA process for exempting athletes from the 16-course standard and provisions for granting special treatment identical to provisions for non-athletes and transparent to all. Until that happens, the rise in learning disabilities among athletes will continue to look like the latest trick to keep jocks from the shock of reading, writing and real schoolwork.

Opposing view: We support all our students

Accusations dishonor athletes who excel in and out of the classroom.

T.K. Wetherell (Op-Ed)
USA Today

December 29, 2009

The Florida State University is committed to supporting the academic achievement of all students — those who compete in varsity athletics and those who do not. We are among the nation's selective public universities, and once students are admitted, we are committed to retaining them and seeing them graduate.

Of our student population of nearly 40,000, about 500 compete on our varsity athletic teams. These students face the dual challenges of the classroom and the playing field, and the vast majority of them meet these challenges with extraordinary success.

A balanced view of student athletes' admission and retention at Florida State would reflect a very impressive academic record for our student athletes. For example, student athletes have been three of our last four Rhodes Scholar finalists, and two — Myron Rolle and Garrett Johnson — have continued their studies at Oxford as Rhodes' recipients. Many of our other athletes have received ACC and national recognition for their academic achievements. Our graduation success rate for athletes is outstanding.

It is true that a fraction of our students — athletes and non-athletes — are diagnosed with learning disabilities. Under the law, Florida State must offer these students appropriate accommodations. For fall 2009-10, our Student Disability Research Center certified 337 such students, including 14 freshman student athletes. While student athletes receive the LD diagnosis at a rate of 12%, any higher estimate by USA TODAY is unwarranted and off-base.

The suggestion that Florida State inappropriately classifies student athletes as learning disabled so that they can get special assistance is simply inaccurate. It is offensive to think students who are professionally diagnosed with LD have any advantage. Rather, the accommodations provide tools that allow these students to work more effectively.

Further, the claim that Florida State admitted a student athlete with an IQ of 60 is absolutely untrue, as is the assertion that a majority of basketball and football players were diagnosed as learning disabled. The numbers cited by the former Florida State employee interviewed by ESPN are false.

These characterizations have no credibility. They dishonor the hundreds of Florida State student athletes who perform well, both in and out of the classroom.

Athletes with learning disabilities work hard at studies

Jim Isch (Op-Ed)
USA Today

January 6, 2010

USA TODAY flat out missed the mark in its editorial on a "loophole" that allows professionally diagnosed prospective student athletes with "learning disabilities" to receive accommodations ("College teams exploit new rule for 'learning disabled,' " Our view, Student athletes debate, Dec. 29).

Learning disabilities are a very narrowly defined set of medical conditions that do not take into account education-impacting disabilities such as sight or hearing limitations, bipolar or psychological disorders, epilepsy or other conditions that require medication that can alter receptiveness to learning. The NCAA considers all these.

Nearly 100,000 high school students are certified by the NCAA to play college sports. About one-half of 1% of those students (527) received some sort of accommodation last year to meet initial eligibility requirements because of a documented education-impacted disability. Only when these accommodations fail are waivers considered.

These students still must meet NCAA standards for initial eligibility. Moreover, they must meet college admission requirements (campuses admit students, not the NCAA). Once on campus, institutions write and put education plans in place for these student athletes as they do for other students with similar disabilities.

Shame on any institution or health professional who would abuse this opportunity for students or deliberately misdiagnose. But is USA TODAY's editorial board suggesting that the NCAA "undiagnose" a legitimate analysis by a psychiatrist, pediatrician or licensed professional? Is its solution that the NCAA discriminate against students with learning disabilities?

Fact is, most student athletes are working hard every day to do well in high school, go to college, compete in their chosen sport and graduate. We are proud to support them.

Admissions exemptions aide athletes

ALAN SCHER ZAGIER
Associated Press

December 30, 2009

If grades make you a long shot for college, you're much more likely to get a break if you can play ball.

An Associated Press review of admissions data submitted to the NCAA by most of the 120 schools in college football's top tier shows that athletes enjoy strikingly better odds of having admission requirements bent on their behalf.

The notion that college athletes' talents give them a leg up in the admissions game isn't a surprise. But in what NCAA officials called the most extensive review to date, the AP found the practice is widespread and can be found in every major conference.

The review identified at least 27 schools where athletes were at least 10 times more likely to benefit from special admission programs than students in the general population.

That group includes 2009 Bowl Championship Series teams Oregon, Georgia Tech and Alabama, which is playing Texas for the national title Jan. 7.

At Alabama, 19 football players got in as part of a special admissions program from 2004 to 2006, the most recent years available in the NCAA report. The school tightened its standards for "special admits" in both 2004 and 2007, but from 2004 through 2006, Crimson Tide athletes were still more than 43 times more likely to benefit from such exemptions.

Alabama coach Nick Saban offered no apologies.

"Some people have ability and they have work ethic and really never get an opportunity," he said. "I am really pleased and happy with the job that we do and how we manage our students here, and the responsibility and accountability they have toward academics and the success that they've had in academics."

The NCAA defines special admissions programs as those designed for students who don't meet "standard or normal entrance requirements." The NCAA says such exceptions are fine as long as schools offer the same opportunities to everyone from dancers, French horn players and underrepresented minorities as they do to fleet-footed wide receivers and 300-pound offensive linemen.

Texas was one of seven schools that reported no use of special admissions, instead describing "holistic" standards that consider each applicant individually rather than relying on minimum test scores and grade-point averages.

But the school also acknowledged in its NCAA report that athletic recruits overall are less prepared. At Texas, the average SAT score for a freshman football player from 2003 to 2005 was 945 _ or 320 points lower than the typical first-year student's score on the entrance exam.

School officials did not make coach Mack Brown or athletic director DeLoss Dodds available to comment.

In all, 77 of the 92 Football Bowl Subdivision schools that provided information to the AP reported using special admissions waivers to land athletes and other students with particular talents. The AP spent three months obtaining and reviewing the reports through state public records laws.

Ten schools did not respond to the AP's request and 18 other schools, including Notre Dame, Pittsburgh and Southern California, declined to release their reports. The reports do not identify specific students who benefited from admissions waivers, but they are identified by sport in many cases.

The NCAA sets minimum eligibility standards to compete once a student is in college, but leaves admissions decisions to individual schools and does not compare "special admits" across schools.

Kevin Lennon, NCAA vice president for academic and membership affairs, noted that NCAA schools face penalties, including losing scholarships, if athletes' graduation rates are too low or if they fail to show adequate progress toward a degree.

"While it's an institution's decision on who they bring in, we're most interested in what they do once they get there," he said. "And if they're not successful, there are consequences."

At California, one of the country's most selective public universities, Golden Bear football players were 43 times more likely to gain special admissions than non-athletes from 2002-04.

"It doesn't matter to us if that student is a junior Olympian in taekwondo or the best oboe player in the United States or someone who can really run fast and jump high," said Walter Robinson, admissions director at Cal. "We still look at that student with the same consideration: can that student be successful at Berkeley if admitted?"

While schools can tout the high graduation rates of athletes, they are not required to track the academic performance of special admits _ and few do.

The AP review also found wide variance in how schools compile admissions data for NCAA review.

The NCAA asks schools to provide the annual percentages of special admits for all freshmen and all freshmen student-athletes on scholarship as well as a breakdown by individual sports.

But some schools only supply raw numbers, not percentages. Other schools, such as Florida, say they don't track special admissions outside athletics.

And several schools report no special admissions but describe in great detail remedial efforts and other programs that adhere to the NCAA's definition of special admissions.

Gerald Gurney, incoming president of the National Association of Academic Advisers for Athletics, favors a return by the NCAA to the minimum test score requirement abandoned several years ago. He said the NCAA's "virtually open admissions standards" threaten academic integrity.

"Special admissions, in and of itself, isn't something to be ashamed of. It does add value to a university," said Gurney, senior associate athletic director for academics and student life at Oklahoma. "However, when you have students who need such a great deal of remediation, it jeopardizes the very essence of the university."

Six schools besides Texas reported no use of special admissions on campus: Air Force, Connecticut, Kansas State, Purdue, Tennessee and Virginia.

The AP review also identified eight schools where athletes were no more likely than other students to get a break with special admissions: Arizona State, Arkansas State, Boise State, Iowa, Kent State, Mississippi State, New Mexico and West Virginia.

At South Carolina, All-American linebacker Eric Norwood recently graduated early with a bachelor's degree in criminal justice.

Norwood was twice denied admission to South Carolina before being accepted as a special admit. The school softened special admission standards in 2007 after coach Steve Spurrier threatened to quit when two recruits who met NCAA eligibility requirements were turned down.

"When I got here I applied myself," Norwood said. "I had great support from the academic staff, great support from the football staff. And my teammates, they held me accountable."

South Carolina athletic director Eric Hyman dismissed critics who call special admissions simply a way to land athletes.

"It's also a way to get better artists, better musicians," he said. "It's not all athletes. If you graduate, if your people are successful, there's going to be more flexibility. And that's what we've done."