A G E N D A

National Collegiate Athletic Association

Division I Academic Cabinet

Hyatt Regency Hotel
Indianapolis, Indiana

September 13-14, 2010

Pre-Meeting Teleconference.

1. Welcome and announcements. [Supplement No. 1]

2. Review the report of the June 2010 NCAA Division I Academic Cabinet meeting. [Supplement No. 2] (Carolyn Callahan)

3. Updates from the Division I governance structure.

   a. NCAA Division I Board of Directors update. [Supplement No. 3] (Diane Dickman)

      - Update on the NCAA Division I Football Academic Working Group recommendations.

   b. NCAA Division I Communications and Coordination Committee update. [Supplement No. 4 to be distributed at later date.] (Jennifer Strawley)

   c. Committee on Academic Performance update. [Supplement No. 5] (Dickman)

   d. Other Division I cabinets updates. [Supplement Nos. 6 and 7] (Alex Smith)

4. Review of legislation and interpretations. [Supplement No. 8] (Smith)

   - Identification of proposals, if any, for review during in-person meeting.

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

6. Update on graduation rate release. (Tom Paskus and Todd Peter)

In-Person Meeting.

7. Welcome and announcements.

8. Follow-up from teleconference, if necessary.

9. Review of legislation and interpretations. (Smith)

   a. Legislation referred to the Academic Cabinet. [Supplement Nos. 9 and 10]

Anticipated Action Item:

- **Formulate positions on proposals in the 2010-11 legislative cycle.**

   b. Legislation sponsored by the Academic Cabinet. [Supplement No. 11]

   c. Other legislation the Academic Cabinet has comment regarding, if any. [Supplement No. 12 to be distributed at later date.]

10. Continue review of results from academic support services comprehensive study. [Supplement No. 13 to be distributed at later date.] (Annie Kearns and Strawley)

11 Demonstration of Division I Governance Collaboration Zone. (Jackie Campbell)

12. Update from the NCAA Eligibility Center. [Supplement No. 14] (Gary deCastro, Todd Leyden and Lisa Mills)

   a. Implementation of provision of graduation rates and banned drug list to prospective student-athletes.

   b. Final certification statistics.

   c. Implementation of NCAA Proposal No. 2009-64.

   d. Update on waivers for early qualifiers who are able to submit final transcript.

   e. Open dialog with the cabinet.

13. Review of legislation regarding co-ops, internships and student teaching. [Supplement No. 15] (Katy Yurk)

Anticipated Action Items:

a. Consider clarifying references to cooperative educational programs so that an exchange program is distinguished from a work experience.

b. Consider including student teaching, internships and practicum when work-experience co-ops are referenced in the legislation and interpretations.

14. Update on nontraditional courses for initial eligibility. [Supplement No. 16] (Greg Dana and John Shukie)

15. Update on initial-eligibility test-score validity and notification. (Smith)

16. Discussion regarding academic preparation of prospective student-athletes.

    a. Data core-course component initial-eligibility standards. [Supplement No. 17 to be distributed at later date.] (Paskus and Petr)

    b. Review additional research regarding academic performance and eligibility models. [Supplement No. 18 to be distributed at later date.] (Paskus and Petr)

    c. Consider potential eligibility models. [Supplement No. 19 to be distributed at later date.] (Strawley)

17. Updates on communications and outreach. [Supplement No. 20]

18. Review dates of future cabinet meetings.

    a. February 7-8, 2011; Indianapolis.

    - February 6 Travel anytime.
    - February 7 Meeting from 8 a.m. to 5 p.m.
    - February 8 Meeting from 8 a.m. to 1 p.m.
      Return travel after 3 p.m.

b. June 27-28, 2011; Indianapolis.

- June 26 Travel anytime.
- June 27 Meeting from 8 a.m. to 5 p.m.
- June 28 Meeting from 8 a.m. to noon
  Return travel after 2 p.m.

19. Other business.

20. Adjournment.

NCAA Division I Academic Cabinet
September 13-14, 2010, Meeting Schedule
Hyatt Regency
Indianapolis, Indiana

Meeting	Sunday, September 12	Monday, September 13	Tuesday, September 14
CABINET MEETING	Travel Only.	8 a.m. to 5 p.m. (Cosmopolitan AB)	8 a.m. to 11 a.m. (Cosmopolitan AB) (Return travel after 1 p.m.)
Breakfast		7:30 to 8 a.m. (Studio Lounge)	7:30 to 8 a.m. (Studio Lounge)
Lunch		Noon to 1 p.m. (Studio Lounge)	

NCAA Division I Academic Cabinet Roster

SUPPLEMENT NO. 1

MAILING ADDRESS	PHONE/FAX/E-MAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Tom Adair Faculty Athletics Representative Texas A&M University, College Station Department of Physics MS 4242 College Station, Texas 77843-4242	Phone: 979/847-9451 Fax: 979/845-2590 E-mail: tadair@tamu.edu **Assistant: Minnette Bilbo** **Phone: 979/847-9451** E-mail: Bilbo@physics.tamu.edu	Big 12 Conference FBS	July 2014
John Bruno Faculty Athletics Representative The Ohio State University 57 Psychology Building Columbus, Ohio 43210	Phone: 614/292-1770 Fax: 614/688-4733 E-mail: bruno.1@osu.edu **Assistant: Tatiana Tramel** **Phone: 614/292-6512** E-mail: tramel.2@osu.edu	Big Ten Conference FBS	July 2014
Carolyn Callahan, chair Faculty Athletics Representative University of Virginia Curry School of Education 405 Emmet Street South Charlottesville, Virginia 22903	Phone: 434/924-0791 Fax: 434/924-1384 E-mail: cmc@virginia.edu **Assistant: Lisa Miller** **Phone: 434/982-2849** E-mail: lam3v@virginia.edu	Atlantic Coast Conference FBS	July 2014
Kim Capriotti Faculty Athletics Representative Jacksonville University 2800 University Boulevard North Jacksonville, Florida 32211-3394	Phone: 904/256-7443 Fax: 904/256-7467 E-mail: kcaprio@ju.edu **Assistant:** **Phone:** E-mail:	Atlantic Sun Conference FCS	July 2011
Pete Carlon Director of Athletics University of Texas at Arlington 1309 West Mitchell Arlington, Texas 76013	Phone: 817/272-5039 Fax: 817/272-4115 E-mail: carlon@uta.edu **Assistant: Lorraine Palmer** **Phone: 817/272-7170** E-mail: llpalmer@uta.edu	Southland Conference Division I	July 2012
Barbara Church Senior Associate Director of Athletics Metro Atlantic Athletic Conference 712 Amboy Avenue Edison, New Jersey 08837-3554	Phone: 732/738-5455 Fax: 732/738-8310 E-mail: bchurch@maac.org **Assistant:** **Phone:** E-mail:	Metro Atlantic Athletic Conference Division I	July 2012
J. Patrick Dobel Faculty Athletic Representative Evans School of Public Affairs University of Washington Box 353055 Seattle, Washington 98109	Phone: 206/616-1680 Fax: 206/685-9044 E-mail: pdobel@u.washington.edu **Assistant:** **Phone:** E-mail:	Pacific-10 Conference FBS	July 2014
David Dosser Faculty Athletics Representative East Carolina University 349 Ward Sports Medicine Building, Ficklen Drive Greenville, North Carolina 27858	Phone: 252/916-6634 Fax: 252-737-1278 E-mail: dosserd@ecu.edu **Assistant:** **Phone:** E-mail:	Conference USA FBS	July 2014
Rhonda Hatcher Faculty Athletics Representative Texas Christian University 2840 West Bowie, TTC - 206 Fort Worth, Texas 76129	Phone: 817/681-7549 Fax: 817/257-7766 E-mail: R.Hatcher@tcu.edu **Assistant:** **Phone:** E-mail:	Mountain West Conference FBS	July 2014

MAILING ADDRESS	PHONE/FAX/E-MAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Herman Holt, Jr. Faculty Athletics Representative University of North Carolina, Asheville One University Heights, CPO 2010 Asheville, North Carolina 28804-3299	Phone: 828/232-5167 Fax: 828/232-5179 E-mail: hholt@unca.edu **Assistant: Brenda Henderson** **Phone: 828/251-6443** E-mail: bhenders@unca.edu	Big South Conference Division I	July 2012
Pat Howey Deputy Athletic Director University of North Carolina, Wilmington 601 South College Road Wilmington, North Carolina 28403-3297	Phone: 910/962-3767 Fax: 910/962-3002 E-mail: howeyp@uncw.edu **Assistant: Donna Cook** **Phone: 910/962-7909** E-mail: cookdw@uncw.edu	Colonial Athletic Association Division I	July 2011
Anna Taylor James Faculty Athletics Representative Texas Southern University 3100 Cleburne Street Houston, Texas 77004	Phone: 713/313-7394 Fax: 713/313-1049 E-mail: ajames@tmslaw.tsu.edu **Assistant: Jeanetta Washington** **Phone: 713/313-7158** E-mail: jwashington@tmslaw.tsu.edu	Southwestern Athletic Conference FCS	July 2011
Loretta Lamar Associate Director of Athletics/SWA U.S. Naval Academy 566 Brownson Road Annapolis, Maryland 21402-5000	Phone: 410/293-8936 Fax: 410/293-8959 E-mail: lamar@usna.edu **Assistant:** **Phone:** E-mail:	Patriot League FBS	July 2012
Jackie Mynarski Senior Compliance Administrator Mid-American Conference 24 Public Square, 15th Floor Cleveland, Ohio 44113	Phone: 216/566-4622 Fax: 216/696-2633 E-mail: jmynarski@mac-sports.com **Assistant:** **Phone:** E-mail:	Mid-American Conference FBS	July 2014
Jarrett Newby Student-Athlete 3509 Rockwood Court Greenville, North Carolina 27834	Phone: 607/206-9000 Fax: E-mail: jarrettnewby@gmail.com	Conference USA FBS	July 2011
Mary Newton Faculty Athletics Representative Jacksonville State University 304 Brewer Hall, 700 Pelham Road North Jacksonville, Alabama 36265-1602	Phone: 256/782-5337 Fax: 256/782-5168 E-mail: mnewton@jsu.edu **Assistant:** **Phone:** E-mail:	Ohio Valley Conference FCS	July 2011
Annette O'Connor Faculty Athletics Representative LaSalle University 1900 West Olney Avenue Philadelphia, Pennsylvania 19141-1199	Phone: 215/951-1247 Fax: 215/951-1772 E-mail: oconnor@lasalle.edu **Assistant:** **Phone:** E-mail:	Atlantic 10 Conference Division I	July 2012
Cinnamon Sheffield Associate Athletic Director University of North Texas 1155 Union Circle #311397 Denton, Texas 76203	Phone: 940/565-3385 Fax: 940/565-3655 E-mail: cinnamon.sheffield@unt.edu **Assistant: Becky Hall** **Phone: 940/565-2789** E-mail: becky.hall@unt.edu	Sun Belt Conference FBS	July 2014

MAILING ADDRESS	PHONE/FAX/E-MAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Ken White Faculty Athletics Representative Utah State University 4815 Old Main Hill Logan, Utah 84322-7400	Phone: 435/797-2162 Fax: 435/797-2118 E-mail: ken.white@.usu.edu **Assistant: Jean Edwards** **Phone: 435/797-2162** E-mail: jean.edwards@usu.edu	Western Athletic Conference FBS	July 2014
David Williams II Director of Athletics Vanderbilt University 305 Kirkland Hall Nashville, Tennessee 37240	Phone: 615/322-8331 Fax: 615/322-3930 E-mail: david.williams@vanderbilt.edu **Assistant: Jo Ann Patterson** **Phone: 615/322-8331** E-mail: joann.patterson@vanderbilt.edu	Southeastern Conference FBS	July 2014
Elaine Wise Faculty Athletics Representative University of Louisville Humanities Building 303 Belknap Campus 2301 South 3rd Street Louisville, Kentucky 40208	Phone: 502/852-7149 Fax: 502/852-0078 E-mail: elaine.wise@louisville.edu **Assistant: Cindy Saling** **Phone: 502/852-6811** E-mail: cindy.saling@louisville.edu	Big East Conference FBS	July 2014
Anne Woodrick Faculty Athletics Representative University of Northern Iowa 1227 West 27th Street, Baker Hall 356 Cedar Falls, Iowa 50614	Phone: 319/273-6375 Fax: 319/273-7104 E-mail: anne.woodrick@uni.edu **Assistant: Wayne Fauchier** **Phone: 319/273-2846** E-mail: wayne.fauchier@uni.edu	Missouri Valley Conference FCS	July 2011
NCAA STAFF LIAISONS			
Diane Dickman Managing Director of Academic and Membership Affairs NCAA	Phone: 317/917-6621 Fax: 317/917-6865 E-mail: ddickman@ncaa.org **Assistant: Lynn Dickey** **Phone: 317/917-6616** E-mail: ldickey@ncaa.org		
Alex Smith Associate Director of Academic and Membership Affairs NCAA	Phone: 317/917-6596 Fax: 317/917-6845 E-mail: asmith@ncaa.org **Assistant: Lynn Dickey** **Phone: 317/917-6616** E-mail: ldickey@ncaa.org		
Jennifer Strawley Director of Academic and Membership Affairs NCAA	Phone: 317/917-6611 Fax: 317/917-6845 E-mail: jstrawley@ncaa.org **Assistant: Anne Grieger** **Phone: 317/917-6517** E-mail: agrieger@ncaa.org		

NCAA New Meeting Policies
Effective September 1, 2010

Checked Luggage Fees.

Effective September 1, the NCAA will begin paying bag fees for committee travel. Previously the bag fee for the first checked bag was not reimbursed separately but was considered part of the $75 per diem. Since this policy was adopted some airlines have raised the price for the first checked bag to as high as $30 each way.

Therefore, beginning September 1, the NCAA will pay for one checked bag for each committee member for trips less than five days. If the trip is five days or more, the NCAA will pay for two checked bags. The NCAA will not pay oversize or overweight charges. Committee members may begin including bag fees on their expense reports. The fee should be included as a miscellaneous expense, choosing Checked Baggage Fee as the expense type. Committee members do not need to send receipts for these charges.

The NCAA requests travelers be as fiscally prudent as possible and check as few bags as possible.

Breakfast.

Effective immediately, the NCAA will no longer provide breakfast to committees who have sleeping rooms at the Fairfield Inn or Springhill Suites across the street. Both of these properties include an extended continental breakfast buffet for all of their guests, which include hot items in addition to bagels, pastries, etc. The NCAA will continue to provide beverages such as soft drinks, coffee, tea, etc., for morning meetings.

The National Collegiate Athletic Association
August 25, 2010 DED:ld

REPORT OF THE
NCAA DIVISON I ACADEMIC CABINET
JUNE 28-29, 2010, MEETING

KEY ITEMS.

1. **Review of Eligibility Standards for Prospective Student-Athletes.** The NCAA Division I Academic Cabinet met jointly with the NCAA Division I Committee on Academic Performance to continue its review of initial-eligibility and transfer-eligibility requirements in an effort to align all academic eligibility requirements to increase student-athlete graduation success. The cabinet considered modifications to the current initial- and transfer-eligibility requirements designed to identify those prospective student-athletes who are academically prepared for college work and to foster additional support for student-athletes who are academically underprepared. The cabinet will solicit feedback from the NCAA Division I Board of Directors and membership, and will continue to discuss enhanced eligibility models during its September meeting.

2. **Nontraditional Courses Used to Fulfill Full-Time Enrollment and Progress-Toward-Degree Requirements.** The cabinet sponsored two proposals to simplify the legislation regarding the use of nontraditional courses (i.e., 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) to meet full-time enrollment and progress-toward-degree requirements. The proposals are intended to provide student-athletes with access to courses available to the student-body in accordance with institutional policies and procedures, while protecting against the misuse of such courses solely to meet eligibility requirements.

ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

1. **Legislative – Cabinet Sponsored Proposals for the 2010-11 Legislative Cycle.**

   a. **NCAA Bylaw 14.1.8.2 – Eligibility – General Eligibility Requirements – Full-Time Enrollment – Requirement for Competition.** The cabinet sponsored legislation to specify that enrollment in a nontraditional course or credit (i.e., 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, including Internet/virtual courses, distance-learning, extension, correspondence, or independent study) offered by the certifying institution may be used to satisfy the

full-time enrollment requirement for competition, provided the following conditions are met:

(1) The course is available to any student at the certifying 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 (preregistration or drop-add period) in accordance with the institution's academic calendar and applicable policies and procedures; and

(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.

In light of the prevalence and acceptance of nontraditional courses throughout post-secondary education, it is appropriate to modernize the guidelines regarding the various methods of course delivery. This proposal clarifies the opportunity for student-athletes to take legitimate nontraditional coursework, but also recognizes the potential for academic misconduct and provides safeguards against misuse to meet eligibility requirements. In general, student-athletes should be provided with similar access to nontraditional courses as all students at their respective institutions in order to fulfill the full-time enrollment requirements, provided the institution considers enrollment in such a course as regular course enrollment for all students. This proposal also includes baseline standards for nontraditional courses to minimize the potential for misuse. Finally, this proposal respects institutional discretion and authority in setting course content and curriculum, and relies on institutional integrity and security with regard to the delivery of nontraditional courses.

b. Bylaw 14.4.3.4 – Eligibility – Progress-Toward-Degree Requirements – Regulations for Administration of Progress Toward Degree – Nontraditional Courses. The cabinet sponsored legislation to specify that enrollment in a nontraditional course or credit (i.e., 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, including Internet/virtual courses, distance-learning, extension, correspondence, or independent study) completed at an institution other than the certifying institution may be used to meet credit-hour requirements and percentage-of-degree requirements, provided the following conditions are met:

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

(2) The institution considers enrollment in the course as regular course enrollment for all students; and

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

In light of the prevalence and acceptance of nontraditional courses throughout post-secondary education, it is appropriate to modernize the guidelines regarding the various methods of course delivery. This proposal clarifies the opportunity for student-athletes to take legitimate nontraditional coursework, but also recognizes the potential for academic misconduct and provides safeguards against misuse to meet eligibility requirements. In general, student-athletes should be provided with similar access to nontraditional courses from any institution, as is the case for all students at their respective institutions, in order to fulfill graduation requirements for all students. This proposal also includes baseline standards for nontraditional courses to minimize the potential for misuse. Finally, this proposal respects institutional discretion and authority in setting course content and curriculum, and relies on institutional integrity and security with regard to the delivery of nontraditional courses.

c. Designation of Certain Initial-Eligibility Bylaws as "Common Provisions." The cabinet sponsored a proposal to specify that the following bylaws shall be common provisions between Division I and Division II: Bylaws 14.3.1.2 (core-curriculum requirements), 14.3.1.2.2 (nontraditional courses), 14.3.1.2.3 (college courses), 14.3.1.2.4 (English as a second language courses), 14.3.1.2.5 (courses for students with education-impacting disabilities), 14.3.1.2.6 (grade value of core courses), 14.3.1.2.7 (pass-fail grade), 14.3.1.2.8 (repeat courses), 14.3.1.2.9 (multiple high school attendance), 14.3.1.3 (test-score requirement), 14.3.1.3.2 (combined test score), 14.3.1.3.3 (nonstandard test administration, and 14.3.1.3.4 (test-score report).

Federation of the Association has successfully provided Divisions I and II the opportunity to consider and amend initial-eligibility legislation deemed most appropriate for each division (e.g., core-course distribution, test-score and grade-point average requirements and core-course time limitation). However, there are portions of the initial-eligibility legislation that traditionally have and practically should remain consistent for the two divisions. Such bylaws include the definition of core courses, regulations for the use of specific types of courses to meet initial-eligibility requirements (e.g., college courses, Advanced Placement,

English as a Second Language), calculation of the core-course grade-point average, test-score specifications (except for minimum test-score requirement), and graduation requirements. Designating these bylaws as common provisions will provide consistency for prospective student-athletes and high school coaches and administrators to understand initial-eligibility legislation and how courses completed by the prospective student-athlete will be used for purposes of certifying eligibility. A consistent standard also will assist the academic certification staff at the NCAA Eligibility Center in more efficiently determining whether a particular student-athlete has fulfilled each division's initial-eligibility requirements. If the divisions were to have different legislation, the Eligibility Center staff would be required to apply different standards to the same course. This may result in two core-course lists for each high school, leading to duplicate work for Eligibility Center staff and confusion for prospective student-athletes. However, the autonomy of each division to establish its own initial-eligibility requirements (e.g., number of core courses, minimum grade-point average and standardized test score) will be maintained under this proposal. If this proposal is adopted, the common provisions will become effective when adopted by both the Division I and Division II membership. [Note: Bylaw 14.3.1.2.2 will not be designated as common unless Division II also adopts a proposal currently active in its legislative cycle.]

d. Academic Certification of Prospective Student-Athletes from Examination-Based Countries. The cabinet sponsored a proposal to create an exception to the core-course time limitation specifying that prospective student-athletes from an examination-based country are subject to the core curriculum time limitations as set forth in the NCAA Guide to International Academic Standards for Athletics Eligibility. As a general principle, the cabinet noted that prospective student-athletes from examination-based countries should be certified using grades from the leaving examination, rather than the prospective student-athlete's transcript, regardless of any delay in graduation or delay in taking the leaving exams. The cabinet noted that the NCAA International Student Records Committee also supports the certification of prospective student-athletes from examination-based countries using that country's leaving examinations, even if completion of those examinations are delayed beyond the core-course time limitation. This approach appropriately recognizes the nature of examination-based countries and is consistent with the educational system in the prospective student-athlete's home country. Further, a consistent approach for all prospective student-athletes from a particular country is the most fair and appropriate means of certifying academic eligibility. In addition, annual transcripts for students from examination-based countries can be difficult to obtain and often are unofficial documents which cannot be used for initial-eligibility certification purposes. Using official leaving examinations will significantly ease the administrative burden on prospective

student-athletes, member institutions and the Eligibility Center staff. Further, individuals who do not take their leaving exams during the normal timeframe for students in their educational system will not be permitted to complete one additional core course after graduation (to improve their core-course grade-point averages) since they will not graduate on time. Finally, a prospective student-athlete who delays completion of the leaving examination (and also engages in organized competition prior to initial full-time collegiate enrollment) may be charged with season(s) of competition under NCAA eligibility legislation, as the individual's anticipated date of graduation will not be changed for purposes of certifying competition prior to initial full-time collegiate enrollment.

2. Nonlegislative.

a. Review of Academic Preparation and Eligibility Standards for Prospective Student-Athletes. The cabinet continued its review of initial-eligibility and transfer-eligibility requirements in an effort to align all eligibility requirements to support student-athlete academic success. The cabinet met jointly with the Committee on Academic Performance and representatives of the two-year college community to discuss potential enhancements to the current initial- and transfer-eligibility requirements designed to identify those prospective student-athletes who are academically prepared for college work, and to foster additional support for student-athletes who are academically underprepared.

NCAA research continues to indicate that a combination of standardized test scores and high school grades is a better predictor of academic success at a four-year institution than using either grades or tests alone. Data also indicates that the high school core-course grade-point average is the single most significant indicator of success at the four-year institution. Given these findings and based on feedback from the Board, the group continued to review models for initial eligibility.

The cabinet will continue to consider whether enhancements to the initial-eligibility requirements could improve student-athlete graduation success without excluding prospective student-athletes who are capable of academic success; however, the cabinet noted that it may continue to monitor academic performance until the impact of increased eligibility standards and the NCAA Division I Academic Progress Rate (APR) can be more fully realized before considering a significant change to the initial-eligibility model.

Regarding two-year college transfers, the group reviewed data on student-athlete academic performance while at the two-year college(s), collected for the first time

in the most recent NCAA Division I Academic Performance Program (APP) data collection process. The cabinet and committee considered several potential modifications to the current two-year college transfer regulations with the potential to generate greater academic success for two-year college transfers after transfer to a four-year institution.

Based on data indicating that an individual's most recent academic work is more predictive of future academic success than his or her high school academic profile, the group discussed whether all two-year college transfers should meet the same eligibility standard, regardless of qualifier status. Current rules establish different eligibility standards for two-year college transfers depending on the individual's qualifier status.

In addition, the group expressed interest in a concept that would target prospective student-athletes who are significantly academically underprepared by permitting an academic year in residence during the student's first year at the at the two-year college in order to remediate academic deficiencies. Student-athletes who present a specified academic profile would have the opportunity to choose such a plan at the time of the student's initial-collegiate enrollment, but would not be eligible for competition in the first year if they did so. Possible adjustments to the five-year clock and percentage of degree timeframe would allow such student-athletes to continue to participate in four seasons of competition within the five years immediately following the academic year in residence. Deviation from this plan would subject a student to standard NCAA eligibility regulations. Additional details, including the specific academic profile to qualify for such a graduation plan are yet to be determined.

The group also discussed whether an increase of the grade-point average requirement for two-year college transfers is appropriate. Research indicates that the overall grade-point average at the two-year college appears to be the best predictor of academic success at the four-year institution. Current regulations require a minimum 2.000 grade-point average in transferable degree credits to be immediately eligible for competition. The group expressed interest in increasing the minimum grade-point average in transferable credits, as well as adding an overall grade-point average requirement. The group noted a goal to minimize the number of student-athletes who do not meet the transfer requirement but eventually would be successful without increasing the number of student-athletes who meet the transfer requirements but eventually fail academically.

Research also suggests that the number of physical education credits completed at the two-year college is negatively correlated with academic success at the four-year institution. The group supported a concept to limit the number of physical

education courses that could be used to meet two-year college transfer requirements (transferable credits and grade-point average), unless the student-athlete declares a physical education major.

The group also discussed the concept of a transferable core curriculum for two-year college transfers, including a potential model requiring six semester hours of English (including three of writing or composition), three hours of mathematics and three hours of science of all two-year college transfers. The group also was interested in reviewing the impact of attendance at multiple two-year colleges. NCAA research indicates that between 25 and 40 percent of two-year college transfers in baseball, men's and women's basketball and football (depending on sport) attended more than one two-year college.

The cabinet will solicit feedback from the Board, membership and two-year college community and will continue to discuss enhanced eligibility models during its September meeting.

b. **Data Collection Regarding Two-Year College Transfer Student-Athletes.** The cabinet recommended to the Committee on Academic Performance that it continue to collect information on the academic performance of two-year college transfer student-athletes in baseball, football and men's and women's basketball for an additional two-year period. Specifically, the cabinet noted that the data collection is intended to inform the membership regarding the academic performance of two-year college transfers while at the two-year college. During the first year of data collection, information was collected regarding 3,961 student-athletes from 336 institutions; however, that number is expected to decrease as only a single year of enrolling student-athletes will be collected in fall 2010. The cabinet noted that the data collection is critical to continue to inform decisions about potential revisions to the two-year college transfer eligibility models as well as to begin to evaluate the impact of any future modifications.

c. **Women's Basketball Academic and Athletics Development Model.** The cabinet reviewed the proposed academic and athletics development model for women's basketball, as developed by the NCAA Division I Women's Basketball Issues Committee. The cabinet noted potential difficulties in implementation of the model for institutions that are reducing the number of courses offered during the summer (or are offered early in the summer, which would make it difficult for incoming freshmen prospective student-athletes to participate). The cabinet also noted it would prefer that student-athletes be required to successfully complete all of the credits in which they enroll, rather than 50 percent, as proposed by the committee. Lastly, the cabinet expressed some interest in identifying academically at-risk student-athletes for the required summer school element rather than requiring all incoming student-athletes to attend.

d. Review of Recruiting Models Proposed by the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet. The cabinet reviewed the proposed recruiting models developed by the Recruiting and Athletics Personnel Issues Cabinet. The cabinet expressed support for the concept of proposing recruiting models rather than single-variable amendments, and particularly for the models that address early recruitment issues by requiring a minimum number of academic evaluations and that preclude a verbal or written offer of athletically related financial aid prior to the institution receiving a four-semester or six-semester high school transcript.

e. Academic Support Plan Required for Initial-Eligibility Waivers. The cabinet approved an amendment to the initial-eligibility waiver policies and procedures to require that an academic support plan be submitted with an initial-eligibility waiver request in some situations. Academic support plans will be required in the following circumstances:

(1) The prospective student-athlete's academic record does not satisfy the minimum threshold requirements for review of initial-eligibility waivers. However, the NCAA staff may exclude additional waivers from this requirement based on an individual's outstanding overall academic record (e.g., student-athletes with a 3.500 grade-point average or a 1000 SAT/85 ACT test score)

(2) The prospective student-athlete's core-course grade-point average is less than 2.000.

(3) The prospective student-athlete has a diagnosed education-impacting disability.

(4) On request of the staff, based on the prospective student-athlete's overall academic profile.

The academic support plan will require the institution to identify strategies to support the student-athlete during the initial year of enrollment.

f. Academic Certification of Prospective Student-Athletes Who Graduate From High School and Enroll In College Early. The cabinet received an update on initial-eligibility waivers submitted for prospective student-athletes who graduated from high school before their expected date of high school graduation and enrolled immediately at NCAA Division I institutions. Occasionally, prospective student-athletes complete nontraditional courses to meet graduation and core-course requirements and these courses are invalidated during the

prospective student-athlete review process. In situations where the prospective student-athlete demonstrates academic readiness for college based on his or her overall academic profile, the NCAA academic and membership affairs staff has provided a partial initial-eligibility waiver for the student-athlete to receive financial aid during the initial term of enrollment and a conditional waiver for the ability to practice and compete during the following term. The cabinet supported the staff approach to such waivers and also requested that the staff provide additional information regarding the number of student-athletes who graduate from high school and enroll in college early, regardless of whether an initial-eligibility waiver was filed. The staff will continue to provide reports on such waivers submitted in the future and will develop waiver guidelines for the cabinet's consideration at a future meeting.

g. Review of Home School Standards and Application of Home-School Standards to Nontraditional Coursework. The cabinet received an update on a staff review of the standards for certifying the initial eligibility of prospective student-athletes who were home-schooled. The cabinet noted the review was appropriate given the cabinet's recent review of nontraditional courses used for initial-eligibility purposes, as many home-school administrators now use curriculum from providers of nontraditional courses. Currently, home-schooled students are required to meet the same requirements as all other prospective student-athletes. As part of their initial-eligibility certification, home-schooled students are required to submit a home-school transcript and additional documentation to the Eligibility Center. The Eligibility Center and academic and membership affairs staff reviewing such cases look for the same anomalies in the academic record as in the prospective student-athlete review process. However, the cabinet noted that legislation and policy regarding the certification of prospective student-athletes who attended a home school currently is limited, and directed the staff to develop a draft of potential policies for the cabinet's review at its September meeting.

h. Initial-Eligibility Test Score Validity and Notification. The cabinet received an update on conversations between NCAA staff and the national testing agencies to identify ways in which improved and more timely information can be shared with member institutions and the Eligibility Center in instances in which a test score is being questioned or challenged by the testing agency. The cabinet supported the staff's work and recommended continuing discussions with the testing agencies before considering legislative changes that may increase the burden on prospective student-athletes and student-athletes. Updates will be provided at future meetings as the discussions continue.

i. 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 assists institutions to evaluate and quantify each student-athlete's risk of not graduating, was released to the membership in December 2009. The second module, an online database of support services associated with specific risk factors, is currently under development by the national office staff. The module is projected to be available to the membership during summer 2010.

j. Academic Eligibility Waiver Policies and Procedures. The cabinet approved updates to the Initial-Eligibility Waiver Committee Policies and Procedures and the Progress-Toward-Degree Waiver Committee Policies and Procedures for the 2010-11 academic year. The revisions are primarily to reflect updates to the committees' authority and an institution's opportunity to appeal the committees' decisions to a subcommittee of the Academic Cabinet as a result of the adoption of NCAA Proposal No. 2009-60.

k. Academic Cabinet Policies and Procedures. The cabinet approved amendments to its policies and procedures to reflect the elimination of the cabinet's waiver appeal subcommittees due to the adoption of Proposal No. 2009-60 and due to changes in the compositional requirements for all councils and cabinets in the Division I governance structure. The revised policies and procedures are effective immediately.

l. NCAA Division I Football Academic Working Group Report. In a joint meeting with the Committee on Academic Performance, the cabinet reviewed the Football Academic Working Group's final report with a focus on outstanding issues related to the recommendations contained within the working group's report. The two governance bodies support the concept of requiring all football student-athletes to complete nine hours and earn the APR eligibility point during the fall term in order to be eligible for all games of the subsequent season. Football student-athletes failing to meet this requirement would be ineligible for participation in the first four contests in the following season. The groups also supported the option of reducing this penalty from the first four contests to two contests if the student-athlete earns 27 credit hours by the end of the summer session. Data demonstrate that football student-athletes who earn nine credit hours during the fall earn more APR points during their academic careers and are more likely to graduate and less likely to become an "0/2" student-athlete. Further, requiring 27 credit hours will position the student-athlete for graduation within four and a half years. This, in conjunction with other progress-toward-degree requirements, will ensure that football student-athletes are progressing toward a degree. The groups agreed that first-year student-athletes should be

allowed to use credit hours earned at the certifying institution during the summer before initial full-time enrollment and credit hours earned during the summer after the regular academic year to satisfy the 27 credit-hour requirement, but not the nine credit-hour requirement.

To address institutions following quarter-based academic calendars, the cabinet and committee recommended that football student-athletes be required to earn eight quarter hours in the fall term and, for those that fail to satisfy this requirement, be required to earn 40 quarter hours prior to the subsequent fall term in order to reduce the contest penalty. Research indicated the eight quarter-hour requirement generally is equivalent to the nine semester-hour requirement. Further, the 27 semester credit-hour requirement was selected because it positions a student-athlete for graduation in four and a half years. Requiring a football student-athlete at an institution with a quarter-based academic calendar to earn 40 quarter credit hours will position that student-athlete to graduate in an approximately equivalent period of time.

The cabinet and committee did not favor the working group's recommendation to no longer exempt the aid of "0/2" student-athletes who have exhausted eligibility when calculating contemporaneous penalties for Football Bowl Subdivision teams. The cabinet and committee agreed to take no action at this time regarding the recommendation in light of the Committee on Academic Performance's continued review of the APP, including the existing penalty structure, penalty-waiver filters and exceptions and cut scores. The two groups agreed that more time must be devoted to the study of time demands on football student-athletes and supported the cabinet in its effort to develop enhanced academic requirements for two-year college transfers that more accurately reflect the academic preparation most likely to lead to completion of a four-year degree.

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 NCAA Division I Board of Directors
August 12, 2010, Meeting

3. **Report from the Interim President.** NCAA Interim President Jim Isch reported on the following items:

a. **Head Coaches Academic Performance Rate (APR) Portfolio**. Isch noted the recent release of the single-year APR scores for Division I head coaches in six sports, including football and basketball. It was noted that the database was designed to create more transparency in the Academic Performance Program and strengthen the accountability of coaches for the academic performance of their student-athletes.

5. **National Association of Basketball Coaches Report (NABC).** Jim Haney, executive director of the NABC, informed the Board of the NABC's views on ways to improve men's basketball APR and graduation rates, as well as challenges faced by men's basketball in this area. The Board received a copy of the NABC Communications Strategy for Coaches, which is a document that includes suggested best practices for coaches to enhance communications at the campus, conference and national level. The Board endorsed the plan and agreed to encourage Division I institutions to consider and implement some of these strategies.

6. **Legislative Issues.** The Board reviewed the following legislative recommendations:

a. **Football Academic Working Group.** The Board reviewed the working group's recommendation that it sponsor legislation that would require football student-athletes who do not successfully complete nine semester or eight quarter credit hours or earn the fall semester or quarter APR eligibility point to be ineligible for participation in the first four games of the following football season. However, if the student-athlete has successfully completed 27 credit hours or 40 quarter hours prior to the beginning of the following fall term, he would be ineligible for only two games.

b. **Men's Basketball Academic Enhancement Group.** The Board considered a recommendation that it sponsor legislation that would establish a summer academic preparation and college acclimatization model for designated men's basketball student-athletes.

8. **Committee on Academic Performance.** The Board received a report of the June 28-30, 2010, meeting of the Committee on Academic Performance (CAP). The Board asked that during its October meeting the CAP report on its examination of the Academic Performance Rate (APR) calculation and whether a score of 925 remains the appropriate benchmark.

Board of Directors chair: Edward Ray, Oregon State University, acting chair for this meeting
Staff Liaisons: S. David Berst, Division I governance
Jacqueline Campbell, Division I governance

The National Collegiate Athletic Association
August 20, 2010 DED:ld

Communications Strategies for Coaches

The National Association of Basketball Coaches (NABC) members have indicated a desire to more effectively participate in the governance processes that often result in rules or policies impacting their work. This document is intended to provide coaches with suggestions and best practices for enhancing communications at the campus, conference and national levels to help ensure that all voices are heard in the various governance processes. The following are tools and best practices for enhancing coaches' communications at all three levels.

Campus-level communications strategies.

1. On their own campuses, coaches can be most effective when working within the existing organizational structure to voice opinions regarding local, conference and national policies. This may include communication with compliance personnel, academic advisors, faculty athletic representatives, directors of athletics and/or chancellors or presidents. The following strategies may assist with these efforts:

    a. In some instances, a head coach will find it necessary to communicate with the institution's chancellor or president regarding issues of local, conference or national significance. Such discussions can be productive when conducted appropriately. For example, if a head coach reports to the director of athletics, the coach should communicate with the director of athletics first regarding these matters and then set up a meeting with the chancellor or president. The session with the chancellor or president may be most effective if the coach and director of athletics jointly share their perspectives.

    b. It may be less effective over time for coaches to speak to campus authorities about issues or concerns without first communicating with their direct supervisor (e.g., director of athletics). While solo communication with the institution chancellor or president can be beneficial, doing so without alerting the director of athletics is less effective.

    c. Topics that lend themselves to dialog with campus leaders include: financial and other resource matters, the academic success of student-athletes, and legislative or policy issues at the local, conference or national level. Academic topics may warrant dialog with the institution's faculty senate (or appropriately named campus faculty body). Periodic dialog between a head coach and this faculty body regarding the academic well-being of student-athletes can be useful in furthering the academic mission and goals of the institution and the coach.

    d. When meeting with the chancellor or president, faculty body or other campus leaders, it is helpful to determine in advance of the meeting, ideally with involvement from the director of athletics, the topics for discussion and goals of a particular meeting.

2. Coaches may want to communicate with compliance personnel when waivers are being filed on behalf of student-athletes on their team. Rather than relying entirely on others to pursue waiver options, coaches may want to review a draft of the waiver or seek to be included on a teleconference if that is part of the waiver process.

3. Similarly, coaches of teams that are academically underperforming should be engaged with academic advisors, faculty and other campus leaders in developing and implementing the institution's NCAA Division I Academic Progress Rate (APR) Improvement Plan. Such a plan may identify strategies in which the coach's role is critical to success.

Conference-level communications strategies.

Each conference has its own unique governance structure and coaches will be most effective by identifying the most appropriate strategies for their particular conference. The following concepts may not apply in all conference governance settings.

1. Individually or collectively as a group of conference coaches, work with the conference office to provide feedback on a specific piece of legislation (national or conference legislation). In the case of national legislation, request the conference office consider this input when communicating with various governance representatives prior to key voting meetings.

2. During conference meetings, request time with the chancellors or presidents and/or athletics administration leaders to share issues, concerns or positions on legislation or policy. Coaches may be most effective in these settings when:

    a. They speak with one voice on key issues. This may necessitate coaches meeting in advance to determine their collective viewpoint on a matter of importance.

    b. They use the time allotted on a few critical matters. Sometimes these sessions dissolve into a general disgruntled potpourri of voices on an assortment of topics. Coaches may find greater success in making change when they collectively focus their efforts on one or a few key issues.

    c. They choose a leader among their peers to speak on behalf of the group. While such discussions should include a variety of coaches speaking, establishing a leader to initially present and direct the coaches share perspective can be useful.

    d. They communicate in advance to conference office leaders. If coaches have identified one or more key issues for dialog at a conference meeting, coaches will

find greater success in moving their agenda when they work in advance with conference administrators to strategize and assist in their efforts. Conference administrators are experienced in understanding the intricacies of the legislative and governance processes within the conference and nationally. Working alongside these professionals will enhance the effectiveness of the coaches' voice in the governance process.

National-level communications strategies.

The NCAA Division I structure is a representative form of governance. Conferences hold various "seats" in appointed leadership bodies such as the NCAA Division I Board of Directors, NCAA Division I Leadership Council, NCAA Division I Legislative Council and cabinets. The following strategies may be helpful in ensuring that coaches have a voice on key national issues:

1. Empower the NABC Board to take a position on particular legislative proposals or concepts and provide such input to the national office staff liaisons of the various governance bodies prior to its meeting. The national office stands ready to assist in this process by:

    a. Identifying a few key issues in each legislative cycle that the NABC may have the most interest in.

    b. Facilitating the NABC's communication with particular cabinet or body with jurisdiction on the identified issues.

    c. Providing education and background to the NABC for distribution to help inform coaches and ultimately assist the NABC board in formulating a position.

    d. Providing perspective on key issues that are being addressed by the structure in a given year. The governance process cannot address all topics in any given legislative cycle. In a given year there are generally a few major themes that arise for consideration (e.g., academic standards, technology in recruiting). Working with the staff, the NABC can effectively use these windows of opportunity to solidify its voice on these issues at the time they are ripe for consideration.

2. Be solution oriented, identifying not only the problem or concern, but recommending possible solutions. There may be instances in which the NABC Board needs assistance in identifying solutions to a particular concern. The national office staff can assist in identifying possible solutions.

3. The national office staff can provide a mechanism for the NABC to annually meet with the Board of Directors and/or Leadership Council to exchange ideas and share concerns.

4. The national office staff can provide a mechanism for the NABC to periodically meet with each cabinet and other committee's in the structure as agenda topics invite coaches perspectives.

Other "best practices."

1. Coaches have considerable influence by virtue of their public personas. This influence can be diminished by a poor communication style or conversely enhanced by superior communications skills. Style and approach when communicating with other leaders in college athletics is critically important. For example, coaches communicating with other leaders at the local, regional or national level are most effective when embracing the NABC's "guardians of the game" six pillars of character which include respect, caring, and trustworthiness.

2. As influencers within the governance structure, a key role coaches can play is educating others regarding the environment, issues, and realities of college basketball. Using each communications opportunity to educate others and provide a coaches perspective is an important function and coincides with the NABC's "guardians of the game" framework.

3. The governance process, locally, regionally and nationally generally involves compromise. For example, a legislative proposal is rarely adopted as originally drafted. Through the governance process, edits and sometimes substantive changes are incorporated based on feedback and input for various parties. All involved in this symphony of governance benefit from understanding that, in most cases, this compromise is effective at balancing the needs and interest of intercollegiate athletics. No one set of voices in the process (e.g., chancellors or presidents, faculty, athletics administrators, coaches) has cornered the market on good ideas. Appreciating the value of all voices being heard is critical to success.

REPORT OF
THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION
DIVISION I COMMUNICATIONS AND COORDINATION COMMITTEE
AUGUST 26, 2010, CONFERENCE CALL

Participants: August 26, 2010

Sarah Bobert, Marquette University – (Awards, Benefits, Expenses and Financial Aid Cabinet)
Carolyn Callahan, University of Virginia – (Academic Cabinet)
Nick Fulton, Big Ten Conference, (Division I Student-Advisory Committee)
Rob Halvaks, Big West Conference – (Administration Cabinet)
Petrina Long, University of California, Los Angeles – (Recruiting and Athletics Personnel Issues Cabinet)
Shane Lyons, Atlantic Coast Conference – (Legislative Council)
Jane Miller, University of Virginia – (Championships/Sports Management Cabinet- vice chair)
Jacqueline Campbell, NCAA – recording secretary
Mike Rogers, Baylor University – (Amateurism Cabinet) and Judy Rose, University of North Carolina, Charlotte -- (Championships/Sports Management Cabinet) were unable to participate on the call.

NCAA staff: David Berst, Angela Cretors, Jennifer Daniels, Diane Dickman, Lynn Holzman, Steve Mallonee, Binh Nguyen, Kris Richardson, Maricela Shukie, Alex Smith, Jennifer Strawley, Sharon Tufano and Brandon Wright also participated on the call.

The conference call was called to order at 3:04 p.m. by Jacqueline Campbell. All were present as noted above.

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

   a. Academic Cabinet. The cabinet met jointly with the Division I Committee on Academic Performance and continued its discussion of initial-eligibility and two-year college transfer requirements. The cabinet also discussed non-traditional coursework and agreed to sponsor two proposals that would simplify the legislation regarding the use of nontraditional coursework to meet full-time enrollment and progress-toward-degree requirements. In September, the cabinet plans to continue its discussion and evaluation of enhanced eligibility models.

   b. Administration Cabinet. During its June meeting, the cabinet agreed to sponsor Proposal No. 2010-11, which would remove the requirement that override votes take place at the annual NCAA Convention. The cabinet also conducted its annual review of institutions in the Division I provisional/reclassification process, advancing two

institutions to active membership and several others to the next year of the process. The cabinet reviewed regional alignments of 10-member/eight-region sport committees and recommended that the Championships/Sports Management Cabinet consider sponsoring legislation that would reduce the number of regions for these committees, which would offer broader representation opportunities. During the September meeting, the cabinet will consider several committee appointments and discuss its role in the new reclassification process included should Proposal No. 2010-100 be adopted to implement new Division I membership standards.

c. Amateurism Cabinet. The cabinet agreed to sponsor legislation in the 2010-11 legislative cycle that would modify the current regulations related to the use of a student-athlete's name, picture or likeness in promotional activities. The cabinet also agreed to sponsor non-controversial legislation to allow student-athletes prior to collegiate enrollment to receive performance-based awards while participating on outside amateur teams, provided the value of the awards do not exceed actual and necessary expenses. The cabinet began a discussion regarding agents and advisors, and their relationships with prospective and current student-athletes, as well as the pre- and post-draft structures in various sports. During its September meeting, the cabinet plans to continue its discussion of agents/advisors, as well as embarking on the topic of earmarked funds received by prospective student-athletes through fundraising activities.

d. Awards, Benefits, Expenses and Financial Aid Cabinet. The cabinet agreed to sponsor ten proposals in the 2010-11 legislative cycle that would provide student-athletes with an opportunity to receive additional sources of financial aid without impacting team limits. The cabinet also reaffirmed its support for the current regulation that requires financial aid awarded based on athletics ability not to exceed a one-year period. Looking forward to the September meeting, the cabinet will review departure/return expense legislation, participation awards limitations and Bylaw 16 waivers.

e. Championships/Sports Management Cabinet. During its June meeting, the cabinet continued its Bylaws 17 and 31 review and the impact of possible cost-containment measures. The cabinet agreed to sponsor two proposals that would prohibit missed class time for competition during the non-championship segment for certain sports and lodging in conjunction with home competition for the Football Championship Subdivision (FCS). In September, the cabinet will review legislative proposals for which its feedback has been requested, as well as conduct its regular review of recommendations from the various sports committees.

f. Recruiting/Athletics Personnel Cabinet. The cabinet reviewed feedback from the membership regarding the various proposed recruiting models. The cabinet agreed to sponsor proposals in the 2010-11 legislative cycle that would: 1) prohibit official

visits for prospective student-athletes that have signed a National Letter of Intent; 2) limit the number of noncoaching staff members in the sports of men's and women's basketball and football, and 3) prohibit a verbal offer of athletics financial aid prior to July 1 following the prospect's junior year in high school, with an additional requirement that the institution must receive a five-semester transcript prior to making the verbal offer. In September, the cabinet will continue its discussion of the various recruiting models, review legislative proposals for which its feedback has been requested and explore the development of recruiting calendars for all sports.

2. Brief Updates from Board of Directors and Legislative/Leadership Councils.

a. Board of Directors. The Board of Directors met twice since this committee's last call. The April meeting immediately followed the signing of the new media contract as well as the hiring of the new NCAA president. The Board approved expansion of the NCAA Division I Men's Basketball Championship field from 65 to 68 teams. In August, the Board agreed to sponsor legislation that would: 1) establish a fall academic term requirement for competition for football student-athletes; 2) establish a summer academic preparation and college acclimatization model for designated men's basketball student-athletes; and 3) implement new Division I membership requirements. The Board also adopted emergency legislation requiring Division I institutions to maintain a concussion management plan. Lastly, the Board selected Judy Genshaft, president of the University of South Florida, as its new chair.

b. Leadership Council. During its April meeting, the Leadership Council finalized its recommendation for new Division I membership standards and recommended that the Board of Directors sponsor legislation to implement those standards. In October, the Council will spend considerable time discussing agents and their relationships with student-athletes, as well as a possible collaboration between the NCAA and Major League Baseball. The Council also will discuss a referral from the Administration Cabinet regarding the application of a Football Bowl Subdivision requirement that requires institutions to award at least 90 percent of the maximum permissible overall financial aid grants over a rolling two-year period.

c. Legislative Council. During its April meeting, the Council reviewed Proposal Nos. 2009-22 and 2009-51-B, which both received the requisite number of override vote requests. The Council modified its previous action and delayed the effective date of Proposal No. 2009-22 and revised Proposal No. 2009-51-B to apply only to the sport of basketball. The Council modifications were accepted by the membership and, therefore, there will be no Division I business session at the 2011 NCAA Convention for the purpose of voting on Division I legislation. During its October meeting, the

Council will review approximately 100 legislative proposals and will consider the Board of Directors' April Resolution that the Council develop a policy statement that would provide better guidance regarding consideration of proposed NCAA legislation.

3. **Student-Athlete Advisory Committee Update.** The chair of the Division I Student-Athlete Advisory Committee (SAAC) updated the committee regarding the Division I SAAC's work over the past several months. The Division I SAAC has spent considerable time discussing commercialism and the use of a student-athlete's name, picture or likeness in promotional activities. In November, the committee will conduct its annual review of proposed legislation and determine those proposals for which it would like to establish and communicate a position.

4. **Update on the Division I Governance Collaboration Zone.** The committee received a brief demonstration of the Division I Governance Collaboration Zone. The committee was asked for feedback regarding use of the collaboration zone and what features would assist cabinet/council members in their governance work.

5. **2011 NCAA Convention.** The committee was informed that there will be no Division I business session at the 2011 Convention. The staff requested feedback on ways to increase the division's attendance at the Convention.

6. **Proposed Future Call Dates.** The staff noted that the next expected call date would be in early to mid-November following the fall governance meetings. The committee will be sent a calendar in September to indicate availability for the November call.

7. **Adjournment.** The call was adjourned at 4:03 p.m.

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE JUNE 28-30, 2010, MEETING

***KEY ITEMS*.**

1. **Examination of the NCAA Division I Academic Performance Program (APP).** The NCAA Division I Committee on Academic Performance continued its comprehensive examination of the APP to determine the program's effectiveness in reaching the membership's goals of academic reform. This review will continue through the summer and fall and will include further discussions regarding the NCAA Division I Academic Progress Rate (APR) metric, APP benchmarks, penalty structures, filters and waiver directives.

2. **Joint Meeting with the NCAA Division I Academic Cabinet.** The committee conducted a portion of its meeting with the Academic Cabinet to review the initial-eligibility and two-year college transfer student-athlete standards, in order to formulate recommendations on these key issues. The two groups also discussed outstanding issues regarding the recommendations of the NCAA Division I Football Academic Working Group.

***ACTION ITEMS*.**

1. **Legislative Items.**

   - None.

2. **Nonlegislative Items.**

   - None.

***INFORMATIONAL ITEMS*.**

1. **Examination of the APP.** The committee continued its extensive review of the APP and its examination of the principles and goals tied to the program. The committee agreed in principle to a set of goals and principles that guide the overall purpose of the APP; however, continued discussion will occur to ensure fairness to all institutions, regardless of mission, resources or any other relevant factors. In addition, the committee continued its examination of the relationship between the APR and actual graduation numbers. The committee continued to discuss possible avenues for using both the APR and graduation rates within the APP structure and options for incorporating graduation into the APR

metric. The committee raised a number of questions and issues that require further research and discussion as this examination continues throughout the summer and during the October meeting.

The committee examined the current APP penalty structure and discussed the effectiveness of APP penalties in meeting the goal of improved academic performance and progress toward graduation for student-athletes. Further, the group discussed possible changes to the penalty structure, which could include changes to the levels of and progression to penalties in addition to changes to the types of penalties levied on teams that are underperforming. The committee also continued a discussion regarding appropriate penalty benchmarks based on past changes to the APR calculation, as well as the improvement shown by teams. In addition to the review of the penalty structure and benchmarks, the committee continued its discussion on the appropriateness of each of the current filters in light of any possible adjustments to the penalty structure and benchmarks. The committee also discussed the possible inclusion of new filters to address other issues, such as graduation. These topics will be discussed again during the October meeting.

2. **Public Announcement of Penalties and Rewards and Related Public Relations Efforts.** The committee received a summary of the most recent public release of institutional APRs and APP penalties, which occurred June 9, 2010, and the Elite 88 awards for 2009-10, which was the inaugural year for these awards. As part of this discussion, the committee agreed to publish two lists for football for the public recognition awards effective with the 2009-10 APR data [i.e., one for Football Bowl Subdivision (FBS) and one for Football Championship Subdivision (FCS)]. This change will provide opportunity for each distinct subdivision's football teams to be honored for top academic performance. In addition, this action is in alignment with the NCAA Championships structure. Further, the committee requested the staff to further develop for its consideration at a future meeting a concept to recognize teams who have achieved high enough APRs to receive public recognition for a specified number of years and public recognition for coaches based on long-term team APR performance.

3. **NCAA Division I Football Academic Working Group Report.** In a joint meeting with the Academic Cabinet, the committee reviewed the Football Academic Working Group's final report with a focus on outstanding issues related to the recommendations contained within the working group's report. The two governance bodies support the concept of requiring all football student-athletes to complete nine hours and earn the APR eligibility point during the fall term in order to be eligible for all games of the subsequent season. Football student-athletes failing to meet this requirement would be ineligible for

participation in the first four contests in the following season. The groups also supported the option of reducing this penalty from the first four contests to two contests if the student-athlete earns 27 credit hours by the end of the summer session. Data demonstrate that football student-athletes who earn nine credit hours during the fall earn more APR points during their academic careers and are more likely to graduate and less likely to become an "0/2" student-athlete. Further, requiring 27 credit hours will position the student-athlete for graduation within four and a half years. This, in conjunction with other progress-toward-degree requirements, will ensure that football student-athletes are progressing toward a degree. The groups agreed that first-year student-athletes should be allowed to use credit hours earned at the certifying institution during the summer before initial full-time enrollment and credit hours earned during the summer after the regular academic year to satisfy the 27 credit-hour requirement, but not the nine credit-hour requirement.

To address institutions following quarter-based academic calendars, the committee and cabinet recommended that football student-athletes be required to earn eight quarter hours in the fall term and, for those that fail to satisfy this requirement, be required to earn 40 quarter hours prior to the subsequent fall term in order to reduce the contest penalty. Research indicated the eight quarter-hour requirement generally is equivalent to the nine semester-hour requirement. Further, the 27 semester credit-hour requirement was selected because it positions a student-athlete for graduation in four and a half years. Requiring a football student-athlete at an institution with a quarter-based academic calendar to earn 40 quarter credit hours will position that student-athlete to graduate in an approximately equivalent period of time.

The committee and cabinet did not favor the working group's recommendation to no longer exempt the aid of "0/2" student-athletes who have exhausted eligibility when calculating contemporaneous penalties for FBS teams. The committee and cabinet agreed to take no action at this time regarding the recommendation in light of the committee's continued review of the APP, including the existing penalty structure, penalty-waiver filters and exceptions and cut scores. The two groups agreed that more time must be devoted to the study of time demands on football student-athletes and supported the Academic Cabinet in its effort to develop enhanced academic requirements for two-year college transfers that more accurately reflect the academic preparation most likely to lead to completion of a four-year degree.

4. Proposed Academic and Athletics Development Model for Women's Basketball. The committee reviewed the February 23, 2010, report of the NCAA Division I Women's Basketball Issues Committee and noted the following feedback for the group. The committee observed a noted difference between the women's basketball model and the one developed for men's basketball in that the proposal for women's basketball is

intended for all women's basketball student-athletes, rather than for only those identified as "at-risk." While the committee applauds the intent behind mandatory summer school attendance for all incoming freshman and transfer student-athletes who have signed athletically related financial aid agreements for the following academic year, it noted the financial burden this may place on institutions and potential timing issues for high schools that end in late June/early July and for international student-athletes. Additionally, the committee encouraged the Women's Basketball Issues Committee to consider the other concepts (e.g., definition of a prospective student-athlete) included in the NCAA Division I Men's Basketball Academic Enhancement Group's report to determine their relevance, if any, to women's basketball.

5. **Review of Academic Eligibility Standards for Prospective Student-Athletes.** In a joint meeting with the Academic Cabinet, the two groups discussed issues related to both initial-eligibility standards and two-year college transfer standards. The NCAA research staff provided information that showed the benefits and consequences of the different initial-eligibility standard models in terms of the number of prospective student-athletes that would not have been eligible during the first academic year. In its review of the two-year college transfer standards, the group supported the continued examination of a model that would allow for remediation of academically underprepared prospective student-athletes during the first year of enrollment at the two-year college with no athletics competition permitted. The model would allow a prospective student-athlete to opt into a three-year program that would provide a delay to the start of his or her progress-toward-degree timeline until after the year of remediation. The committee was also supportive of the Academic Cabinet's desire to examine possible changes to two-year college transfer regulations, which could include an increased grade-point average requirement, more specific course requirements and a possible shift away from separate requirements for qualifiers and nonqualifiers. The group noted that the research staff will provide more detailed information related to these possible changes to the Academic Cabinet for its fall meeting.

6. **Academic Data Collection for Two-Year College Transfer Student-Athletes.** The committee approved an extension of the two-year college transfer student-athlete data collection, which is submitted each fall as part of an institution's Academic Performance Census (APC), for two additional APR data cohorts (i.e., 2010-11 and 2011-12) with a reassessment at the end of that time. The two-year extension will provide additional data on the outcomes (e.g., graduation) of two-year college transfers in prior cohorts, which may provide additional insights on the profile of a successful two-year college transfer and to assist with informing future academic policy decisions. This data collection includes the sports of baseball, football and men's and women's basketball.

7. **Review of Occasion-Three Historical Penalty Waivers.** The staff provided a summary of the decisions made by the staff and the committee for Occasion-Three Historical Penalty waivers submitted by institutions during the 2009-10 academic year. The staff made decisions on eight of the 10 waivers submitted, while the committee conducted in-person hearings for two teams. The committee reviewed and discussed the decisions made in the hearings as well as the decisions made by the staff to ensure consistency among all decisions and adherence to the committee's philosophy and directive. The committee also discussed the timing of implementation of Occasion-Three Historical Penalties when a condition placed on an approval is not met and agreed to review the application of these penalties to ensure that the timing is appropriate.

8. **Occasion-Three and -Four Penalty Waivers and Appeals of Waivers.** The committee amended its policies and procedures to reduce the submission timeline for Occasion-Three and -Four Historical Penalty waivers from 21 calendar days to 14 calendar days and reduced the appeals timeline from 21 calendar days to seven calendar days, effective fall 2010. These modifications will simplify the waiver process and make all APP penalty waiver submission and appeal processes consistent, while reducing the amount of time institutions must spend in the penalty waiver phase of the APR process. The committee also provided the staff with the authority to grant extensions of these timelines for institutions requesting additional time to submit a wavier and/or appeal. These requests will be considered on a case-by-case basis and will take into consideration the mitigation presented by the institution for the extension. The committee noted that institutions are aware of team's penalties well in advance of these submission deadlines, generally providing ample time for preparing waiver requests.

9. **Policies and Procedures for APP Data Review Outcomes on Penalties.** The committee amended its policies and procedures to require institutions involved in an APP data review to be advanced to the appropriate level of penalty, if it has been determined that the corrected data would have subjected the team to a penalty or to a different level of penalty than it was previously subject to. In the past, there have been occasions when a team's corrected data positioned the team to be subject to APP penalties when the team was not previously subject to such penalties due to inaccurate APRs. This has created situations in which teams that should have received APP penalties have not received those penalties. This modification provides fairness to the process, while not adding on past penalties that would create an unintended burden on the team. The committee also directed the NCAA Division I Committee of Academic Performance Subcommittee on Appeals to develop a directive to provide guidance to the NCAA staff for the waiver process for institutions facing these circumstances.

10. Policies and Procedures for Institutions that Submit Unusable Data. The committee amended its policies and procedures to create a multistep process to address situations in which institutions submit unusable data either during the APP data submission or the data review process. The first step in the process will involve an on-campus visit by the staff to review the documentation used to certify academic eligibility and to provide the institution with training on best practices for eligibility certification and data submission. In the year following the on-campus visit, the institution will be placed in a probationary period, which may include:

a. Recurring checks between the staff and the institution's certifying officer;

b. Required attendance for institutional representatives at NCAA Regional Rules Seminars and/or participation in APP webinars;

c. Creation of an academic certification and data improvement plan for review by the staff and/or the NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting;

d. Submission of midyear academic data;

e. Continued ineligibility for postseason competition for all teams;

f. Ineligibility for public recognition of any high-performing teams and NCAA Division I Academic Performance Program Supplemental Support Fund (SSF) monies; and

g. Any additional corrective measures as determined by the Subcommittee on Data Collection and Reporting.

After the one-year probationary period, the NCAA staff will conduct a follow-up visit at the institution to determine if the identified issues have been resolved or not. If it is clear that the institution continues to have systemic issues with eligibility certification and/or data submission, the institution will continue to be subject to the conditions imposed in the probationary year. In addition, institutional representatives, including the institution's president, must participate in a meeting with the full committee in order to explain the continuance of the systemic data issues and the issues uncovered throughout the process would be provided to the NCAA Division I Administration Cabinet for its review as it relates to the institution's active Division I membership status. These amended policies will allow the staff to work cooperatively with the institution earlier in the process to reconcile the APP data while also holding the institution responsible for originally submitting unusable data. It also provides the opportunity for the committee to call on

senior-level institutional representatives to explain why improvements in APP data procedures are not being made.

11. Data Submission and Penalty Application Requirements for an Institution Transitioning its Athletics Program or Team from Division I or Discontinuing a Division I Sport. The committee amended its policies and procedures to include the APP data submission and penalty application requirements for an institution that transitions its athletics program or team from Division I or that discontinues a sport at the Division I level. Within the last year, the staff has been notified of two institutions that intend to transition its athletics program from Division I to Division III. Each situation presented unique circumstances.

Under the new process, once the NCAA staff receives written notification from the institution of its intention to transition its athletics program or team from Division I or to discontinue a sport at the Division I level, the institution/team will no longer be responsible for submitting APP data beginning with the academic year the staff receives notice. In addition, the institution/team will no longer be subject to new APP penalties, but must impose previously earned penalties that apply to the academic years the team/institution continues to compete as a Division I institution/team. The institution/team also will be excluded from any public release of APR and associated penalties, Graduation Success Rate (GSR) and head coaches' information and from the calculation and/or determination of any penalty filters. Further, the institution/team will no longer be eligible for any SSF monies and the public recognition for high academic performance. In addition, the institution/team no longer will submit APR adjustment requests, APP penalty waivers or APR Improvement Plans.

The approved policies also detail the process for instances when a team transitioning from Division I received a conditionally approved APP penalty waiver; when an institution's transition to another division or athletics organization is a multiyear process, and instances when an institution rescinds its decision to transition from Division I. The application of these policies generally shall be effective beginning the academic year the staff receives written notice of the institution's intention to transition from Division I or to discontinue a sport; however, the staff will have flexibility in determining the effective date for each provision based on the timing of receipt of notice.

12. NCAA Division I GSR Data Collection. The Subcommittee on Data Collection and Reporting received a report on the GSR data collection process for submission of data for the 2003-04 cohort, which was due June 1. It was noted that all institutions submitted the requisite data by the prescribed due date and the membership experienced positive results

with the new data collection portal, which used data imported from the APP data collection system for the reporting cohort.

13. **APP Data Reviews**. The Subcommittee on Data Collection and Reporting received an update on the progress of the 62 institutions involved in APP data reviews for the 2010-11 academic year. Twenty-seven of the institutions selected are reviewing GSR data, 31 institutions are reviewing APC and APR data and four institutions are reviewing GSR, APC and APR data. It is anticipated that all data reviews will be completed in the fall.

14. **APP Data Submission Requirements Related to Proposed Division I Membership Requirements.** The Subcommittee on Data Collection and Reporting confirmed that institutions seeking Division I membership under the proposed membership requirements will be required to submit APP data starting from the year in which the institution will be required to be in full compliance with Division I legislation, which will be year one of the four-year process. Under current committee policies, institutions or teams that are multidivisional members, provisional members or in the process of reclassifying to Division I are subject to the APP beginning with the first year in the membership process during which the institution is required to be in compliance with Division I legislation. Also, this timeline will allow the collection of sufficient data to determine if any team is subject to historical penalties, which may be a factor in electing an institution to active Division I membership. In addition, the proposed Division I membership legislation will eliminate provisional and multidivisional membership for new institutions. As such, current provisional and multidivisional institutions will continue to submit APP data under the current timeline and as required for all active Division I institutions and institutions.

15. **Joint Committee on Academic Performance and NCAA Division I Committee on Athletics Certification Subgroup.** The committee received an update on the work of the subgroup, including a timeline for the completion of its work. The subgroup currently is comprised of three Committee on Academic Performance members and three members of the Committee on Athletics Certification. At this time, the staff is developing a draft framework for the subgroup to consider based on the identified focus and goals of the subgroup. The subgroup will conduct its work on scheduled teleconferences starting in July and continue through the fall. It is anticipated that a final report will be submitted to the Committee on Athletics Certification for its consideration in February 2011 and to the Committee on Academic Performance for its consideration in April 2011.

16. June 2010 Knight Commission Report on Intercollegiate Athletics. The committee reviewed the latest report from the Knight Commission on Intercollegiate Athletics, which called for financial and academic reforms in college sports and offered three principles for reform with several related recommendations. The committee noted that several of its initiatives already underway may address recommendations contained within the report.

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

Excerpts from the NCAA Division I Administration Cabinet
June 30, 2010, Meeting Report

INFORMATION ITEMS.

3. Committee Appointments.

a. Update on Efforts to Enhance the Level of Diversity Serving in the Governance Structure. The cabinet was informed that during its April meeting, the Board of Directors reviewed the slate of nominees for council and cabinet vacancies submitted by the FBS conferences. Although the slate fell slightly short of the enhanced diversity recommendations, the Board agreed to approve the slate with the condition that any subsequent modification due to attrition would have to assist in meeting the enhanced diversity standards. The cabinet expressed concern with the positional requirements and the potential unintended consequences of applying those requirements in addition to the gender and ethnicity requirements. The cabinet noted that the former Governance Subcommittee discussed possible positional requirements for the new structure, but agreed that the positional requirements would not provide conferences with sufficient flexibility in appointing their representatives to the cabinets and councils. The cabinet supports participation in the structure by faculty and athletics administrators; however, it also notes the importance of placing individuals with the appropriate expertise and experience on the various cabinets and councils. The cabinet urges the Board to reconsider adding the positional requirements to those of gender and ethnicity.

4. Governance Assessment Tool. As part of an assessment plan to determine if the new structure is achieving its stated goals and objectives, the cabinet has been working with the NCAA research staff to develop an exit survey to be administered to individuals serving in the structure. The cabinet reviewed and made recommendations for revisions to the exit survey to be completed by individuals whose terms on a cabinet/council recently expired. The cabinet suggested that the survey also be completed by individuals currently serving on cabinets/councils, inasmuch as those individuals could provide valuable information to assist in the evaluation of the governance structure/processes.

Excerpts from the NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet June 1-2, 2010, Meeting Report

INFORMATION ITEMS.

2. Nonlegislative Items.

c. Referral to Division I Academics Cabinet. During discussion of Legislative Informational Items Nos. I and J in this report, members of the cabinet were interested in whether current legislation governing post-baccalaureate participation, which requires student-athletes to be full-time students, should provide an exception for student-athletes who graduated in the previous academic term (or summer) and are returning to the institution for the fall term only to complete their final season of eligibility. Further, members of the cabinet were interested in whether the current exception to the full-time enrollment legislation, which allows a student-athlete to be enrolled less than full-time during the final semester or quarter of the baccalaureate program, provided the institution certifies the student is carrying (for credit) the courses necessary to complete the degree requirements, should be expanded to apply to the final academic year of the degree program, provided the institution certifies the student is carrying (for credit) the courses necessary to complete the degree requirements. The cabinet believes that changes to the current legislation in these areas would reduce the number of courses that student-athletes and institutions need to fund, even though the student-athlete may not have any interest in these courses and the courses are not applicable to the student-athlete's degree program, and asks that the NCAA Division I Academics Cabinet review these issues and determine whether it wants to propose legislative change in those areas.

2010-11 NCAA Division I Legislative Proposals Not Sponsored by or Not Assigned to the NCAA Division I Academic Cabinet

The following proposals are currently active in the 2010-11 Division I legislative cycle and were not sponsored by the NCAA Division I Academic Cabinet or referred to the cabinet for review. During the pre-meeting teleconference, the cabinet will identify which proposals, if any, to review and consider issuing a position statement during the in-person meeting. All proposals in the cycle are provided for review.

Proposal Number: 2010-6

Title: NCAA MEMBERSHIP -- ACTIVE MEMBERSHIP -- ELECTION PROCEDURES -- BOARD OF DIRECTORS

Intent: To specify that the NCAA Division I Board of Directors, on the recommendation of the NCAA Division I Administration Cabinet, shall have the authority to elect an institution to active Division I membership status.

Source: NCAA Division I Board of Directors (Leadership Council)

Proposal Number: 2010-7

Title: NCAA MEMBERSHIP -- ACTIVE MEMBERSHIP -- CONDITIONS AND OBLIGATIONS OF MEMEBERSHIP -- APPLICATION OF RULES TO ALL RECOGNIZED VARSITY SPORTS -- ELIMINATION OF EMERGING SPORTS TIMETABLE

Intent: To eliminate the timetable for application of legislation to emerging sports for women.

Source: NCAA Division I Legislative Council (Administrative Committee) (Committee on Women's Athletics)

Proposal Number: 2010-8

Title: NCAA MEMBERSHIP -- ACTIVE MEMBERSHIP -- CONDITIONS AND OBLIGATIONS OF MEMBERSHIP -- DRUG TESTING PROGRAM -- DESIGNATION OF ATHLETICS DEPARTMENT RESOURCE AND EDUCATION RELATED TO BANNED DRUGS AND NUTRITIONAL SUPPLEMENTS

Intent: To specify that an institution shall designate an individual (or individuals) as the athletics department resource for questions related to NCAA banned drugs and the use of nutritional supplements; further, to specify that an institution shall educate athletics department staff members who have regular interaction with student-athletes that: (1)

the NCAA maintains a list of banned drugs; (2) any nutritional supplement use may prevent risks to a student-athlete's health and eligibility; and (3) questions regarding NCAA banned drugs and the use of nutritional supplements should be referred to the institution's designated department resource individual (or individuals).

Source: NCAA Division I Championships/Sports Management Cabinet (Committee on Competitive Safeguards and Medical Aspects of Sports)

Proposal Number: 2010-9

Title: NCAA MEMBERSHIP -- ACTIVE OR CONFERENCE MEMBERSHIP -- CONDITIONS AND OBLIGATIONS OF MEBERSHIP -- USE OF A STUDENT-ATHLETES NAME OR LIKENESS -- CONTRACTS AND COMMERCIAL AGREEMENTS – WRITTEN POLICIES

Intent: To specify that institutions and conferences shall include language in all licensing, marketing, sponsorship, advertising, broadcast and other commercial agreements that outlines a commercial entity's obligation to comply with NCAA legislation, interpretations and policies on the use of a student-athlete's name or likeness; further, that each institution and conference shall maintain written policies for its licensing, marketing, sponsorship, advertising, broadcast and other commercial agreements, which shall be made available for examination upon request by an NCAA staff member or an authorized representative of the NCAA.

Source: NCAA Division I Amateurism Cabinet

Proposal Number: 2010-10

Title: ORGANIZATION -- DIVISION I LEGISLATIVE COUNCIL -- VOTING METHOD -- RESULTS OF ROLL-CALL VOTES

Intent: To specify that roll-call vote results of legislative actions taken by the Legislative Council shall be reported to the membership and shall include a record of each council member's vote; further, to specify that the overall outcomes of votes on other matters shall be reported to the membership, but neither the vote count nor individual votes shall be reported.

Source: NCAA Division I Legislative Council

Proposal Number: 2010-11

Title: LEGISLATIVE PROCESS -- DEFINITIONS AND APPLICATIONS -- LEGISLATIVE PROVISIONS -- FOOTBALL CHAMPIONSHIP SUBDIVISION DOMINANT PROVISIONS

Intent: To establish a "Football Championship Subdivision Dominant" legislative provision category, which shall be defined as a regulation that applies only to the Football Championship subdivision and requires a two-thirds majority vote for adoption or to be amended pursuant to the established legislative process.

Source: NCAA Division I Board of Directors (Division I Presidential Advisory Group) (Leadership Council)

Proposal Number: 2010-12

Title: LEGISLATIVE PROCESS -- AMENDMENT PROCESS -- MEMBERSHIP OVERRIDE OF LEGISLATIVE CHANGES -- LEGISLATIVE COUNCIL OR BOARD OF DIRECTORS REVIEW -- OVERRIDE VOTING

Intent: To eliminate the requirement that the override voting process on actions taken by the Legislative Council or the Board of Directors must occur at the annual Convention of the Association.

Source: NCAA Division I Administration Cabinet

Proposal Number: 2010-14

Title: PERSONNEL -- DEFINITIONS AND APPLICATIONS -- GRADUATE ASSISTANT COACH -- BOWL SUBDIVISION FOOTBALL AND WOMEN’S ROWING -- INCIDENTAL EXPENSES AT NCAA CHAMPIONSHIPS AND LICENSED BOWL GAMES

Intent: In bowl subdivision football and women's rowing, to permit a graduate assistant coach to receive cash to cover unitemized incidental expenses during travel and practice for NCAA championship events or licensed postseason bowl contests in accordance with the parameters by which student-athletes may receive such expenses.

Source: Atlantic Coast Conference

Proposal Number: 2010-15

Title: PERSONNEL -- COMPENSATION AND REMUNERATION -- INCOME IN ADDITION TO INSTITUTIONAL SALARY -- CONSULTANT FOR OR ENDORSEMENT OF NONINSTITUTIONAL ATHLETICS EVENTS INVOLVING PROSPECTIVE STUDENT-ATHLETES

Intent: To specify that an athletics department staff member may not serve as a consultant for a noninstitutional athletics event that primarily involves prospective student-athletes and may not endorse or promote such an event in any way, including by permitting the use of his or her name, picture or quotations.

Source: NCAA Division I Championship/Sports Management Cabinet (Men's Basketball Issues Committee) (Women's Basketball Issues Committee)

Proposal Number: 2010-16

Title: PERSONNEL -- LIMITATIONS ON THE NUMBER AND DUTIES OF COACHES -- NONCOACHING STAFF WITH SPORT-SPECIFIC RESPONSIBILITIES -- BASKETBALL -- LIMIT OF ONE

Intent: In basketball, to specify that there shall be a limit of one noncoaching staff member (one in men's basketball and one in women's basketball) whose responsibilities are specific to basketball and who works directly for the basketball program who may be employed (either on a salaried or a volunteer basis) by the institution; further, to specify that clerical staff and managers who work exclusively for the men's or women's basketball program are exempt from the application of this limitation.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2010-17

Title: PERSONNEL -- LIMITATION ON THE NUMBER OF COACHES -- FOOTBALL BOWL SUBDIVISION FOOTBALL -- FOUR GRADUATE ASSISTANT COACHES

Intent: In bowl subdivision football, to increase, from two to four, the limit on graduate assistant coaches.

Source: Big East Conference

Proposal Number: 2010-18

Title: PERSONNEL -- LIMITATIONS ON THE NUMBER AND DUTIES OF COACHES -- NONCOACHING STAFF WITH SPORT-SPECIFIC RESPONSIBILITIES -- BOWL SUBDIVISION FOOTBALL -- LIMIT OF FOUR

Intent: In bowl subdivision football, to specify that there shall be a limit of four noncoaching staff members whose responsibilities are specific to bowl subdivision football and who work directly for the football program who may be employed (either on a salaried or a volunteer basis) by the institution; further, to specify that clerical staff and managers who work exclusively for the football program are exempt from the application of this limitation.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2010-19

Title: PERSONEL -- LIMITATION ON THE NUMBER AND DUTIES OF COACHES -- FOOTBALL BOWL SUBDIVISION -- WEIGHT OR STRENGTH COACH -- LIMIT OF FIVE

Intent: In bowl subdivision football, to specify that not more than five weight or strength coaches are permitted to work with a football program in any capacity, including all workouts (required or voluntary), practices and game-related activities.

Source: Big East Conference

Proposal Number: 2010-20

Title: PERSONNEL -- LIMITATION ON THE NUMBER AND DUTIES OF COACHES -- NONCOACHING STAFF WITH SPORT-SPECIFIC RESPONSIBILITIES -- CHAMPIONSHIP SUBDIVISION FOOTBALL -- LIMIT OF TWO

Intent: In championship subdivision football, to specify that there shall be a limit of two noncoaching staff members whose responsibilities are specific to championship subdivision football and who work directly for the football program who may be employed (either on a salaried or a volunteer basis) by the institution; further to specify that clerical staff and managers who work exclusively for the football program are exempt from the application of this limitation.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2010-21

Title: PERSONNEL -- LIMITATIONS ON THE NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME -- EXCEPTION -- SPORTS OTHER THAN BASKETBALL -- JUNE, JULY AND AUGUST

Intent: In sports other than basketball, to specify that during June, July and August, a coach replaced for the purpose of off-campus recruiting activities is not required to return to the institution's campus before engaging in additional recruiting activities, provided no more than the permissible number of off-campus recruiters in the particular sport engage in recruiting activities each day.

Source: Big 12 Conference

Proposal Number: 2010-22

Title: PERSONNEL -- LIMITATIONS ON THE NUMBER OF OFF-CAMPUS RECRUITERS AT ANY ONE TIME -- EXCEPTION -- BASEBALL -- JUNE, JULY AND AUGUST

Intent: In baseball, to specify that during June, July and August, a coach replaced for the purpose of off-campus recruiting activities is not required to return to the institution's campus before engaging in additional recruiting activities, provided no more than two coaches engage in off-campus recruiting activities each day.

Source: Atlantic Coast Conference

Proposal Number: 2010-23

Title: AMATEURISM -- AMATEUR STATUS -- EXCEPTION FOR PAYMENT BASED ON TEAM PERFROMANCE -- ACTUAL AND NECESSARY EXPENSES -- SPORTS OTHER THAN MEN’S ICE HOCKEY AND SKIING

Intent: In sports other than men's ice hockey and skiing, to specify that before full-time collegiate enrollment, an individual may accept payment based on his or her team's place finish or performance, or given on an incentive basis (e.g., bonus) from a team, provided the combination of such payments and expenses provided to the individual does not exceed his or her actual and necessary expenses to participate on the team.

Source: NCAA Division I Amateurism Cabinet

Proposal Number: 2010-24

Title: AMATEURISM -- INVOLVEMENT WITH PROFESSIONAL TEAMS -- PROFESSIONAL BASKETBALL DRAFT -- FOUR-YEAR COLLEGE STUDENT-ATHLETE -- MEN'S BASKETBALL

Intent: In men's basketball, to specify that the date by which a student-athlete must request that his name be removed from a professional league's draft list in order to retain his eligibility shall be the day before the first day of the spring National Letter of Intent signing period for the applicable year.

Source: Atlantic Coast Conference

Proposal Number: 2010-25

Title: AMATEURISM AND AWARDS, BENEFITS AND EXPENSES -- USE OF AGENTS -- BENEFITS, GIFTS AND SERVICES -- CAREER COUNSELING AND INTERNSHIP/JOB PLACEMENT SERVICES

Intent: To permit a student-athlete to use career counseling and internship/job placement services available exclusively to student-athletes, provided the student-athlete is not placed in a position in which the student-athlete uses his or her athletics ability.

Source: Big East Conference

Proposal Number: 2010-26

Title: AMATEURISM -- PROMOTIONAL ACTIVITIES -- USE OF STUDENT-ATHLETE'S NAME OR LIKENESS

Intent: To revise the regulations related to use of a student-athlete's name or likeness for promotions, advertisements and media activities, as specified.

Source: NCAA Division I Amateurism Cabinet

Proposal Number: 2010-27

Title: RECRUITING -- CONTACTS AND TELEPHONE CALLS -- TIME PERIOD FOR OFF-CAMPUS CONTACTS AND TELEPHONE CALLS

Intent: To permit off-campus recruiting contacts with and telephone calls to a prospective student-athlete (or his or her relatives or legal guardians) on or after July 1 following completion of his or her junior year in high school, or the opening day of classes of his or her senior year in high school (as designated by the high school), whichever is earlier.

Source: Southeastern Conference

Proposal Number: 2010-28

Title: RECRUITING -- CONTACTS AND EVALUATIONS -- HEAD COACH RESTRICITIONS -- BOWL SUBDIVISION FOOTBALL -- ELIMINATION OF RESTRICTIONS ON ASSISTANT COACH PUBLICLY DESIGNATED AS NEXT HEAD COACH

Intent: In bowl subdivision football, to eliminate the restriction that specifies that an institution's assistant coach who has been publicly designated by the institution to become the next head coach shall be subject to the recruiting restrictions applicable to the institution's head coach.

Source: Big 12 Conference

Proposal Number: 2010-29

Title: RECRUITING -- CONTACTS AND EVALAUATIONS -- HEAD COACH RESTRICTIONS -- ASSISTANT COACH PUBLICLY DESIGNATED AS NEXT HEAD COACH -- BOWL SUBDIVISION FOOTBALL -- APPLICATION TO PRIOR DESIGNATIONS

Intent: In bowl subdivision football, to specify that an assistant coach who was publicly designated before August 14, 2009, by the institution to become its next head coach is not subject to the recruiting restrictions applicable to the institution's head coach.

Source: Atlantic Coast Conference

Proposal Number: 2010-30

Title: RECRUITING -- TELEPHONE CALLS -- TIME PERIOD FOR TELEPHONE CALLS -- SPORTS OTHER THAN FOOTBALL

Intent: In sports other than football, to specify that an institution may make one telephone call per month to an individual (or the individual's relatives or legal guardians) on or after June 15 at the conclusion of the individual's sophomore year in high school through July 31 after the individual's junior year in high school, two telephone calls per week beginning August 1 prior to the individual's senior year in high school, and one telephone call per week to a two-year or four-year college prospective student-athlete (or the prospective student-athlete's relatives or legal guardians); further, in sports other than football for which a defined recruiting calendar applies, to specify that during a contact period that occurs on or after August 1 before an individual's senior year in high school, telephone calls may be made at the institution's discretion.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2010-31

Title: PERSONNEL AND RECRUITING -- RECRUITING COORDINATION FUNCTIONS -- CONTACTS, TELEPHONE CALLS AND RECRUITING MATERIALS -- EXCEPTIONS -- COMMUNICATION AFTER COMMITMENT

Intent: To specify that the restrictions on the forms and frequency of communication between institutional administrators or coaching staff members and a prospective student-athlete (or prospective student athlete's relatives or legal guardians) shall no longer apply beginning the calendar day after: (1) the prospective student-athlete signs a National Letter of Intent (NLI) or, for an institution not using the NLI in a particular sport, or for a prospective student-athlete not eligible to sign a NLI (e.g., four-year college transfer), a signed acceptance of a written offer of admission and/or financial aid agreement; or (2) the institution receives a financial deposit in response to the institution's offer of admission.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2010-32

Title: RECRUITING -- TELEPHONE CALLS AND ELECTRONIC TRANSMISSIONS -- AFTER WRITTEN COMMITMENT OR RECEIPT OF FINANCIAL DEPOSIT -- ON OR AFTER SECOND WEDNESDAY OF NOVEMBER

Intent: To specify that on or after the second Wednesday of November of a prospective student-athlete's senior year in high school, there shall be no limit on the number of telephone calls by an institution to the prospective student-athlete and there shall be no

limit on the forms of electronically transmitted correspondence that may be sent by an institution to the prospective student-athlete, provided the prospective student-athlete has signed the institution's written offer of admission and/or financial aid or the institution has received a financial deposit in response to the institution's offer of admission.

Source: Big 12 Conference

Proposal Number: 2010-33

Title: RECRUITING -- CONTACTS AND EVALUATIONS -- RECRUITING OPPORTUNITIES -- WOMEN'S BASKETBALL -- SEVEN OPPORTUNITIES

Intent: In women's basketball, to increase, from five to seven, the number of recruiting opportunities (contacts and evaluations).

Source: NCAA Division I Championships/Sports Management Cabinet (Women's Basketball Issues Committee)

Proposal Number: 2010-34

Title: RECRUITING -- CONTACTS AND EVALUATIONS -- MEN'S BASKETBALL EVALUATIONS -- CERTIFIED NONSCHOLASTIC EVENT DURING APRIL CONTACT PERIOD

Intent: In men's basketball, to specify that a coaching staff member may evaluate prospective student-athletes at certified nonscholastic events on Saturdays and Sundays during the April contact period.

Source: Pacific-10 Conference and Big East Conference

Proposal Number: 2010-35

Title: RECRUITING -- BASKETBALL EVALUATIONS -- WOMEN'S BASKETBALL -- NONSCHOLASTIC EVALUATIONS DURING ACADEMIC YEAR -- NATIONAL STANDARDIZED TESTING WEEKENDS

Intent: In women's basketball, to specify that evaluations at nonscholastic events during the academic year evaluation period shall not occur during any weekend (including Friday,

Saturday and Sunday) during which the PSAT, SAT, PLAN or ACT national standardized tests are administered; further, to specify that if such a test is administered on a date that conflicts with the fall nonscholastic evaluation weekend, evaluations at nonscholastic events shall be permissible during the first full weekend (including Friday, Saturday and Sunday) of the fall/winter evaluation period; and that if such a test is administered on a date that conflicts with the spring nonscholastic evaluation weekend, the five day evaluation period in April shall shift to the second Friday following the initial date of the spring National Letter of Intent signing period through the following Tuesday.

Source: NCAA Division I Championships/Sports Management Cabinet (Women's Basketball Issues Committee)

Proposal Number: 2010-36

Title: RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- OTHER EVALUATION EVENTS -- CHAMPIONSHIP SUBDIVISION FOOTBALL

Intent: In championship subdivision football, to specify that an institutional staff member may attend a recruiting event in which information (e.g., athletics or academic credentials, highlight or combine videos) related to prospective student-athletes is presented or otherwise made available.

Source: Southern Conference

Proposal Number: 2010-37

Title: RECRUITING -- FOOTBALL EVALUATIONS -- SCHOLASTIC AND NONSCHOLASTIC ACTIVITIES -- OTHER EVALUATION EVENTS ORGANIZED OR SANCTIONED SCHOLASTIC ATHLETICS ASSOCIATION -- CHAMPIONSHIP SUBDIVISION FOOTBALL

Intent: In championship subdivision football, to specify institutional staff members may attend a recruiting event in which information (e.g., athletic or academic credentials, highlight video) related to prospective student-athletes is presented or otherwise made available, so long as the event is sanctioned or organized solely by the applicable athletics association.

Source: Northeast Conference

Proposal Number: 2010-38

Title: RECRUITING -- RECRUITING MATERIALS -- ATHLETICS PUBLICATIONS -- NO MEDIA GUIDES TO PROSPECTIVE STUDENT-ATHLETES VIA DIGITAL STORAGE DEVICE OR E-MAIL

Intent: To prohibit an institution from providing a media guide to a prospective student-athlete via digital media storage device or as an attachment to electronic mail.

Source: Southeastern Conference

Proposal Number: 2010-39

Title: RECRUITING -- RECRUITING MATERIALS -- MEDIA GUIDES AND VIDEO/AUDIO MATERIALS -- METHODS OF DELIVERY TO PROSPECTIVE STUDENT-ATHLETES

Intent: To specify that an institution may provide a media guide and permissible video or audio material to a prospective student-athlete via an electronic mail hyperlink, an electronic mail attachment or an electronic media storage device (e.g., compact disc, flash drive); further, to specify that an institution is limited to providing a media guide or video or audio material to a prospective student-athlete via electronic media storage device one time.

Source: Ivy Group

Proposal Number: 2010-40

Title: RECRUITING -- OFFICIAL (PAID) VISIT -- LIMITATIONS ON OFFICIAL VISITS -- NO VISIT AFTER NATIONAL LETTER OF INTENT OR OTHER WRITTEN COMMITMENT

Intent: To specify that after signing a National Letter of Intent, a prospective student-athlete shall not make an official visit to the institution with which he or she has signed; further, to specify that for an institution not using the National Letter of Intent in a particular sport, or for a prospective student-athlete who is not eligible to sign a National Letter of Intent (e.g., four-year college transfer), the prospective student-athlete shall not make an official visit to the institution after he or she has signed the institution's written offer of admission and/or financial aid.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2010-41

Title: RECRUITING -- UNOFFICIAL (NONPAID) VISIT -- ENTERTAINMENT/TICKETS -- GENERAL RESTRICITIONS -- NONTRADITIONAL FAMILY

Intent: To specify that if a prospective student-athlete is a member of a nontraditional family (e.g., divorce, separation), an institution may provide up to two additional complimentary admissions to the prospective student-athlete in order to accommodate the parents accompanying the prospective student-athlete (e.g., stepparents) to attend a home athletics event during an unofficial visit.

Source: Sun Belt Conference

Proposal Number: 2010-42

Title: RECRUITING -- LETTER-OF-INTENT PROGRAMS, FINANCIAL AID AGREEMENTS -- REQUIREMENTS FOR VERBAL OFFER OF ATHLETICALLY RELATED FINANCIAL AID

Intent: To specify that an institution shall not make a verbal offer of athletically related financial aid to an individual, directly or indirectly, before July 1 following his or her junior year in high school; further, to specify that an institution must have a high school transcript (official or unofficial) on file that includes the results of the individual's first five semesters or seven quarters of high school enrollment before extending a verbal offer of financial aid.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2010-43

Title: RECRUITING -- TRYOUTS -- PROHIBITED ACTIVITIES -- COMPETITION AGAINST PROSPECTIVE STUDENT-ATHLETES -- BOWL SUBDIVISION FOOTBALL -- SERVICE ACADEMY EXCEPTION

Intent: In bowl subdivision football, to specify that a national service academy's subvarsity team may compete against a two-year college team, a high school team or a preparatory school team, provided no payment or other inducement (e.g., guarantee) is provided to such a team and no recruiting activities occur with members of such a team in conjunction with the competition.

Source: NCAA Division I Recruiting and Athletics Personnel Issues Cabinet

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Proposal Number: 2010-44

Title: RECRUITING -- TRYOUTS -- TRYOUT EVENTS -- PROHIBITION ON HOSTING, SPONSORING, OR CONDUCTING NONINSTITUTIONAL INSTRUCTIONAL EVENTS -- FOOTBALL

Intent: In football, to specify that an institution or conference shall not host, sponsor or conduct a noninstitutional camp, clinic, group workout or combine event, at any location, that provides instruction to prospective student-athletes.

Source: Big East Conference

Proposal Number: 2010-45

Title: RECRUITING AND PLAYING AND PRACTICE SEASONS -- TRYOUT EXCEPTION AND OUT OF SEASON RESTRICTIONS -- RECOGNIZED TRAINING AND DEVELOPMENT PROGRAMS

Intent: To specify that in order for an athletics department staff member or coach to participate in state, regional, national and international training programs involving prospective student-athletes, the staff member must be selected by the applicable governing body and the participants are selected by an authority or a committee of the applicable governing body that is not limited to athletics department staff members affiliated with one institution; further, to specify that Olympic and national team development programs may involve a coach and current student-athletes from the same institution, provided (in addition to existing criteria) a committee or other authority of the national governing body, which is not limited to coaches affiliated with one particular institution, selects the involved participants and the national governing body funds the program.

Source: Ivy Group

Proposal Number: 2010-46

Title: RECRUITING -- TRYOUTS -- TRYOUT EXCEPTIONS -- HIGH SCHOOL, PREPARATORY-SCHOOL AND TWO-YEAR COLLEGE CONTESTS -- CONDUCTED BY INSTITUTION OR SPONSORED WITH AN OUTSIDE ORGANIZATION

Intent: To revise the requirements by which a high school, preparatory school or two-year college athletics contest or match, conducted by a member institution or sponsored jointly with an outside organization and held on the campus of a member institution, shall not be considered a tryout, as specified.

Source: Big 12 Conference

Proposal Number: 2010-47

Title: RECRUITING -- USE OF RECRUITING FUNDS -- RECRUITING OR SCOUTING SERVICES -- VIDEO EXCHANGE SERVICES

Intent: To specify that an institution is permitted to use or subscribe to a video exchange service that only provides video of prospective student-athletes and does not provide information about or analysis of prospective student-athletes, subject to the criteria that permits an institution to subscribe to a recruiting or scouting service, except that the video exchange service is not require to disseminate information about prospective student-athletes at least four times a year and is not required to provide individual analysis for each prospective student-athlete in the information it disseminates.

Source: Southeastern Conference

Proposal Number: 2010-48

Title: RECRUITING -- USE OF RECRUITING FUNDS -- RECRUITING OR SCOUTING SERVICES -- LIST OF PERMISSIBLE RECRUITING SERVICES -- MEN'S BASKETBALL

Intent: In men's basketball, to specify that the NCAA national office shall publish a list, on a quarterly basis, of men's basketball recruiting or scouting services deemed to meet the required standards for subscription.

Source: Southeastern Conference

Proposal Number: 2010-49

Title: RECRUITING -- RECRUITING CALENDARS -- MEN'S BASKETBALL -- APRIL CONTACT PERIOD

Intent: In men's basketball, to revise the recruiting calendar by extending the contact period in April by nine days, but designating the weekends in April after the Division I Men's Basketball Championship as quiet periods.

Source: Atlantic 10 Conference

Proposal Number: 2010-50

Title: RECRUITING -- BASKETBALL EVENT CERTIFICATION -- WOMEN'S EVENTS AND MEN'S SUMMER EVENTS -- PRICE OF ADMISSION

Intent: In basketball, to specify that in order for a women's event or men's summer event to be certified, the price of admission to the event must be listed on the event certification application and the price must be made available to coaches prior to their arrival at the event.

Source: NCAA Division I Championships/Sports Management Cabinet (Men's Basketball Issues Committee) (Women's Basketball Issues Committee)

Proposal Number: 2010-61

Title: FINANCIAL AID -- GENERAL PRINICIPLES -- ELIGIBILITY OF STUDENT-ATHLETES FOR INSTITUTIONAL FINANCIAL AID -- EXCEPTION -- PART TIME ENROLLMENT AFTER EXHAUSTED ELIGIBILITY

Intent: To specify that an institution may provide financial aid to a student-athlete who has exhausted eligibility in his or her sport and is enrolled in less than a minimum full-time program of studies, provided the student-athlete is carrying for credit the courses necessary to complete degree requirements, or the student-athlete is carrying for credit all the degree-applicable courses necessary to complete his or her degree requirements that are offered by the institution during that term.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2010-62

Title: FINANCIAL AID -- DEFINITIONS AND APPLICATIONS -- EXEMPTED INSTITUTIONAL FINANCIAL AID -- FEDERAL NEED-BASED FINANCIAL AID

Intent: To specify that federal government grants awarded based on a student's demonstrated financial need are considered exempted institutional financial aid and are not counted in determining the institution's financial aid limitations, regardless of whether the institution is responsible for selecting the recipient or determining the amount of aid, or providing matching or supplementary funds for a previously determined recipient.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2010-63

Title: FINANCIAL AID -- DEFINITIONS AND APPLICATIONS -- EXEMPTED INSTITUTIONAL FINANCIAL AID -- STATE NEED-BASED FINANCIAL AID

Intent: To specify that state government grants awarded based on a student's demonstrated financial need, regardless of whether the institution is responsible for selecting the recipient or determining the amount of aid, or providing matching or supplementary funds for a previously determined recipient is not included in determining the institution’s financial aid limitations, provided the aid is administered in accordance with the federal methodology for determining a student's financial need and has no relationship to athletics ability; however, such aid is not exempt in determining a student-athlete's counter status for purposes of applying the football or basketball, varsity competition legislation.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2010-64

Title: FINANCIAL AID -- DEFINITIONS AND APPLICATIONS -- EXEMPTED INSTITUTIONAL FINANCIAL AID -- STATE MERIT-BASED FINANCIAL AID

Intent: To specify that state government grants awarded based on a student's demonstrated financial need are considered exempted institutional financial aid and are not counted in determining the institution's financial aid limitations, regardless of whether the institution is responsible for selecting the recipient or determining the amount of aid, or providing matching or supplementary funds for a previously determined recipient, provided the aid is awarded consistent with the criteria of the legislative requirements of an academic honor award or institutional academic scholarship and has no relationship to athletics ability; however, such aid is not exempt in determining a student-athlete's counter status for purposes of applying the football or basketball, varsity competition legislation.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2010-65

Title: FINANCIAL AID -- DEFINITIONS AND APPLICATIONS -- RECRUITED STUDENT-ATHLETE

Intent: To establish a definition of "recruited student-athlete" for purposes of Bylaw 15, as specified.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2010-66

Title: FINANCIAL AID AND AWARDS, BENEFITS, AND EXPENSES -- TRAINING-TABLE MEALS -- ONE MEAL PER DAY -- STUDENT-ATHLETE NOT RECEIVING FULL BOARD

Intent: To permit an institution to provide one training-table meal per day to a student-athlete who does not receive athletically related institutional financial aid that covers the full cost of board; further, to specify that the provision of the one training-table meal per day to such a student-athlete shall not be considered financial aid.

Source: Big East Conference

Proposal Number: 2010-67

Title: FINANCIAL AID -- GOVERNMENT GRANTS -- EXEMPTED GOVERNMENT GRANTS -- EXEMPTED INSTITUTIONAL FINANCIAL AID -- POST-9/11 G.I. BILL

Intent: To exempt benefits received by student-athletes under the Post-9/11 G.I. Bill, including payments made by the Department of Veterans Affairs pursuant to the Yellow Ribbon G.I. Education Enhancement Program, from counting toward a student-athlete's individual limit; further, to specify that matching payments made by the Department of Veterans Affairs pursuant to the Yellow Ribbon G.I. Education Enhancement Program are not counted in determining the institution's financial aid limitations.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2010-68

Title: FINANCIAL AID -- ELEMENTS OF FINANCIAL AID -- FINANCIAL AID FROM OUTSIDE SOURCES -- UNRELATED TO ATHLETICS ABILITY -- ESTABLISHED FAMILY FRIEND

Intent: To specify that a student-athlete may receive financial aid from an established family friend, provided specified conditions are met.

Source: Ivy Group

Proposal Number: 2010-69

Title: FINANCIAL AID -- FINANCIAL AID FROM OUTSIDE SOURCES -- FINANCIAL AID FROM AN ESTABLISHED AND CONTINUING PROGRAM

Intent: To specify that a student-athlete may receive financial aid through an established and continuing program to aid students, provided: (a) the recipient's choice of institutions is not restricted by the donor of the aid; (b) there is no direct connection between the donor and the student-athlete's institution; and (c) if the total value of the aid received by the student-athlete exceeds ten percent of the value of the institution's full grant-in-aid, documentation of the aid received by the student-athlete must be kept on file with the institution's conference office.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2010-70

Title: FINANCIAL AID -- SUMMER FINANCIAL AID -- ENROLLED STUDENT-ATHLETES -- EXCEPTION FOR FIRST TIME RECIPIENT IN THE NEXT ACADEMIC YEAR

Intent: To specify that a student-athlete who has not received athletically related aid from the certifying institution during a previous academic year may receive athletically related financial aid to attend the institution's summer term or summer school, provided the student-athlete has been awarded athletically related financial aid for the following academic year and the aid is awarded only in proportion to the amount of athletically related financial aid the student will receive for the following academic year.

Source: Southeastern Conference

Proposal Number: 2010-71

Title: FINANCIAL AID -- TERMS AND CONDITIONS -- PERIOD OF INSTITUTIONAL AWARD -- ONE-YEAR PERIOD -- EXCEPTIONS -- GRADUATED DURING PREVIOUS ACADEMIC YEAR AND WILL EXHAUST ELIGIBILITY DURING THE FOLLOWING FALL TERM

Intent: To specify that a student-athlete who graduated during the previous academic year (including summer) and will exhaust his or her athletics eligibility during the following fall term may be awarded athletically related financial aid for less than one academic year.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2010-72

Title: FINANCIAL AID -- TERMS AND CONDITIONS OF AWARDING INSTITUTIONAL FINANCIAL AID -- REDUCTION OR CANCELLATION PERMITTED -- RELEASE OF OBLIGATION TO PROVIDE ATHLETICALLY RELATED FINANCIAL AID

Intent: To specify that before becoming a counter for an academic year, if a prospective student-athlete or student-athlete is awarded institutional financial aid unrelated to athletics that is of equal or greater value than his or her signed award of athletically related financial aid, the prospective student-athlete or student-athlete may, on his or her initiative, release the institution of its obligation to provide the athletically related financial aid.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2010-73

Title: FINANCIAL AID -- COUNTERS AND EQUIVALENCY COMPUTATIONS -- REQUIRED GRADE-POINT AVERAGE TO QUALIFY FOR EXEMPTIONS OF COUNTER STATUS AND COUNTABLE INSTITUTIONAL AID -- REDUCTION FROM 3.300 TO 3.000

Intent: In football and basketball, to reduce the necessary cumulative grade-point average at the certifying institution to meet the "institutional academic aid only" exception to counter status from 3.300 to 3.000; further, to reduce the necessary cumulative

transferable grade-point to exempt institutional financial aid awarded to transfer student-athletes (and the grade-point average at the certifying institution for renewals) and institutional academic scholarships based solely on the recipient's academic record at the certifying institution from team limits from 3.300 to 3.000.

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

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Proposal Number: 2010-74

Title: FINANCIAL AID -- MAXIMUM INSTITUTIONAL GRANT-IN-AID LIMITATIONS BY SPORT -- EXECUTED FINANCIAL AID AWARDS AND WRITTEN OFFERS EXCEEDING MAXIMUM ALLOWABLE AWARDS -- BASEBALL

Intent: In baseball, to specify that for an ensuing academic year, the combination of executed athletically related financial aid awards and outstanding written offers of athletically related financial aid to prospective student-athletes and student-athletes shall not exceed the maximum number of permissible awards by more than one equivalency; further, to specify that the overage may be divided among not more than two individuals (student-athletes or prospective student-athletes).

Source: Big Ten Conference

Proposal Number: 2010-75

Title: FINANCIAL AID -- MAXIMUM INSTITUTIONAL GRANT-IN-AID LIMITATIONS BY SPORT -- EQUIVALENCY COMPUTATIONS -- CALCULATION OF BOOKS

Intent: To increase the financial aid equivalency figure for calculation purposes for books from $400 to $800; further, to specify that if a student-athlete receives any portion of a book allowance, $800 shall be used in the numerator and denominator of the equivalency calculation.

Source: Atlantic Coast Conference and Conference USA

Proposal Number: 2010-76

Title: FINANCIAL AID -- MAXIMUM INSTITUTIONAL GRANT-IN-AID LIMITATIONS BY SPORT -- WOMEN’S BASKETBALL

Intent: In women's basketball, to reduce the annual limit on the number of counters at each institution from 15 to 13.

Source: Metro Atlantic Athletic Conference

Proposal Number: 2010-77

Title: FINANCIAL AID AND DIVISION MEMBERSHIP -- MAXIMUM INSTITUTIONAL GRANT-IN-AID LIMITATION -- FOOTBALL CHAMPIONSHIP SUBDIVISION DOMINANT PROVISIONS

Intent: To change the voting line of NCAA Bylaw 15.5.6.2 from federated (FCS) to Football Championship Subdivision dominant (FCSD) and to change the voting line of Bylaw 20.9.8 and its subsections from federated (FCS) to Football Championship Subdivision (FCSD).

Source: NCAA Division I Board of Directors (Division I Presidential Advisory Group) (Leadership Council)

Proposal Number: 2010-78

Title: FINANCIAL AID -- MAXIMUM INSTITUTIONAL GRANT-IN-AID LIMITATIONS -- FOOTBALL LIMITATIONS -- INITIAL COUNTERS -- MIDYEAR REPLACEMENT -- OPTION TO COUNT INITIAL YEAR OF AWARD

Intent: In football, to specify that an initial counter who replaces a midyear graduate may be counted against the initial limit for the year in which the aid is awarded (if the institution's annual limit has not been reached) or for the following academic year.

Source: Southeastern Conference

Proposal Number: 2010-79

Title: AWARDS, BENEFITS AND EXPENSES -- PERMISSIBLE EXPENSES FOR STUDENT-ATHLETE'S FRIENDS AND RELATIVES -- COMPLIMENTARY ADMISSIONS TO INSTITUTIONAL AWARDS BANQUETS -- ONE-TIME EXCEPTION -- PARENTS/LEGAL GUARDIANS

Intent: To specify that, on one occasion during the final academic year of a student-athlete's athletics eligibility, an institution may provide complimentary admissions for the student-athlete's parents or legal guardians to attend an institutional awards banquet at which the student-athlete is being honored.

Source: Southeastern Conference

Proposal Number: 2010-80

Title: AWARDS, BENEFITS AND EXPENSES -- EXPENSES PROVIDED BY THE INSTITUTION FOR PRACTICE -- SWIMMING AND DIVING -- EXCEPTION FOR PLATFORM DIVING

Intent: In swimming and diving, to specify that if an institution does not have access to a diving platform within the mileage limitations of Bylaw 16.8.1.1, the institution may provide expenses for diving practice sessions at a site located outside the mileage limitations that includes a diving platform.

Source: Western Athletic Conference

Proposal Number: 2010-81

Title: AWARDS, BENEFITS AND EXPENSES -- PERMISSIBLE EXPENSES PROVIDED BY THE INSTITUTION FOR COMPETITION -- TRAVEL SQUAD LIMITS

Intent: To establish travel squad limits for regular season, away-from-home competition, including exhibitions/scrimmages, nonchampionship segment competition and conference championships and neutral site competitions, as specified.

Source: Big Ten Conference

Proposal Number: 2010-82

Title: AWARDS, BENEFITS AND EXPENSES -- EXPENSES PROVIDED BY THE INSTITUTION FOR PRACTICE AND COMPETITION -- TRAVEL TO NCAA CHAMPIONSHIPS, NGB CHAMPIONSHIPS IN EMERGING SPORTS AND POSTESEASON BOWL GAMES DURING VACATION PERIOD -- EXCEPTIONS AND INCIDENTAL EXPENSES

Intent: To specify that if an student-athlete does not use team travel to NCAA championships, NBG championships in emerging sports and postseason bowl games during a vacation period, the institution may only provide actual and necessary transportation costs for the student-athlete to travel from: campus to the event site and back to campus; campus to the student-athlete's home and back to campus; or the student-athlete's home to the event site and back home; further, to specify that reimbursement for automobile mileage shall not exceed the rate provided to institutional staff members and shall be limited to not more than 400 miles one-way; finally, to increase, from $20 to $55, the amount of money that an institution may provide to each member of the squad to cover unitemized incidental expenses during travel and practice for such events.

Source: Southeastern Conference

Proposal Number: 2010-83

Title: AWARDS, BENEFITS AND EXPENSES -- EXPENSES PROVIDED BY THE INSTITUTION FOR PRACTICE AND COMPETITION -- NONPERMISSIBLE -- LODGING IN CONJUNCTION WITH A REGULAR SEASON HOME CONTEST -- CHAMPIONSHIP SUBDIVISION FOOTBALL

Intent: In championship subdivision football, to specify that an institution shall not provide lodging (e.g., hotel, motel) to any student-athlete in conjunction with a home contest.

Source: NCAA Division I Championships/Sports Management Cabinet

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Proposal Number: 2010-84

Title: AWARDS, BENEFITS AND EXPENSES -- PARTICIPATION AWARDS -- MAXIMUM VALUE OF AWARD -- INCREASE TO MAXIMUM VALUES

Intent: To increase the limitation on the maximum value of the annual participation award for a senior by $100 and to increase the limitation on the maximum value for all other participation awards by $50, as specified.

Source: Southeastern Conference

Proposal Number: 2010-85

Title: PLAYING AND PRACTICE SEASONS AND RECRUITING -- VOLUNTARY WORKOUTS -- STRENGTH AND CONDITIONING COACH FIRST AID/CPR CERTIFICATION AND AUTHORITY OF SPORTS MEDICINE STAFF -- SPORTS OTHER THAN FOOTBALL

Intent: In sports other than football, to specify that a strength and conditioning coach who conducts voluntary weight-training or conditioning activities is required to maintain certification in first aid and cardiopulmonary resuscitation; further, to specify that if a member of the institution's sports medicine staff (e.g., athletic trainer, physician) is present during voluntary conditioning activities conducted by a strength and conditioning coach, the sports medicine staff member must be empowered with the unchallengeable authority to cancel or modify the workout for health and safety reasons, as he or she deems appropriate.

Source: NCAA Division I Championships/Sports Management Cabinet (Committee on Competitive Safeguards and Medical Aspects of Sport)

Proposal Number: 2010-86

Title: PLAYING AND PRACTICE SEASONS -- GENERAL PLAYING SEASON REGULATIONS -- NO MISSED CLASS TIME IN CONJUNCTION WITH NONCHAMPIONSHIP SEGMENT COMPETITION -- BASEBALL, CROSS COUNTRY, FIELD HOCKEY, LACROSSE, SOCCER AND VOLLEYBALL

Intent: In baseball, men's and women's cross country (without indoor or outdoor track and field), field hockey, men's and women's lacrosse, men's and women's soccer, and men's and women's volleyball, to specify that no class time shall be missed in conjunction with competition during the nonchampionship segment, including activities associated with such competition (e.g., travel and other pregame or postgame activities).

Source: NCAA Division I Championships/Sports Management Cabinet

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Proposal Number: 2010-87

Title: PLAYING AND PRACTICE SEASONS -- NONCHAMPIONSHIP SEGMENT -- TRAVEL RESTRICTIONS -- CROSS COUNTRY, FIELD HOCKEY, SOCCER, SOFTBALL AND VOLLEYBALL -- HAWAII OR ALASKA EXCEPTION -- ONCE IN FOUR YEARS

Intent: In men's and women's cross country (for institutions without indoor or outdoor track and field), field hockey, men's and women's soccer, softball and men's and women's volleyball, to specify that, once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska. In men's and women's cross country (for institutions without indoor or outdoor track and field), field hockey, men's and women's soccer, softball and men's and women's volleyball, to specify that, once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska.

Source: Western Athletic Conference

Proposal Number: 2010-88

Title: PLAYING AND PRACTICE SEASONS -- NONCHAMPIONSHIP SEGMENT -- CROSS COUNTRY, FIELD HOCKEY, WOMEN'S LACROSSE, SOCCER, SOFTBALL AND VOLLEYBALL -- TWO DATES OF COMPETITION -- ONE AWAY-FROM HOME DATE

Intent: In men's and women's cross country, field hockey, women's lacrosse, men's and women's soccer, softball, and men's and women's volleyball, to specify that an institution is limited to two dates of competition during the nonchampionship segment, of which only one date may be an away-from-home date of competition.

Source: Big Ten Conference

Proposal Number: 2010-89

Title: PLAYING AND PRACTICE SEASONS -- BASKETBALL -- LOCATION OF QULIFYING REGULAR-SEASON MULTIPLE-TEAM EVENT -- THE BAHAMAS

Intent: In basketball, to specify that a qualifying regular-season multiple-team event may occur in the Commonwealth of The Bahamas.

Source: Conference USA and Southeastern Conference

Proposal Number: 2010-90

Title: PLAYING AND PRACTICE SEASONS -- WOMEN'S BOWLING -- PRESEASON PRACTICE AND FIRST DATE OF COMPETITION -- OCTOBER 1

Intent: In women's bowling, to specify that an institution shall not commence practice sessions or engage in its first date of competition with outside competition prior to October 1.

Source: Northeast Conference

Proposal Number: 2010-91

Title: PLAYING AND PRACTICE SEASONS -- WOMEN'S BOWLING -- NUMBER OF DATES OF COMPETITION

Intent: In women's bowling, to specify that an institution shall limit its total playing schedule with outside competition to, and that an individual student-athlete may participate in, each academic year, 32 dates of competition; further, to include all dates of competition of a tournament in the maximum limitation.

Source: Northeast Conference

Proposal Number: 2010-92

Title: PLAYING AND PRACTICE SEASONS -- CHAMPIONSHIP SUBDIVISION FOOTBALL -- PRESEASON PRACTICE -- LIMIT ON NUMBER OF PARTICIPANTS

Intent: In championship subdivision football, to increase the number of participants who may engage in practice activities prior to the institution's first day of classes or the institution's first contest, whichever is earlier, from 90 to 95.

Source: NCAA Division I Championships/Sports Management Cabinet (Football Issues Committee)

Proposal Number: 2010-93

Title: PLAYING AND PRACTICE SEASONS -- RIFLE -- DATES OF COMPETITION -- MULTIPLE-DAY CONTESTS

Intent: In rifle, to specify that an institution that participates in a match that exceeds one day in duration may count the multiple-day contest as a single date of competition; further, to specify that if student-athlete fires more than one score for either smallbore rifle or air rifle during a multiple-day contest, such participation will result in a second date of competition for the institution.

Source: Mid-American Conference

Proposal Number: 2010-94

Title: PLAYING AND PRACTICE SEASONS -- MEN'S SOCCER -- FIRST CONTEST OR DATE OF COMPETITION -- 12 WEEK SEASON

Intent: In men's soccer, to specify that an institution shall not play its first contest or engage in its first date of competition (game) with outside competition prior to the Friday prior to the 12th weekend prior to the start of the applicable Division I soccer championship, except that an alumni contest may be played the previous weekend.

Source: Pacific-10 Conference and Atlantic Coast Conference

Proposal Number: 2010-95

Title: PLAYING AND PRACTICE SEASONS -- FIRST CONTEST OR DATE OF COMPETITION -- CROSS COUNTRY AND SOCCER -- 10-WEEK CROSS COUNTRY SEASON AND 11-WEEK SOCCER SEASON

Intent: In cross country, to specify that an institution shall not play its first contest or engage in its first date of competition (game or scrimmage) with outside competition prior to the Friday before the 10th weekend before the weekend of the NCAA Division I cross country regional competition; further, in soccer, to specify that an institution shall not play its first contest or engage in its first date of competition (game) with outside competition prior to the Friday before the 11th weekend before the start of the applicable NCAA Division I soccer championship.

Source: Big Ten Conference

Proposal Number: 2010-96

Title: PLAYING AND PRACTICE SEASONS -- WOMEN'S VOLLEYBALL -- PRESEASON PRACTICE -- 21 UNITS

Intent: In women's volleyball, to reduce, from 29 to 21, the number of units used to determine the start of preseason practice.

Source: Big Ten Conference

Proposal Number: 2010-97

Title: PLAYING AND PRACTICE SEASONS AND ELIGIBILITY -- WRESTLING -- FIRST DATE OF PRACTICE AND COMPETITION -- NO OUTSIDE COMPETITION BEFORE NOVEMBER 1

Intent: In wrestling, to specify that an institution shall not commence practice sessions prior to October 10 and shall not engage in its first date of competition with outside competition prior to November 1; further, to specify that a student-athlete shall not participate in outside competition (on a team or as an individual) between the beginning of the institution's academic year and November 1.

Source: NCAA Division I Championships/Sports Management Cabinet (Wrestling Committee)

Proposal Number: 2010-98

Title: PLAYING AND PRACTICE SEASONS -- WRESTLING -- NUMBER OF DATES OF COMPETITION -- ANNUAL EXEMPTIONS -- NATIONAL WRESTLING COACHES ASSOCIATION NATIONAL DUALS

Intent: In wrestling, to specify that the National Wrestling Coaches Association (NWCA) National Duals shall be exempted from the maximum number of dates of competition.

Source: NCAA Division I Championships/Sports Management Cabinet

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Proposal Number: 2010-99

Title: PLAYING AND PRACTICE SEASONS -- FOREIGN TOURS AND COMPETITION -- NO INSTITUTIONAL OR CONFERENCE FOREIGN TOURS

Intent: To specify that an institution or conference shall not sponsor or participate in a foreign tour; further, to specify that competition in a U.S. territory shall be restricted to once every four years on one trip during the prescribed playing season.

Source: Big Ten Conference

Proposal Number: 2010-100

Title: DIVISION MEMBERSHIP -- ELIMINATION OF PROVISIONAL AND MULTIDIVISIONAL MEMBERSHIP -- RECLASSIFICATION PROCESS AND MULTI-SPORT CONFERENCE REQUIREMENTS

Intent: To eliminate provisional and multidivisional membership, as specified, further to establish a four-year process for an institution that wishes to reclassify membership from Division II to Division 1.

Source: NCAA Division I Board of Directors (Leadership Council)

Proposal Number: 2010-101

Title: DIVISION MEMBERSHIP -- DEFINITIONS AND APPLICATIONS -- EMERGING SPORTS FOR WOMEN -- REMOVAL OF SQUASH

Intent: To remove squash as an emerging sport for women and to eliminate other specified legislation associated with the sport (e.g., playing and practice season regulations, sports-sponsorship minimum contest and participant requirements).

Source: NCAA Division I Legislative Council (Administrative Committee)(Committee on Women's Athletics)

Proposal Number: 2010-102

Title: DIVISION MEMBERSHIP -- ELIGIBILITY FOR NATIONAL COLLEGIATE CHAMPIONSHIPS -- ELIMINATION OF TWO-THIRDS MAJORITY ELIGIBILITY REQUIREMENT

Intent: To eliminate the requirement that, in those sports in which two-thirds or more of the institutions sponsoring the sport are members of the same division, an institution is required to meet that division's and its own division's institutional and individual eligibility requirements (or the more stringent rule if both divisions' rules address the same issue).

Source: NCAA Division I Championships/Sports Management Cabinet

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Proposal Number: 2010-103

Title: DIVISION MEMBERSHIP -- DIVISION I MEMBERSHIP REQUIREMENTS -- SPORTS SPONSORSHIP -- MINIMUM CONTESTS FOR SPORTS SPONSORSHIP -- SWIMMING AND DIVING

Intent: In swimming and diving, to reduce, from 10 to six, the minimum number of contests required to satisfy sports-sponsorship requirements.

Source: Southeastern Conference

Proposal Number: 2010-104

Title: DIVISION MEMBERSHIP -- DIVISION I MEMBERSHIP REQUIREMENTS -- SCHEDULING REQUIREMENTS -- WRESTLING

Intent: In wrestling, to specify that an institution shall schedule and play at least 50 percent (as opposed to 100 percent) of its contests against Division I opponents to satisfy the minimum number of contests specified to meet sports sponsorship criteria.

Source: NCAA Division I Championships/Sports Management Cabinet (Women's Basketball Issues Committee)

Proposal Number: 2010-105

Title: DIVISION MEMBERSHIP -- DIVISION I MEMBERSHIP REQUIREMENTS -- BASKETBALL SCHEDULING -- ONE-THIRD OF CONTESTS IN HOME ARENA -- WOMEN'S BASKETBALL

Intent: In women's basketball, to specify that an active or provisional member must play at least one-third of its regular-season basketball contests in the arena regularly used for the institution's home games.

Source: NCAA Division I Championships/Sports Management Cabinet (Women's Basketball Issues Committee)

Proposal Number: 2010-106

Title: COMMITTEES -- COMMON COMMITTEES -- COMMITTEES WITH PLAYING RULES AND CHAMPIONSHIPS ADMINISTRATION RESPONSIBILITIES -- WOMEN'S BOWLING COMMITTEE

Intent: To increase the number of members of the Women's Bowling Committee from six to seven, including nonvoting secretary rules editor.

Source: NCAA Division I Championships/Sports Management Cabinet

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Proposal Number: 2010-107

Title: COMMITTEES -- DIVISION I CABINETS AND COMMITTEES -- MEN'S SOCCER COMMITTEE -- NOT MORE THAN TWO MEMBERS FROM THE SAME REGION

Intent: To specify that not more than two members of the men's soccer committee may be appointed from the same region.

Source: NCAA Division I Championships/Sports Management Cabinet (Men's Soccer Committee)

Proposal Number: 2010-108

Title: EXECUTIVE REGULATIONS -- ADMINISTRATION OF NCAA CHAMPIONSHIPS -- SITES AND DATES -- NONREVENUE CHAMPIONSHIPS SITE ASSIGNMENT

Intent: To specify that in championships that do not generate revenue and for which only 25 percent of the bracket is seeded, seeded teams shall have the opportunity to host preliminary rounds and that conference opponents shall be avoided in the first two rounds of the championship.

Source: Pacific-10 Conference

Proposal Number: 2010-109

Title: EXECUTIVE REGULATIONS -- ADMINISTRATION OF NCAA CHAMPIONSHIPS -- RESTRICTED ADVERTISING AND SPONSORSHIP ACTIVITIES -- PROFESSIONAL SPORTS ORGANIZATIONS OR TEAMS

Intent: To eliminate the prohibition on sponsorship of NCAA championship activities or promotions by professional sports organizations or teams.

Source: NCAA Division I Championships/Sports Management Cabinet

NCAA Division I Proposal Review Instructions for Cabinets and Committees

From July 15 through 5 p.m. Eastern time, Tuesday, October 26, modifications pertinent to proposals listed in the 2010-11 NCAA Division I Publication of Proposed Legislation (POPL) may be suggested by any conference or cabinet. Such modifications may either increase or decrease the scope of the proposal, provided they are germane to the original concept. Alternative proposals to legislation that appear in the POPL may also be submitted during this time period. The following describes the modification process:

Proposals Forwarded to the NCAA Division I Academic Cabinet. The cabinet should review each proposal as designated on the review chart, make a recommendation and/or forward it to the governance body to which it reports. In making a recommendation for each proposal, three options are available:

Option No. 1: Support as written with no suggested modification.

Option No. 2: Oppose and do not suggest any modification.

Option No. 3: Oppose and suggest modification to the proposal. As part of this option, a cabinet should indicate whether it wishes to sponsor an alternative proposal if the sponsor does not choose to modify its proposal as suggested. If no indication is provided, no alternative proposal will be sponsored.

Cabinets will include their positions (and any suggested modifications and position on a possible alternative proposal) and any rationale in their reports to the NCAA Division I Legislative Council.

Proposals recommended by a cabinet. The original sponsors of legislative proposals may modify proposals during the sponsor modification period. The cabinet that made the original recommendation should review the resultant proposals to ensure the legislation reflects what was intended or to recommend modifications. Any recommendations for modifications must be included in your reports to the Legislative Council.

Feedback from coaches associations or other constituent groups on various proposals. If the cabinet receives feedback on other proposals that are not listed for its review, please forward that feedback to the liaisons of the appropriate cabinet or committee. For example, if the Women's Basketball Coaches Association provides feedback to the NCAA Division I Women's Basketball Issues Committee on a recruiting proposal that affects all sports, that feedback should be forwarded to the liaisons to the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet.

Proposals Designated for Review by NCAA Division I Academic Cabinet

Proposal Number: 2010-52

Title: ELIGIBILITY -- GRADUATE STUDENT/POSTBACCALAUREATE PARTICIPATION -- ONE-TIME TRANSFER EXCEPTION -- FINAL YEAR OF ELIGIBILITY -- NONRENEWAL OF ATHLETICS AID AT PREVIOUS INSTITUTION -- BASEBALL, BASKETBALL, FOOTBALL AND MEN'S ICE HOCKEY

Intent: In baseball, basketball, football and men's ice hockey, to permit a student-athlete who is enrolled in a graduate or professional school of an institution other than the institution from which he or she previously received a baccalaureate degree to participate in intercollegiate athletics, provided the student-athlete meets the conditions of the one-time transfer exception (other than the sport restrictions), has one season of competition remaining and the student-athlete's previous institution did not renew his or her athletically related financial aid for the following academic year.

Bylaws: Amend 14.1.9.1, as follows:

[Federated provision, FBS, FCS and all other sports, divided vote]

14.1.9 Graduate Student/Postbaccalaureate Participation. A student-athlete who is enrolled in a graduate or professional school of the same institution from which he or she previously received a baccalaureate degree, a student-athlete who is enrolled and seeking a second baccalaureate or equivalent degree at the same institution, or a student-athlete who has graduated and is continuing as a full-time student at the same institution while taking course work that would lead to the equivalent of another major or degree as defined and documented by the institution, may participate in intercollegiate athletics, provided the student has eligibility remaining and such participation occurs within the applicable five-year period set forth in Bylaw 14.2 (see Bylaw 14.1.8.2.1.4).

14.1.9.1 One-Time Transfer Exception. A graduate student who is enrolled in a graduate or professional school of an institution other than the institution from which he or she previously received a baccalaureate degree may participate in intercollegiate athletics if the student fulfills the conditions of the one-time transfer exception set forth in Bylaw 14.5.5.2.10 and has eligibility remaining per Bylaw 14.2. **A graduate student who does not meet the one-time transfer exception due to the restrictions of Bylaw 14.5.5.2.10.2-(a) shall qualify for this exception, provided:**

(a) The student fulfills the remaining conditions of Bylaw 14.5.5.2.10;

(b) The student has one season of competition remaining; and

(c) The student's previous institution did not renew his or her athletically related financial aid for the following academic year.

[Remainder of 14.1.9 unchanged.]

Source: Mountain West Conference

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Eligibility

Rationale: In baseball, basketball, football or men's ice hockey, if a student-athlete's athletically related financial aid is not renewed for his or her final season of eligibility, the student-athlete's options are limited. In many cases, if the student-athlete's aid is not renewed, he or she will also be cut from the team. Therefore, the student-athlete would not be able to participate in intercollegiate athletics even if he or she chose to remain at the institution without receiving athletically related financial aid. In addition, if the student-athlete has only one year remaining in his or her five-year period of eligibility, he or she would not be eligible to compete at another Division I institution. This proposal provides a student-athlete in such a situation with the opportunity to transfer and be immediately eligible for competition at another Division I institution, provided he or she has graduated and is enrolled in the certifying institution's graduate or professional school. The requirement of graduation and enrollment in a graduate or professional school provides an appropriate threshold for access to this exception.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jul 14, 2010: Submit; Submitted for consideration.

Proposal Number: 2010-53

Title: ELIGIBILITY -- SEASONS OF COMPETITION: FIVE YEAR RULE -- DELAYED ENROLLMENT -- SEASONS OF COMPETITION -- SPORTS OTHER THAN MEN'S ICE HOCKEY AND SKIING -- EXCEPTION -- NATIONAL/INTERNATIONAL COMPETITION

Intent: In sports other than men's ice hockey and skiing, to exempt a prospective student-athlete's participation in organized national/international competition for a maximum of one year

after his or her first opportunity to enroll from the application of the delayed enrollment, seasons of competition legislation, as specified.

A. Bylaws: Amend 14.2.3.2, as follows:

14.2.3.2 Delayed Enrollment -- Seasons of Competition.

14.2.3.2.1 Sports Other than Men's Ice Hockey and Skiing. In sports other than men's ice hockey and skiing, a student-athlete who does not enroll in a collegiate institution as a full-time student in a regular academic term during a one-year time period after his or her high school graduation date or the graduation date of his or her class (as determined by the first year of high school enrollment or the international equivalent as specified in the NCAA Guide to International Academic Standards for Athletics Eligibility and based on the prescribed educational path in the student-athlete's country), whichever occurs earlier, shall be subject to the following:

[14.2.3.2.1-(a) through 14.2.3.2.1-(b) unchanged.]

14.2.3.2.1.1 Exception -- National/International Competition. For a maximum of one year after a prospective student-athlete's first opportunity to enroll full time in a collegiate institution, participation in the following organized national/international competition is exempt from application of Bylaw 14.2.3.2.1:

(a) Official Olympic Games, Pan American Games, World Championships, World Cup, World University Games competition;

(b) Officially recognized competition from which participants may directly qualify for final tryouts for a national team that will participate in the Olympic Games, Pan American Game, World Championships, World Cup or World University Games and final tryout competition from which participants are selected for such teams; or

(c) Official competition involving a national team sponsored by the appropriate national governing body of the U.S. Olympic Committee (or, for student-athletes representing another nation, the equivalent organization of that nation).

[14.2.3.2.1.1 through 14.2.3.2.1.2 renumbered as 14.2.3.2.1.2 through 14.2.3.2.1.3 unchanged.]

B. Bylaws: Amend 14.2.3.2.1, as follows:

14.2.3.2.1 Matriculation After 20th Birthday -- Tennis. In tennis, a student who is eligible under Bylaw 14.2.3.2, but who participates in organized tennis events after his or her 20th birthday and before full-time enrollment at the certifying institution shall be subject to the following:

[14.2.3.2.1-(a) through 14.2.3.2.1-(b) unchanged.]

14.2.3.2.~~2~~**1.1** Exception -- Olympic Games, Pan American Games, World Championships, World Cup and World University Games Participation. Participation in the Olympic Games, Pan American Games, World Championships, World Cup and World University Games is exempt from application of ~~*Bylaws 14.2.3.2 and*~~ **Bylaw** 14.2.3.2.1.

Source: NCAA Division I Amateurism Cabinet

Effective Date: August 1. 2011; applicable to student-athletes who initially enroll full time in a collegiate institution on or after August 1, 2011.

Category: Amendment

Topical Area: Eligibility

Rationale: During the review of Proposal No. 2009-22 during the 2009-10 legislative cycle, concerns were raised related to its application to training, tryouts and competition related to national teams and international competition. Currently, the legislation includes an exception that exempts participation in the Olympic Games, Pan American Games, World Championships, World Cup and World University Games, but does not exempt participation in tryout events, competition involving a national team or qualifying competition for such international events. Therefore, if tryout events or qualifying events occur after a prospective student-athlete's first opportunity to enroll, he or she must make a difficult choice related to pursuing the Olympics (or other international competition) and whether to enroll full time in college. This proposal would allow prospective student-athletes to continue with training, tryout competition and qualifying competition without concern about using an intercollegiate season of competition.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jun 24, 2010: Submit; Submitted for consideration
Jun 25, 2010: Amateurism Cabinet, Sponsored

Proposal Number: 2010-54

Title: ELIGIBILITY -- SEASONS OF COMPETITION: FIVE-YEAR RULE -- HARDSHIP WAIVER -- FIRST HALF OF PLAYING SEASON CALCULATION -- TENNIS

Intent: In tennis, to specify that the first half of the season calculation is based on the number of days in the season that concludes with the NCAA championship, as declared by the institution, between the first date of competition used by any individual on the team after the conclusion of the institution's fall term and the last date of competition used by any individual on the team at the end of the declared playing season.

Bylaws: Amend 14.2.4.3, as follows:

14.2.4.3 Criteria for Administration of Hardship Waiver.

[14.2.4.3.1 through 14.2.4.3.3 unchanged.]

14.2.4.3.4 First-Half-of-Season Calculation.

[14.2.4.3.4.1 unchanged.]

14.2.4.3.4.2 Individual Sports **Other Than Tennis**. In individual sports **other than tennis**, the first half of the season calculation is based on the number of days in the season that concludes with the NCAA championship, as declared by the institution, between the first date of competition used by any individual on the team and the last date of competition used by any individual on the team at the end of the declared playing season, including a conference championship and any regular-season competition scheduled after the conference championship (e.g., "last chance" meet). Any break in the declared season shall not be counted (e.g., institutional vacation period in which no practice or competition occurs). The total number of days in the championship season shall be divided by two in order to determine the first half of the season. A fractional portion of a day shall be rounded up to the next whole number.

14.2.4.3.4.3 Tennis. In tennis, the first half of the season calculation is based on the number of days in the season that concludes with the NCAA championship, as declared by the institution, between the first date of competition used by any individual on the team after the conclusion of the institution's fall term and the last date of competition used by any individual on the team at the end of the declared playing season, including a conference championship and any regular-season competition scheduled after the conference championship. Any break in the declared season shall not be counted (e.g., institutional vacation period in which no practice or competition occurs). The total number of days shall be divided by two in order to determine the first half of the season. A fractional portion of a day shall be rounded up to the next whole number.

Source: Southeastern Conference

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Eligibility

Rationale: Tennis is one of a few spring championship sports in which fall competition is used to determine participants in the NCAA championship. Thus, in tennis, the first half of the season ends in late January or early February, while in other spring championship sports, the first half of the season ends approximately one month later. This proposal would make the calculation in tennis more consistent with other spring championship sports.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jul 14, 2010: Submit; Submitted for consideration

Proposal Number: 2010-57

Title: ELIGIBILITY -- FRESHMAN AND TRANSFER ACADEMIC REQUIREMENTS -- PARTICIPATION PRIOR TO CERTIFICATION -- RECRUITED STUDENT-ATHLETE -- 21-DAY PERIOD

Intent: To increase the temporary certification period for a recruited student-athlete from 14 days to 21 days.

A. Bylaws: Amend 14.3.5.1.1, as follows:

14.3.5.1.1 Temporary Certification, Recruited Student-Athlete. If a recruited student-athlete reports for athletics participation before his or her qualification status has been certified, the student may practice, but not compete, during a ~~*14*~~ **21**-day period, provided the student meets all other requirements to be eligible to practice. An institution shall not provide athletically related financial aid to the student during this period. After the ~~*14*~~ **21**-day period, the student shall have established minimum requirements as a qualifier (as certified by the NCAA Eligibility Center) to continue practicing or to compete and receive athletically related financial aid.

B. Bylaws: Amend 14.5.4.5.6.1, as follows:

14.5.4.5.6.1 Temporary Certification, Recruited Two-Year College Transfer. If a recruited two-year college transfer student reports for athletics participation before the student's high school or two-year college academic record has been certified, the student may practice, but not compete, during a ~~*14*~~ **21**-day period, provided the student meets all other requirements to be eligible to practice. An institution shall not provide athletically related financial aid to the student during this period. After the ~~*14*~~ **21**-day period, the student shall have established minimum requirements as a transfer student to continue practicing or to compete and receive athletically related financial aid.

Source: Atlantic Coast Conference

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Eligibility

Rationale: During peak times at the NCAA Eligibility Center (e.g., late summer, late winter) there is enormous pressure to process a large number of cases for competition and practice. Extending the certification period would alleviate some of the pressure to certify student-athletes for practice activities while allowing them to focus their efforts on certifying student-athletes for competition. Also, during the winter break period, the NCAA Eligibility Center is closed for a period of time (usually one business week, which equals nine certification days) while a student-athlete's 14-day certification clock continues to run. Additionally, institutions that start classes more than 14 days after the start of preseason practice must cease providing expenses incidental to participation when the 14-day period expires. Such a situation creates a financial burden on the student-athlete and raises concerns related to the student-athlete's well-being. The situation forces the student-athlete to either return home or remain in the locale of the institution at his or her own expense. It should be noted that this proposal is only intended to extend the certification period from 14 days to 21 days and student-athletes would continue to be prohibited from competing and/or receiving institutional athletically related financial aid until certified as a qualifier.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jul 13, 2010: Submit; Submitted for consideration.

Proposal Number: 2010-58

Title: ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL

Intent: In men's basketball, to establish a summer academic preparation and college acclimatization model, as specified.

A. Constitution: Amend 3.2.4, as follows:

3.2.4 Conditions and Obligations of Membership.

[3.2.4.1 through 3.2.4.16 unchanged.]

3.2.4.17 Academic Assessment -- Men's Basketball.

3.2.4.17.1 Assessment of Student-Athletes Receiving Athletically Related Financial Aid. In men's basketball, an active member shall assess all incoming student-athletes (including transfer student-athletes) who have signed the institution's written offer of athletically related financial aid for the following academic year to identify those who require enrollment in summer school prior to initial full-time enrollment at the certifying institution. The assessment shall be based on criteria defined by the institution and shall include an assessment of learning skills. In following years, the institution shall re-evaluate all continuing student-athletes who will receive athletically related financial aid in the following academic year using institutionally defined criteria to identify student-athletes who should be encouraged to enroll in summer school. (See Bylaws 15.2.8.1.2.5 and 15.2.8.1.4.1.)

3.2.4.17.1.1 Exception -- No Summer Session. An institution that does not offer summer session classes is not required to assess incoming or continuing student-athletes.

3.2.4.17.2 Assessment of Student-Athletes -- Institution That Does Not Award Athletics Aid or Awards Only Need-Based Athletics Aid. In men's basketball, an institution that does not award athletically related financial aid or an institution that awards athletically related financial aid based solely on demonstrated financial need, as determined for all students by the institution's financial aid office using methodologies that conform to federal, state and written institutional guidelines (including institutional financial aid that is considered athletically related financial aid based on the intervention of athletics department staff), shall assess all recruited incoming student-athletes (including transfer student-athletes) in order to identify those that require enrollment in summer school prior to initial full-time enrollment at the certifying institution and in order to conduct athletics development activities pursuant to Bylaw 17.1.6.2.1.1.3. The assessment shall be based on criteria

defined by the institution and shall include an assessment of learning skills. In following years, the institution shall re-evaluate all continuing recruited student-athletes using institutionally defined criteria to identify student-athletes who should be encouraged to enroll in summer school. (See Bylaws 15.2.8.1.2.5 and 15.2.8.1.4.1.)

3.2.4.17.2.1 Exception -- No Summer Session. An institution that does not offer summer session classes is not required to assess incoming or continuing student-athletes.

B. Bylaws: Amend 13.02.12, as follows:

13.02.12 Prospective Student-Athlete. A prospective student-athlete is a student who has started classes for the ninth grade. In addition, a student who has not started classes for the ninth grade becomes a prospective student-athlete if the institution provides such an individual (or the individual's relatives or friends) any financial assistance or other benefits that the institution does not provide to prospective students generally. An individual remains a prospective student-athlete until one of the following occurs (whichever is earlier):

[13.02.12-(a) through 13.02.12-(c) unchanged.]

[13.02.12.1 through 13.02.12.2 unchanged.]

13.02.12.3 Exception -- Men's Basketball. In men's basketball, a recruited prospective student-athlete (including a transfer prospective student-athlete) who has signed the institution's written offer of financial aid for the following academic year shall be considered a student-athlete at the point in which he attends a class for which he is registered and enrolled in the institution's summer term prior to his initial full-time enrollment at the institution.

C. Bylaws: Amend 14.4.3, as follows:

14.4.3 Eligibility for Competition.

14.4.3.1 Fulfillment of Credit-Hour Requirements. Eligibility for competition shall be determined based on satisfactory completion of at least:

[14.4.3.1-(a) through 14.4.3.1-(c) unchanged.]

[14.4.3.1.1 through 14.4.3.1.2 unchanged.]

14.4.3.1.3 Summer School Requirements -- Men's Basketball. In men's basketball, an incoming student-athlete (including a transfer student-athlete) who attends summer school prior to initial full-time enrollment at the certifying institution and engages in summer athletics development activities (see Bylaw 17.1.6.2.1.1.3) shall successfully complete a

minimum of three credit hours of acceptable degree credit (other than physical education activity courses) toward any of the institution's degree programs in order to be eligible to compete in his first regular term of full-time enrollment. Remedial, tutorial and noncredit courses may be used to satisfy this requirement, provided the courses are considered by the institution to be prerequisites for specific courses acceptable for any degree program and are given the same academic weight as other courses offered by the institution. A continuing student-athlete who attends summer school and who engages in summer athletics development activities (see Bylaw 17.1.6.2.1.1.3) shall successfully complete a minimum of six credit hours in order to be eligible to compete in the first term of the following academic year.

D. Bylaws: Amend 15.2.8, as follows:

15.2.8 Summer Financial Aid. Summer financial aid may be awarded only to attend the awarding institution's summer term, summer school or summer-orientation program, provided the following conditions are met:

[15.2.8-(a) through 15.2.8-(c) unchanged.]

15.2.8.1 General Stipulations. A student-athlete who is eligible for institutional financial aid during the summer is not required to be enrolled in a minimum full-time program of studies. However, the student-athlete may not receive financial aid that exceeds the cost of attendance in that summer term. A student-athlete may receive institutional financial aid based on athletics ability (per Bylaw 15.02.4.1), outside financial aid for which athletics participation is a major criterion (per Bylaw 15.2.6.4) and educational expenses awarded (per Bylaw 15.2.6.5) up to the value of a full grant-in-aid, plus any other financial aid unrelated to athletics ability up to cost of attendance. (See Bylaws 15.01.6.1, 15.01.6.2, 16.3, 16.4 and 16.12.)

[15.2.8.1.1 unchanged.]

15.2.8.1.2 Enrolled Student-Athletes. After initial full-time enrollment during a regular academic year, a student-athlete shall not receive athletically related financial aid to attend the certifying institution's summer term or summer school unless the student-athlete received such athletically related aid from the certifying institution during the student-athlete's previous academic year at that institution. Further, such aid may be awarded only in proportion to the amount of athletically related financial aid received by the student-athlete during the student-athlete's previous academic year at the certifying institution, except that this proportionality restriction shall not apply to a student-athlete who has exhausted his or her eligibility and is enrolled in a summer program of studies that will permit the student-athlete to complete his or her degree requirements.

[15.2.8.1.2.1 through 15.2.8.1.2.4 unchanged.]

15.2.8.1.2.5 Required Financial Aid -- Men's Basketball. Each year, the institution shall assess all continuing men's basketball student-athletes using institutionally defined criteria to identify those who should attend summer school. Student-athletes who are not on schedule to graduate in five years from initial full-time enrollment shall be strongly encouraged to attend summer school. The institution shall provide a full athletics grant-in-aid to a student-athlete who is identified through the assessment and chooses to attend, provided he is enrolled in a minimum of six credit hours.

15.2.8.1.2.5.1 Exception -- No Athletically Related Aid or Need-Based Athletically Related Aid. An institution that does not award athletically related financial aid or an institution that awards athletically related financial aid based solely on demonstrated financial need, as determined for all students by the institution's financial aid office using methodologies that conform to federal, state and written institutional guidelines (including institutional financial aid that is considered athletically related financial aid based on the intervention of athletics department staff), is not required to award athletically related financial aid to student-athletes who attend summer school.

[15.2.8.1.3 unchanged.]

15.2.8.1.4 Prior to Initial, Full-Time Enrollment at the Certifying Institution -- Athletics Aid. The following conditions apply to the awarding of athletically related financial aid to a prospective student-athlete (including a prospective student-athlete not certified by the NCAA Eligibility Center as a qualifier) to attend an institution in the summer prior to the prospective student's initial, full-time enrollment at the certifying institution (see also Bylaw 13.02.11.1):

[15.2.8.1.4-(a) through 15.2.8.1.4-(e) unchanged.]

15.2.8.1.4.1 Required Financial Aid -- Men's Basketball. In men's basketball, a student-athlete who is required to attend summer school based on the institution's academic assessment (see Constitution 3.2.4.17) shall receive a full athletics grant-in-aid. Such a student-athlete shall enroll in a minimum of six credit hours (other than physical education activity courses) of acceptable degree credit toward any of the institution's degree programs and shall receive learning skills education. Remedial, tutorial and noncredit courses may be used to satisfy this requirement, provided the courses are considered by the institution to be prerequisites for specific courses acceptable for any degree program and are given the same academic weight as other courses offered by the institution;

15.2.8.1.4.1.1 Exception -- No Athletically Related Aid or Need-Based Athletically Related Aid. An institution that does not award athletically related financial aid or an institution that awards athletically related financial aid based solely on demonstrated financial need, as determined for all students by the institution's financial aid office using methodologies that conform to federal, state and written institutional guidelines (including institutional financial aid that is considered athletically related financial aid based on the intervention of

athletics department staff), is not required to award athletically related financial aid to student-athletes who attend summer school.

E. Bylaws: Amend 17.1.6.2.1, as follows:

17.1.6.2.1 Institutional Vacation Period and Summer.

17.1.6.2.1.1 Sports Other than Championship Subdivision Football. In sports other than championship subdivision football, a student-athlete may not participate in any countable athletically related activities outside the playing season during any institutional vacation period and/or summer. Strength and conditioning coaches who are not countable coaches and who perform such duties on a department-wide basis may design and conduct specific workout programs for student-athletes, provided such workouts are voluntary and conducted at the request of the student-athlete.

[17.1.6.2.1.1.1 through 17.1.6.2.1.1.2 unchanged.]

17.1.6.2.1.1.3 Athletics Development Activities -- Men's Basketball. In men's basketball, an institution may designate a consecutive eight-week period during the summer during which incoming and continuing student-athletes who are enrolled in a minimum of six credit hours in summer school may engage in required weight-training, conditioning and skill-related instruction. A student-athlete's participation in such activities per Bylaw 17.02.1 shall be limited to a maximum of eight hours per week with not more than two hours per week spent on skill-related workouts.

17.1.6.2.1.1.3.1 No Athletically Related Aid or Need-Based Athletically Related Aid. A student-athlete who attends an institution that does not award athletically related financial aid or an institution that awards athletically related financial aid based solely on demonstrated financial need, as determined for all students by the institution's financial aid office using methodologies that conform to federal, state and written institutional guidelines (including institutional financial aid that is considered athletically related financial aid based on the intervention of athletics department staff), may participate in athletics development activities pursuant to Bylaw 17.1.6.2.1.1.3, provided the institution awards all the institutional financial aid (e.g., need-based aid) for which the student-athlete qualifies.

[17.1.6.2.1.2 unchanged.]

Source: NCAA Division I Board of Directors (Men's Basketball Academic Enhancement Group).

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Eligibility

Rationale: Data indicates that student-athletes who undergo early institutional academic and learning assessments and receive the necessary additional academic support or attend additional summer school sessions are more likely to graduate within a five-year period. Further, both academically at-risk and high achieving student-athletes who enroll in summer school, particularly early in their academic careers, tend to experience enhanced academic success during their collegiate enrollment. This proposal recognizes the importance of the accrued academic benefits of summer school attendance and that retention problems drive a low Academic Progress Rate. The development of an institutional connection is a critically important factor in retaining students. Summer bridge programs have been shown to be particularly effective in this regard. Given the critical importance of the relationship between coach and student-athlete, it is fair to consider that enhancing that relationship will also enhance the connection that a student-athlete feels toward the institution. This proposal will provide opportunities for both academic and athletic improvement, which will, in turn, contribute to greater retention of student-athletes. Allowing limited athletically related activities in a structured environment will not significantly impact competitive equity, but it will prove beneficial in establishing stronger relationships and enhancing the student-athlete's bond to the institution. (For more information, please see the final report of the Division I Men's Basketball Academic Enhancement Group.)

Budget Impact: Will vary among institutions.

Impact on Student-Athlete's Time: Minimal as compared to the current model.

Position Statement(s)
None

History
Jul 21, 2010: Submit; Submitted for consideration.

Proposal Number: 2010-59

Title: ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT HOUR REQUIREMENTS -- FALL TERM ACADEMIC REQUIREMENT FOR FUTURE COMPETITION -- FOOTBALL

Intent: In football, to specify that a student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the

Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season; further, to specify that the student-athlete may regain eligibility to compete in the third and fourth contests of that season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term.

Bylaws: Amend 14.4.3.1, as follows:

[Federated provision, FBS and FCS, divided vote]

14.4.3.1 Fulfillment of Credit-Hour Requirements. Eligibility for competition shall be determined based on satisfactory completion of at least:

[14.4.3.1-(a) through 14.4.3.1-(c) unchanged.]

[14.4.3.1.1 through 14.4.3.1.5 unchanged.]

14.4.3.1.6 Additional Requirements -- Football. In football, a student-athlete who does not successfully complete at least nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season.

14.4.3.1.6.1 Regaining Eligibility for Two Contests. A student-athlete who is ineligible, pursuant to Bylaw 14.4.3.1.6, to compete in the first four contests of a playing season against outside competition may regain eligibility to compete in third and fourth contests of that season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term. A student-athlete in his or her initial year of full-time collegiate enrollment at the certifying institution may use credit hours earned at the certifying institution during the summer prior to initial full-time enrollment and credit hours earned during the summer following the regular academic year to satisfy the 27-semester/40-quarter credit-hour requirement.

[14.4.3.1.6 through 14.4.3.1.7 renumbered as 14.4.3.1.7 through 14.4.3.1.8, unchanged.]

Source: NCAA Division I Board of Directors (Football Academic Working Group)

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Eligibility

Rationale: Through extensive review of data, the Football Academic Working Group noted the Academic Progress Rate (APR) issues in football tend to be due to eligibility. The most recent eligibility APR for football (939.7) is the lowest of all Division I sports and is approximately seven points lower than the retention APR for football (946.8). Data indicate that football student-athletes lose a significant number of eligibility points during the fall term. In addition, data demonstrate that a football student-athlete who earns nine credit hours during the fall term earns more APR points during his academic career, is more likely to graduate and is less likely to become an "0/2" student-athlete. These provisions will help ensure that football student-athletes are progressing toward a degree. Maintaining some ineligibility for contests during the subsequent fall term is important to facilitate the cultural change needed to ensure that football student-athletes earn at least nine credit hours during the fall and use the summer to progress toward earlier graduation rather than using the summer to regain eligibility for the fall. In addition, increasing the academic requirements for the fall will address the time demands issue by requiring football student-athletes and coaches to prioritize time for academics.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None.

History
Aug 03, 2010: Submit; Submitted for consideration.

Proposals Sponsored by NCAA Division I Academic Cabinet

Proposal Number: 2010-51

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/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) offered by the certifying the institution may be used to satisfy the full-time enrollment requirement for competition, provided 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 the term time.*~~ **Nontraditional Courses. Enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction 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 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; and

(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.

~~*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.]

Source: NCAA Division I Academics Cabinet

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Eligibility

Rationale: In light of the prevalence and acceptance of nontraditional courses throughout post-secondary education, it is appropriate to update the legislation regarding the various methods of course delivery and whether such courses may be used toward the full-time enrollment requirement for competition. This proposal provides the opportunity for student-athletes to use nontraditional coursework, but also recognizes the potential for academic misconduct and provides safeguards against misuse to meet eligibility requirements. In general, a student-athlete should be provided similar access to nontraditional courses as all students at his or her institution in order to fulfill the full-time enrollment requirements, provided the institution considers enrollment in such a course as regular course enrollment for all students. Finally, this proposal respects institutional discretion and authority in setting course content and curriculum, and relies on institutional integrity and scrutiny with regard to the delivery of nontraditional courses.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s):
None

History:
Jun 28, 2010: Submitted; Submitted for consideration.
Jun 29, 2010: Academics Cabinet, Sponsored

Proposal Number: 2010-55

Title: ELIGIBILITY -- INITIAL ELIGIBILITY -- COMMON PROVISIONS -- DIVISION I AND DIVISION II

Intent: To change the voting line for bylaws related to initial eligibility from federated to common for Division I and Division II, as specified.

A. Bylaws: Amend 14.3.1.2, as follows:

[Common provision, Division I and Division II, divided vote]

[To change voting line in Bylaws 14.3.1.2, 14.3.1.2.2 and 14.3.1.2.4 through 14.3.1.2.8 from federated to common (#)]

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

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

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

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

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

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

[14.3.1.2.1 unchanged.]

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

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

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

(c) The instructor and the student have regular interaction with one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;

(d) The student's work (e.g., exams, papers, assignments) is available for evaluation and validation;

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

(f) The course includes a defined time period for completion; and

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

[14.3.1.2.3 unchanged.]

14.3.1.2.4 English as a Second Language Course. It is permissible to use an advanced-level English as a Second Language (ESL) course to satisfy core-curriculum requirements, provided it is reviewed through the NCAA Initial-Eligibility Waiver process. Other ESL courses taught in disciplines other than English (e.g., social studies) may satisfy a core-course requirement, provided they are qualitatively and quantitatively the same as the comparison course in the regular-course offering.

14.3.1.2.5 Courses for Students with Education-Impacting Disabilities. High school courses for students with education-impacting disabilities may be used to fulfill the core-curriculum requirements, even if such courses appear to be taught at a level below the high school's regular academic instructional level (e.g., special education courses), if the high school principal submits a written statement to the NCAA Eligibility Center indicating that the courses are substantially comparable, quantitatively and qualitatively, to similar core course offerings in that academic discipline and the courses appear on the high school's list of approved core courses. Students with education-impacting disabilities still must complete the required core courses and achieve the minimum required grade-point average in the core curriculum. The fact that the title of a course includes a designation such as "remedial," "special education," "special needs," or other similar titles used for courses designed for students with education-impacting disabilities does not, in and of itself, disqualify a course from satisfying core-curriculum requirements.

14.3.1.2.6 Grade Value of Core Courses. The following grade values are to be used in determining a student's grade-point average in the core courses: A = 4 quality points, B = 3 quality points, C = 2 quality points, D = 1 quality point. In determining the core-curriculum grade-point average, each grade earned in a course (including all numerical grades) must be converted to this 4.000 scale on an individual-course basis. Pluses or minuses within a grade level shall not receive greater or lesser quality points. A school's normal practice of weighting honors or advanced courses may be used to compute the quality points awarded in those courses and the cumulative grade-point average, provided a written statement verifying the grading policy accompanies the prospective student-athlete's official grade transcript. An honors or advanced course shall receive no greater than 1.000 additional quality point (e.g., A=5.000). In calculating the grade in a weighted honors or advanced course, if a high school does not assign quality points to its courses, quality points shall be added to each course before calculating the student's grade-point average and not added to a student's cumulative core-course grade-point average. The core-curriculum grade-point average may be calculated using the student's 16 best grades from courses that meet the distribution requirements of the core curriculum. Additional core courses (beyond the 16 required) may be used to meet the core-curriculum grade-point average, provided the distribution requirements are met.

14.3.1.2.7 Pass-Fail Grades. Courses that are awarded pass-fail grades may be used to satisfy core-curriculum requirements. The NCAA Eligibility Center shall assign the course the lowest passing grade that the high school assigns for a pass-fail course.

14.3.1.2.8 Repeat Courses. A repeated course may be used only once to satisfy core-curriculum requirements. The best grade in that course may be used to calculate the grade-point average in the core curriculum.

B. Bylaws: Amend 14.3.1.3, as follows:

[Common provision, Division I and Division II, divided vote]

[To change the voting line in Bylaws 14.3.1.3 and 14.3.1.3.2 through 14.3.1.3.4 from federated to common (#)]

14.3.1.3 Test-Score Requirements. The minimum required SAT or ACT score (see Bylaw 14.3.1.1) must be achieved under national testing conditions on a national testing date [no residual (campus) testing, or regional testing dates] except that a state-administered ACT may be used to meet the test-score requirement.

[14.3.1.3.1 unchanged.]

14.3.1.3.2 Combined Test Scores. For students using the SAT examination, the highest scores achieved on the critical reading and mathematics sections of the SAT from two different national testing dates may be combined in determining whether the student has met the minimum test-

score requirements. For students using the ACT examination, the highest scores achieved on the individual subtests of the ACT from more than one national testing date or state-administered examination may be combined in determining whether the student's sum score has met the minimum test-score requirement.

14.3.1.3.3 Nonstandard Test Administration. Students with education-impacting disabilities may use scores achieved during a nonstandard administration of the SAT or ACT. A student who takes a nonstandard SAT or ACT still must achieve the minimum required test score; however, the test is not required to be administered on a national testing date.

14.3.1.3.4 Test-Score Report. The minimum SAT or ACT score(s) used for initial-eligibility purposes must be provided to the NCAA Eligibility Center by the appropriate testing agency through an official test-score report.

Source: NCAA Division I Academics Cabinet

Effective Date: Immediate

Category: Amendment

Topical Area: Eligibility

Rationale: Federation of the Association has successfully provided Divisions I and II the opportunity to amend initial-eligibility legislation deemed most appropriate for each division (e.g., core-course distribution, test-score and grade-point average requirements and core-course time limitation). However, there are portions of the initial-eligibility legislation that traditionally have and practically should remain consistent for the two divisions. Designating these bylaws as common provisions will provide consistency for prospective student-athletes and high school coaches and administrators to understand initial-eligibility legislation and how courses completed by the prospective student-athlete will be used to certify eligibility. A consistent standard also will assist the NCAA Eligibility Center in more efficiently determining whether a particular student-athlete has fulfilled each division's initial-eligibility requirements. If the divisions have different legislation, the NCAA Eligibility Center is required to apply different standards to the same course. This may result in two core-course lists for each high school, leading to duplicative work for the NCAA Eligibility Center and confusion for prospective student-athletes. However, the autonomy of each division to establish its own initial-eligibility requirements (e.g., number of core courses, minimum grade-point average and standardized test score) will be maintained under this proposal. [Note: NCAA Bylaw 14.3.1.2.2 will not be designated as common unless Division II also adopts a proposal currently active in its legislative cycle.]

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jun 28, 2010: Submit; Submitted for consideration
Jun 29, 2010: Academics Cabinet, Sponsored

Proposal Number: 2010-56

Title: ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE-CURRICULUM TIME LIMITATION -- LEAVING EXAMINATIONS

Intent: To specify that the eligibility of an international prospective student-athlete whose prescribed educational path culminates with a leaving examination shall be determined based on the leaving examination, regardless of a delay in graduation or completion of the leaving examination.

Bylaws: Amend 14.3.1.2.1, as follows:

14.3.1.2.1 Core-Curriculum Time Limitation. A prospective student-athlete must complete his or her core-curriculum requirements not later than the high school graduation date of the prospective student-athlete's class [as determined by the first year of enrollment in high school (ninth grade) or the international equivalent as specified in the NCAA Guide to International Academic Standards for Athletics Eligibility]. Graduation from high school or secondary school shall be based on the prospective student-athlete's prescribed educational path in his or her country. **The eligibility of an international student-athlete whose prescribed educational path culminates with a leaving examination (e.g., General Certificate of Secondary Education, Baccalaureate, Slutbetyg) shall be determined based on the leaving examination, regardless of a delay in graduation or completion of the leaving examination.**

[14.3.1.2.1.1 through 14.3.1.2.1.2 unchanged.]

Source: NCAA Division I Academics Cabinet (International Student Records Committee)

Effective Date: August 1, 2011; applicable to student-athletes who initially enroll full time in a collegiate institution on or after August 1, 2011.

Category: Amendment

Topical Area: Eligibility

Rationale: The eligibility of prospective student-athletes from examination-based countries should be certified using grades from the leaving examination, rather than transcripts, regardless of any delay in graduation or in taking the leaving exams. This approach recognizes the unique nature of the educational paths in examination-based countries and gives deference to the educational policies of such countries. A consistent approach for all prospective student-athletes from a particular country is the most appropriate means of certifying eligibility. In addition, transcripts can be difficult to obtain and often are unofficial documents which cannot be used for initial-eligibility certification. Using official leaving examinations will ease the administrative burden on prospective student-athletes, member institutions and the NCAA Eligibility Center. Further, individuals who complete their leaving exams during the normal timeframe for students in their educational system will still be permitted to complete one additional core course after graduation since they will not graduate on time. Finally, it should be noted that a prospective student-athlete who delays completion of the leaving examination (and also engages in organized competition prior to initial full-time enrollment) will be charged with seasons of competition under the delayed enrollment legislation, as the individual's anticipated date of graduation will not be changed for purposes of certifying competition prior to initial full-time collegiate enrollment.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jun 28, 2010: Submit, Submitted for consideration.
Jun 29, 2010: Academics Cabinet, Sponsored

Proposal Number: 2010-60

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/virtual courses, independent study or any other course or credit that is not

earned in a face-to-face classroom environment with regular interaction between the instructor and the student) completed at an institution other than the certifying institution, may be used to meet credit-hour and percentage-of-degree requirements, provided 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 Institution. Correspondence, extension and credit by examination courses taken from an 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*~~ **Nontraditional Courses from Another Institution. Nontraditional courses (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) completed at an 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 student at the certifying institution;

(b) The certifying institution considers enrollment in the course as regular course enrollment for all students; and

(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.

[14.4.3.4.3.1 through 14.4.3.4.3.2 unchanged.]

[14.4.3.4.4 through 14.4.3.4.7 unchanged.]

~~*14.4.3.4.8 Distance-Learning Courses. Credit hours earned via distance learning may be used to meet all progress-toward degree requirements provided:*~~

~~*(a) Evaluation of student's work is conducted by the appropriate academic authorities in accordance with the institution's established academic policies; and*~~

~~*(b) The course is available to any student at the certifying institution and is reflected on the certifying institution's transcript.*~~

[14.4.3.4.9 through 14.4.3.4.10 unchanged.]

Source: NCAA Division I Academics Cabinet

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Eligibility

Rationale: In light of the prevalence and acceptance of nontraditional courses throughout post-secondary education, it is appropriate to update the legislation regarding the various methods of course delivery and whether such courses may be used toward progress-toward-degree requirements for competition. This proposal provides the opportunity for student-athletes to use nontraditional coursework, but also recognizes the potential for academic misconduct and provides safeguards against misuse to meet eligibility requirements. In general, a student-athlete should be provided similar access to nontraditional courses as all students at his or her institution in order to fulfill the full-time enrollment requirements, provided the institution considers enrollment in such a course as regular course enrollment for all students. Finally, this proposal respects institutional discretion and authority in setting course content and curriculum, and relies on institutional integrity and scrutiny with regard to the delivery of nontraditional courses.

Budget Impact: None.

Impact on Student-Athlete's Time: May allow for more favorable/convenient schedules.

Positions Statement(s)
None

History
Jun 28, 2010: Submit; Submitted for consideration.
Jun 29, 2010: Academics Cabinet, Sponsored

Proposals Identified by the NCAA Division I Academic Cabinet to Review

Proposal Number: 2010-25

Title: AMATEURISM AND AWARDS, BENEFITS AND EXPENSES -- USE OF AGENTS -- BENEFITS, GIFTS AND SERVICES -- CAREER COUNSELING AND INTERNSHIP/JOB PLACEMENT SERVICES

Intent: To permit a student-athlete to use career counseling and internship/job placement services available exclusively to student-athletes, provided the student-athlete is not placed in a position in which the student-athlete uses his or her athletics ability.

A. Bylaws: Amend 12.3, as follows:

12.3 USE OF AGENTS

12.3.1 General Rule. An individual shall be ineligible for participation in an intercollegiate sport if he or she ever has agreed (orally or in writing) to be represented by an agent for the purpose of marketing his or her athletics ability or reputation in that sport. Further, an agency contract not specifically limited in writing to a sport or particular sports shall be deemed applicable to all sports, and the individual shall be ineligible to participate in any sport.

[12.3.1.1 through 12.3.1.2 unchanged.]

12.3.1.3 Exception -- Career Counseling and Internship/Job Placement Services. A student-athlete may use career counseling and internship/job placement services available exclusively to student-athletes, provided the student-athlete is not placed in a position in which the student-athlete uses his or her athletics ability.

[Remainder of 12.3 unchanged.]

B. Bylaws: Amend 16.11, as follows:

16.11 BENEFITS, GIFTS AND SERVICES

16.11.1 Permissible.

16.11.1.1 General Rule. Receipt of a benefit (including otherwise prohibited extra benefits per Bylaw 16.11.2) by student-athletes, their relatives or friends is not a violation of NCAA rules if it is demonstrated that the same benefit is generally available to the institution's students and their relatives or friends.

[16.11.1.2 through 16.11.1.14 unchanged.]

16.11.1.15 Career Counseling and Internship/Job Placement Services. A student-athlete may use career counseling and internship/job placement services available exclusively to student-athletes, provided the student-athlete is not placed in a position in which the student-athlete uses his or her athletics ability.

Source: Big East Conference

Effective Date: Immediate

Category: Amendment

Topical Area: Amateurism

Rationale: There are many companies willing to provide job placement services exclusively to student-athletes. Such companies could help to provide a career advantage to student-athletes by assisting them in finding internships and employment. Current legislation and interpretations do not allow student-athletes to benefit from the services that are exclusive to student-athletes until after their eligibility has been exhausted. Many student-athletes are disadvantaged by the legislation, and particularly senior students-athletes in spring sports who have playing seasons that end in May and June. This proposal would allow student-athletes to work with all job placement companies before exhausting their eligibility as long as the internship/job in which the student-athlete is placed does not involve the use of the student-athlete's athletics ability.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jun 25, 2010: Submit; Submitted for consideration.

Proposal Number: 2010-35

Title: RECRUITING -- BASKETBALL EVALUATIONS -- WOMEN'S BASKETBALL -- NONSCHOLASTIC EVALUATIONS DURING ACADEMIC YEAR -- NATIONAL STANDARDIZED TESTING WEEKENDS

Intent: In women's basketball, to specify that evaluations at nonscholastic events during the academic year evaluation period shall not occur during any weekend (including Friday, Saturday and Sunday) during which the PSAT, SAT, PLAN or ACT national standardized tests are administered; further, to specify that if such a test is administered on a date that conflicts with the fall nonscholastic evaluation weekend, evaluations at nonscholastic events shall be permissible during the first full weekend (including Friday, Saturday and Sunday) of the fall/winter evaluation period; and that if such a test is administered on a date that conflicts with the spring nonscholastic evaluation weekend, the five day evaluation period in April shall shift to the second Friday following the initial date of the spring National Letter of Intent signing period through the following Tuesday.

A. Bylaws: Amend 13.1.7.8, as follows:

13.1.7.8 Basketball Evaluations.

[13.1.7.87-(a) unchanged.]

(b) Women's Basketball. In women's basketball, each institution is limited to five recruiting opportunities (contacts and evaluations combined) per prospective student-athlete (see Bylaw 13.1.5.5). Women's basketball staff members shall not exceed 100 recruiting-person days during the academic year contact and evaluation periods.

(1) Academic Year Evaluation Period. Evaluations of live athletics activities during the academic year may occur at regularly scheduled high school, preparatory school and two-year college contests/tournaments and practices; and pick-up games and open gyms. Evaluations at nonscholastic events during the women's basketball prospective student-athlete's academic year shall only occur during the last full weekend (including Friday, Saturday and Sunday) of the fall contact period and the Friday, Saturday and Sunday of the spring evaluation period.

(i) National Standardized Testing Weekends. Evaluations at nonscholastic events during the academic year evaluation period shall not occur during any weekend (including Friday, Saturday and Sunday) during which the PSAT, SAT, PLAN or ACT national standardized tests are administered. If the PSAT, SAT, PLAN or ACT is administered on a date that conflicts with the fall nonscholastic evaluation weekend, evaluations at nonscholastic events shall be permissible during the first full weekend (including Friday, Saturday and Sunday) of the fall/winter evaluation period. If the PSAT, SAT, PLAN or ACT is administered on a date that conflicts with the spring nonscholastic evaluation weekend, the five day evaluation period in April shall shift to the second Friday following the initial date of the spring National Letter of Intent signing period through the following Tuesday.

B. Bylaws: Amend 13.17.3, as follows:

13.17.3 Women's Basketball. The following recruiting periods shall apply to women's basketball:

[13.17.3-(a) unchanged.]

(b) September 16 through October 6 **[except for (1) and (2) below]**:

Contact Period

(1) Evaluations at nonscholastic events shall not occur during any weekend (including Friday, Saturday and Sunday) during which the PSAT, SAT, PLAN or ACT national standardized tests are administered.

(2) If the PSAT, SAT, PLAN or ACT is administered on a date that conflicts with the fall nonscholastic evaluation weekend, evaluations at nonscholastic events shall be permissible during the first full weekend (including Friday, Saturday and Sunday) of the fall/winter evaluation period.

[13.17.3-(c) through 13.17.3-(e) unchanged.]

(f) Friday of the week that includes the initial date for the spring signing of the National Letter of Intent through the following Tuesday **[except for (1) and (2) below]**:

Evaluation Period

(1) Evaluations at nonscholastic events shall not occur during any weekend (including Friday, Saturday and Sunday) during which the PSAT, SAT, PLAN or ACT national standardized tests are administered.

(2) If the PSAT, SAT, PLAN or ACT is administered on a date that conflicts with the spring nonscholastic evaluation weekend, the five-day evaluation period shall shift to the second Friday following the initial date of the spring National Letter of Intent signing period through the following Tuesday.

(g) Wednesday of the week following the initial date for the spring signing of the National Letter of Intent through July 5 **[except when Bylaw 13.17.3-(f)-(2) applies]**:

Quiet Period

[Remainder of 13.17.3 unchanged.]

Source: NCAA Division I Championships/Sports Management Cabinet (Women's Basketball Issues Committee)

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Recruiting

Rationale: The current women's basketball recruiting calendar permits evaluations at nonscholastic events during the prospective student-athlete's academic year during the last full weekend (including Friday, Saturday and Sunday) of the fall contact period and the Friday, Saturday and Sunday of the spring evaluation period. There have been instances in which these designated time periods have conflicted with national standardized testing dates and, in some instances, resulted in prospective student-athletes facing undue pressure to forego taking a standardized test in order to participate in a nonscholastic event. If a national standardized testing date occurs during a weekend when it is permissible to evaluate prospective student-athletes participating in nonscholastic events in the fall,

designating the following weekend as the nonscholastic evaluation weekend is a simple and appropriate solution. Similarly, if a conflict occurs in the spring, it is appropriate to shift the five evaluation days (which include the nonscholastic weekend) in April to the following week. This solution maintains the same amount of nonscholastic evaluation opportunities during the academic year. Finally, Proposal No. 2009-36 was withdrawn from the 2009-10 legislative cycle so this concept could be further developed as represented in this proposal. The WBCA initiated and supports this legislative change.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
May 10, 2010: Submit; Submitted for consideration.
May 11, 2010: Women's Basketball Issues Committee, Recommends Approval
Jun 16, 2010: Championships/Sports Management Cabinet, Sponsored

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Proposal Number: 2010-61

Title: FINANCIAL AID -- GENERAL PRINCIPLES -- ELIGIBILITY OF STUDENT-ATHLETES FOR INSTITUTIONAL FINANCIAL AID -- EXCEPTION -- PART TIME ENROLLMENT AFTER EXHAUSTED ELIGIBILITY

Intent: To specify that an institution may provide financial aid to a student-athlete who has exhausted eligibility in his or her sport and is enrolled in less than a minimum full-time program of studies, provided the student-athlete is carrying for credit the courses necessary to complete degree requirements, or the student-athlete is carrying for credit all the degree-applicable courses necessary to complete his or her degree requirements that are offered by the institution during that term.

Bylaws: Amend 15.01.5, as follows:

15.01.5 Eligibility of Student-Athletes for Institutional Financial Aid. A student-athlete must meet applicable NCAA (see Bylaw 14), conference and institutional regulations to be eligible for institutional financial aid. If these regulations are met, the student-athlete may be awarded institutional financial aid during any term in which a student-athlete is in regular attendance [was enrolled initially in a minimum full-time program of studies as defined by the certifying institution during that term (see Bylaw 14.1.8.2.1.3 for final term exception and Bylaw 15.2.8 for summer-term exception)] under the following circumstances:

[15.01.5-(a) through 15.01.5-(d), unchanged.]

[Note: See Bylaw 13.1.1.3 for the financial aid implications in the prohibition against contacting student-athletes of another four-year collegiate institution without permission of that institution's athletics director. See Bylaw 14.5.5.4 for financial aid implications related to the academic eligibility of four-year college transfers.]

15.01.5.1 Exception -- Part-Time Enrollment after Exhausted Eligibility. An institution may provide financial aid to a student-athlete who has exhausted eligibility in his or her sport and is enrolled in less than a minimum full-time program of studies, provided:

(a) The student-athlete is carrying for credit the courses necessary to complete degree requirements; or

(b) The student-athlete is carrying for credit all the degree-applicable courses necessary to complete his or her degree requirements that are offered by the institution during that term.

[15.01.5.1 renumbered as 15.01.5.2, unchanged.]

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Financial Aid

Rationale: Current legislation requires a student-athlete to begin a term as a full-time student in order to receive athletically related financial aid. A student-athlete who is in his or her final term of a degree program may receive financial aid without being enrolled full time, provided he or she is carrying for credit the courses necessary to complete degree requirements. However, the exception does not account for situations in which a student-athlete who has exhausted intercollegiate eligibility is unable to enroll in all courses necessary to earn his or her degree in a single academic term due to limited course availability and/or degree-sequencing issues. This legislative change promotes student-athlete well-being by providing an additional opportunity for a student-athlete to receive athletics aid to earn his or her degree without requiring initial full-time enrollment during a term. Since this proposal only applies to student-athletes who have exhausted athletics eligibility, there are no competitive-equity concerns related to practice or competition while enrolled less than full time for one or more terms. Finally, this proposal would reduce bureaucracy by eliminating the need for an institution to go through the procedure of having a student-athlete unnecessarily enroll as a full-time student and/or submitting a waiver request.

Budget Impact: Potential for less financial aid required for a student-athlete to complete his or her degree.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jun 01, 2010: Submit; Submitted for consideration.
Jun 02, 2010: Awards, Benefits, Expenses and Financial Aid Cabinet, Sponsored

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Proposal Number: 2010-73

Title: FINANCIAL AID -- COUNTERS AND EQUIVALENCY COMPUTATIONS -- REQUIRED GRADE-POINT AVERAGE TO QUALIFY FOR EXEMPTIONS OF COUNTER STATUS AND COUNTABLE INSTITUTIONAL AID -- REDUCTION FROM 3.300 TO 3.000

Intent: In football and basketball, to reduce the necessary cumulative grade-point average at the certifying institution to meet the "institutional academic aid only" exception to counter status from 3.300 to 3.000; further, to reduce the necessary cumulative transferable grade-point to exempt institutional financial aid awarded to transfer student-athletes (and the grade-point average at the certifying institution for renewals) and institutional academic scholarships based solely on the recipient's academic record at the certifying institution from team limits from 3.300 to 3.000.

A. Bylaws: Amend 15.5.1, as follows:

15.5.1 Counters. A student-athlete shall be a counter and included in the maximum awards limitations set forth in this bylaw under the following conditions:

[15.5.1-(a) through 15.5.1-(c) unchanged.]

[15.5.1.1 unchanged.]

15.5.1.2 Football or Basketball, Varsity Competition. Football or basketball, a student-athlete who was recruited by the awarding institution and who receives institutional financial aid (as set forth in Bylaw 15.02.4.1) granted without regard in any degree to athletics ability does not have to be counted until the student-athlete engages in varsity intercollegiate competition (as opposed to freshman, B-team, subvarsity, intramural or club competition) in those sports. For this provision to be applicable, there shall be on file in the office of the athletics director certification by the faculty athletics representative, the admissions officer and the chair of the financial aid committee that the student's admission and financial aid were granted without regard in any degree to athletics ability.

[15.5.1.2.1 unchanged.]

15.5.1.2.2 Exception -- Receipt of Institutional Academic Aid Only. In football or basketball, a student-athlete who was recruited by the awarding institution and whose only source of institutional financial aid is academic aid based solely on the recipient's academic record at the certifying institution, awarded independently of athletics interests and in amounts consistent with the pattern of

all such awards made by the institution, may compete without counting in the institution's financial aid team limits, provided he or she has completed at least one academic year of full-time enrollment at the certifying institution and has achieved a cumulative grade-point average of at least ~~*3.300*~~ **3.000** (on a 4.000 scale) at the certifying institution.

[Remainder of 15.5.1 unchanged.]

B. Bylaws: Amend 15.5.3.2, as follows:

15.5.3.2 Equivalency Computations. In equivalency sports, each institutional financial aid award (per Bylaw 15.02.4.1) to a counter shall be computed as follows:

[15.5.3.2-(a) through 15.5.3.2-(c) unchanged.]

[15.5.3.2.1 unchanged.]

15.5.3.2.2 Expectations.

[15.5.3.2.2.1 unchanged.]

15.5.3.2.2.2 Academic Honors Awards -- Transfer Students. Academic honor awards that are part of an institution's normal arrangements for academic scholarships, either based solely on the recipient's cumulative academic record from all collegiate institutions previously attended or based on the recipient's high school record and cumulative academic record from all collegiate institutions previously attended, awarded independently of athletics interests and in amounts consistent with the pattern of all such awards made by the institution, may be exempted from a team's equivalency computation, provided the recipient achieved a cumulative transferable grade-point average of at least ~~*3.300*~~ **3.000** (based on a maximum of 4.000).

[15.5.3.2.2.2.1 unchanged.]

15.5.3.2.2.2.2 Renewals. The renewal of an academic honor award (per Bylaw 15.5.3.2.2.2) may be exempted from an institution's equivalency computation provided:

(a) The recipient achieves a cumulative grade-point average of at least ~~*3.300*~~ **3.000** (based on a maximum of 4.000) at the certifying institution; and

(b) The recipient meets all NCAA, conference and institutional progress-toward-degree requirements.

15.5.3.2.2.3 Institutional Academic Scholarships. Institutional academic scholarships that are part of an institution's normal arrangements for academic scholarships, based solely on the recipient's academic record at the certifying institution, awarded independently of athletics interests and in amounts consistent with the pattern of all such awards made by the institution, are exempt from an institution's equivalency computation, provided the recipient has completed at least one academic

year of full-time enrollment at the certifying institution and has achieved a cumulative grade-point average of at least ~~*3.300*~~ **3.000** (on a 4.000 scale) at the certifying institution.

[15.5.3.2.3 unchanged.]

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Financial Aid

Rationale: Reducing the required grade-point average to exempt institutional financial aid from team limits would have a positive impact on student-athlete well-being by permitting additional sources of aid to be exempt from the team financial aid limits, thereby requiring fewer student-athletes to have to choose between accepting athletics aid or academic aid/scholarships from their institution. It would also make the cumulative grade-point average needed to exempt academic aid based on the student-athlete's academic record in college consistent for three separate exemptions (renewal of award based on high school record, transfer award and institutional academic scholarships) and maintain a national standard for such exemptions. Furthermore, this change would address concerns that, in some instances, the general student population has the opportunity to receive these awards while a student-athlete who is a counter may be permitted to receive the award only if the team has room in its maximum financial aid limitation. Finally, these awards/scholarships will continue to be included when determining a student-athlete's individual limit.

Budget Impact: None.

Impact on Student-Athlete's Time: None.

Position Statement(s)
None

History
Jun 01, 2010: Submit; Submitted for consideration.
Jun 02, 2010: Awards, Benefits, Expenses and Financial Aid Cabinet, Sponsored

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Proposal Number: 2010-86

Title: PLAYING AND PRACTICE SEASONS -- GENERAL PLAYING SEASON REGULATIONS -- NO MISSED CLASS TIME IN CONJUNCTION WITH NONCHAMPIONSHIP SEGMENT COMPETITION -- BASEBALL, CROSS COUNTRY, FIELD HOCKEY, LACROSSE, SOCCER AND VOLLEYBALL

Intent: In baseball, men's and women's cross country (without indoor or outdoor track and field), field hockey, men's and women's lacrosse, men's and women's soccer, and men's and women's volleyball, to specify that no class time shall be missed in conjunction with competition during the nonchampionship segment, including activities associated with such competition (e.g., travel and other pregame or postgame activities).

Bylaws: Amend 17.1.6.6, as follows:

17.1.6.6 Additional Restrictions.

17.1.6.6.1 No Class Time Missed in Conjunction with Nonchampionship Segment Competition -- Baseball, Cross Country, Field Hockey, Lacrosse, Soccer and Volleyball. In baseball, cross country (for institutions without indoor or outdoor track and field), field hockey, lacrosse, soccer and volleyball, no class time shall be missed in conjunction with nonchampionship segment competition, including activities associated with such competition (e.g., travel and other pregame or postgame activities).

17.1.6.6.1.1 Exception -- Institution Located in Hawaii. The provisions of Bylaw 17.1.6.6.1 do not apply to an active Division I member institution located in Hawaii.

[17.1.6.6.1 through 17.1.6.6.3 renumbered as 17.1.6.6.2 through 17.1.6.6.4, unchanged.]

Source: NCAA Division I Championships/Sports Management Cabinet

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Playing and Practice Seasons

Rationale: Eliminating missed class time in conjunction with competition held in the nonchampionship segment would lessen unnecessary athletically related time demands on student-athletes, thus providing increased opportunities to enjoy the college experience and to improve academic performance.

Budget Impact: Potential for savings in travel costs.

Impact on Student-Athlete's Time: Student-athletes would be provided more time to focus on academics and be involved in campus activities.

Position Statement(s)
None

History
Jun 15, 2010: Submit; Submitted for consideration.
Jun 16, 2010: Championships/Sports Management Cabinet, Sponsored

Proposal Number: 2010-87

Title: PLAYING AND PRACTICE SEASONS -- NONCHAMPIONSHIP SEGMENT -- TRAVEL RESTRICTIONS -- CROSS COUNTRY, FIELD HOCKEY, SOCCER, SOFTBALL AND VOLLEYBALL -- HAWAII OR ALASKA EXCEPTION -- ONCE IN FOUR YEARS

Intent: In men's and women's cross country (for institutions without indoor or outdoor track and field), field hockey, men's and women's soccer, softball and men's and women's volleyball, to specify that, once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska.

A. Bylaws: Amend 17.5.5.1.1, as follows:

17.5.5.1.1 Exception -- Cross Country Without Indoor or Outdoor Track and Field. An institution that sponsors men's or women's cross country but does not sponsor indoor or outdoor track and field shall limit its total playing schedule with outside competition during the cross country playing season to seven dates of competition during the segment in which the NCAA championship is conducted and five dates of competition during another segment. Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there are no Division I institutions that sponsor the sport located within 400 miles of the institution.

17.5.5.1.1.1 Hawaii or Alaska Exception -- Nonchampionship Segment Travel. Once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska.

B. Bylaws: Amend 17.8.5.1, as follows:

17.8.5.1 Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition during the institution's field hockey playing season in any one year to 20 contests during the segment in which the NCAA championship is conducted and five dates of competition during another segment, except for those contests or dates of competition excluded under Bylaws 17.8.5.3 and 17.8.5.4. Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there are no Division I institutions that sponsor the sport located within 400 miles of the institution.

17.8.5.1.1 Hawaii or Alaska Exception -- Nonchampionship Segment Travel. Once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship competition against an active member institution located in Hawaii or Alaska.

C. Bylaws: Amend 17.19.5.1, as follows:

17.19.5.1 Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition in soccer during the institution's soccer playing season in any one year to 20 contests during the segment in which the NCAA championship is conducted and five dates of competition during another segment, except for those contests and/or dates of competition excluded under Bylaws 17.19.5.3 and 17.19.5.4. Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there are no Division I institutions that sponsor the sport located within 400 miles of the institution.

17.9.5.1.1 Hawaii or Alaska Exception -- Nonchampionship Segment Travel. Once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska.

D. Bylaws: Amend 17.20.5.1, as follows:

17.20.5.1 Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition in softball during the institution's softball playing season to 56 contests (games and scrimmages) during the segment in which the NCAA championship is conducted and eight contests (games and scrimmages) during the nonchampionship segment, except for those contests excluded under Bylaws 17.20.5.3 and 17.20.5.4. No class time shall be missed for competition during the nonchampionship segment, including activities associated with competition (e.g., travel and other pregame or postgame activities) conducted during the nonchampionship segment. Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there are no Division I institutions that sponsor the sport located within 400 miles of the institution.

17.20.5.1.1 Hawaii or Alaska Exception -- Nonchampionship Segment Travel. Once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska.

E. Bylaws: Amend 17.25.7.1, as follows:

17.25.7.1 Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition in women's volleyball during the institution's women's volleyball playing season to 28 dates of competition during the segment in which the NCAA championship is conducted and four during another segment, except for those dates of competition excluded under Bylaws 17.25.9 and 17.25.10. Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there are no Division I institutions that sponsor the sport located within 400 miles of the institution.

17.25.7.1.1 Hawaii or Alaska Exception -- Nonchampionship Segment Travel. Once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska.

F. Bylaws: Amend 17.25.8.1, as follows:

17.25.8.1 Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition in men's volleyball during the institution's men's volleyball playing season to not more than 28 dates of competition during the segment in which the NCAA championship is conducted and not more than four dates of competition during another segment, except for those dates of competition excluded under Bylaws 17.25.9 and 17.25.10. Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there are no Division I institutions that sponsor the sport located within 400 miles of the institution.

17.25.8.1.1 Hawaii or Alaska Exception-- Nonchampionship Segment Travel. Once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska.

Source: Western Athletic Conference

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Playing and Practice Seasons

Rationale: The current transportation restriction in the nonchampionship segment for certain sports includes an exception for a geographically isolated institution to travel at its discretion for competition in the nonchampionship segment. The legislation essentially requires that institutions located in Hawaii and Alaska must travel for all nonchampionship segment competition against Division I institutions, unless there is another Division I institution that qualifies for the exception. This proposal would allow any Division I institution to travel to Hawaii or Alaska for nonchampionship competition once every four years. The application of the once-in-four-years exception would be the same as the application of the once-in-four-yours exception for institutional foreign tours. The exception reduces the travel burden on institutions in Hawaii and Alaska and it puts a reasonable limitation on the number of times any particular institution may use the exception.

Budget Impact: Additional travel costs for institutions that choose to schedule competition in Hawaii or Alaska; however, cost savings due to less travel for institutions located in Hawaii or Alaska.

Impact on Student-Athlete's Time: Additional time away from campus and potential for additional missed class time for institutions that choose to schedule competition in Hawaii or Alaska; however, may result in additional time on campus and less missed class time for student-athletes at institutions located in Hawaii or Alaska.

Position Statement(s)
None

History
Jul 15, 2010: Submit; Submitted for consideration.

Proposal Number: 2010-88

Title: PLAYING AND PRACTICE SEASONS -- NONCHAMPIONSHIP SEGMENT -- CROSS COUNTRY, FIELD HOCKEY, WOMEN'S LACROSSE, SOCCER, SOFTBALL AND VOLLEYBALL -- TWO DATES OF COMPETITION -- ONE AWAY-FROM HOME DATE

Intent: In men's and women's cross country, field hockey, women's lacrosse, men's and women's soccer, softball, and men's and women's volleyball, to specify that an institution is limited to two dates of competition during the nonchampionship segment, of which only one date may be an away-from-home date of competition.

A. Bylaws: Amend 17.5.5.1.1, as follows:

17.5.5.1.1 Exception -- Cross Country Without Indoor or Outdoor Track and Field. An institution that sponsors men's or women's cross country but does not sponsor indoor or outdoor track and field shall limit its total playing schedule without outside competition during the cross country playing season to seven dates of competition during the segment in which the NCAA championship is conducted and ~~*five*~~ **two** dates of competition during another segment. **An institution is limited to one away-from-home competition during the nonchampionship segment.** Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there are no Division I institutions that sponsor the sport located within 400 miles of the institution.

B. Bylaws: Amend 17.8.5.1, as follows:

17.8.5.1 Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition during the institution's field hockey playing season in any one year to 20 contests during the segment in which the NCAA championship is conducted and ~~*five*~~ **two** dates of competition during another segment, except for those contests or dates of competition excluded under Bylaw 17.8.5.3 and 17.8.5.4. **An institution is limited to one away-from-home date of competition during the nonchampionship segment.** Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there are no Division I institutions that sponsor the sport located within 400 miles of the institution.

C. Bylaws: Amend 17.13.5.1, as follows:

17.13.5.1. Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition in lacrosse during the institution's lacrosse playing season to 17 dates of competition in men's lacrosse and 17 dates of competition during the segment in which the NCAA championship is conducted and ~~*five*~~ **two** dates of competition during another segment in women's lacrosse, except for those dates of competition excluded under Bylaws 17.13.5.3 and 17.13.5.4. **In women's lacrosse, an institution is limited to one away-from-home competition during the nonchampionship segment.**

D. Bylaws: Amend 17.19.5.1, as follows:

17.19.5.1 Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition in soccer during the institution's soccer playing season in any one year to 20 contests during the segment in which the NCAA championship is conducted and ~~*five*~~ **two** dates of competition during another segment, except for those contest and/or dates of competition excluded under Bylaws 17.19.5.3 and 17.19.5.4. **An institution is limited to one-away-from-home date of competition during the nonchampionship segment.** Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there a no Division I institutions that sponsor the sport located within 400 miles of the institution.

E. Bylaws: Amend 17.20.5.1, as follows:

17.20.5.1 Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition in softball during the institution's softball playing season to 56 contests (games and scrimmages) during the segment in which the NCAA championship is conducted and ~~*eight contests (games and scrimmages)*~~ **two dates of competition** during the nonchampionship segment, except for those contests excluded under Bylaws 17.20.5.3 and 17.20.5.4. No class time shall be missed for competition during the nonchampionship segment, including activities associated with competition (e.g., travel and other pregame or postgame activities) conducted during the nonchampionship segment. **An institution is limited to one away-from-home competition during the nonchampionship segment.** Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there is no Division I institutions that sponsor the sport located within 400 miles of the institution.

F. Bylaws: Amend 17.25.7.1, as follows:

17.25.7.1 Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition in women's volleyball during the institution's women's volleyball playing season to 28 dates of competition during the segment in which the NCAA championship segment is conducted and ~~*four*~~ **two** during another segment, except for those dates of competition excluded under Bylaws 17.25.9 and 17.25.10. **An institution is limited to one away-from-home competition during the nonchampionship segment.** Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there are no Division I institutions that sponsor the sport located within 400 miles of the institution.

G. Bylaws: Amend 17.25.8.1, as follows:

17.25.8.1 Maximum Limitations -- Institutional. A member institution shall limit its total playing schedule with outside competition in men's volleyball during the institution's men's volleyball playing season to not more than 28 dates of competition during the segment in which the NCAA championship is conducted and not more than ~~*four*~~ **two** dates of competition during another segment, except for those dates of competition excluded under Bylaws 17.25.9 and 17.25.10. **An institution is limited to one away-from-home date of competition during the nonchampionship segment.** Travel to competition in the nonchampionship segment shall be restricted to ground transportation, unless there are no Division I institutions that sponsor the sport located within 400 miles of the institution.

Source: Big Ten Conference

Effective Date: August 1, 2011

Category: Amendment

Topical Area: Playing and Practice Seasons

Rationale: Economic pressures have caused athletics programs to examine expenditures in all areas. Competition during the nonchampionship segment has consistently been identified as an area in which cost savings could be achieved. Recently adopted legislation in cross country, field hockey, soccer, softball, and volleyball requires the use of ground transportation for competition during the nonchampionship segment unless there is no Division I program within 400 miles of campus. While the current legislation should result in some cost savings, there is the potential for the ground-transportation requirement to impact missed class time. Softball is currently the only sport that has a restriction on missed class time during the nonchampionship segment. Allowing only two dates of competition during the nonchampionship segment (with a maximum of one away-from-home date of competition) would achieve additional cost savings and would minimize missed class time while still preserving competitive opportunities for the identified sports.

Budget Impact: Over 1,300 teams would be impacted, the aggregate reduction would result in several thousand fewer dates of competition during the nontraditional season, which would result in meaningful cost savings for institutions.

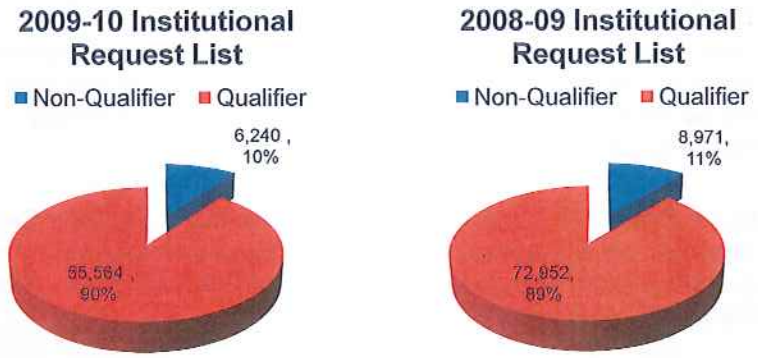
Impact on Student-Athlete's Time (Academic and/or Athletics): Reduction in time spent traveling to and participating in competitions during the nontraditional season and possible reduction in missed class time.

Position Statement(s)
None

History
Jun 25, 2010: Submit; Submitted for consideration.

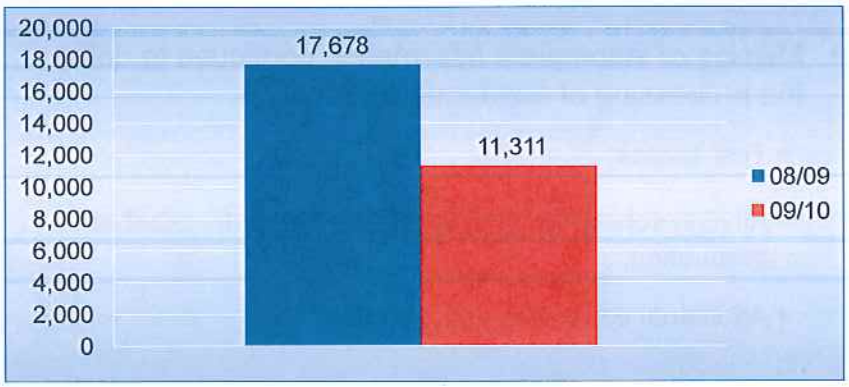
To be distributed at later date.

NCAA Division I
Final Academic Certification Update



NCAA Eligibility Center

Division I Final Academic Certification
Early Academic Qualifier



NCAA Eligibility Center

Report Notification Legislation Update
"Implemented"

- NCAA Bylaw 13.3 requires the NCAA Eligibility Center to provide college-bound student-athletes and their parents or legal guardians the information contained within the NCAA admissions and graduation-rate data; Academic Progress Rate and the Graduation Success Rate Report. Each college-bound student-athlete should review the academic information for each college or university he/she is considering. **(Post Registration)**

- NCAA Bylaws 13.3.2 and 13.3.3 require the NCAA Eligibility Center to provide college-bound student-athletes and their parents or legal guardians information on initial eligibility and banned drugs. **(Post institutional request list activation)**

NCAA Eligibility Center

Observations

- Institutional Request List management has improved.

- Missing or incomplete information continues to delay the processing of academic certification.
  - Test scores.
  - All high school transcripts / final transcript – proof of graduation.
  - Additional coursework information.

NCAA Eligibility Center

Operational Update

- Implemented NCAA Eligibility Center membership portal through LSDBi.
- Implemented high school portal.
- Established NCAA Division I Advisory Group as part of center-wide membership support plan.
- Process and resource improvements.
  - Academic certification staff.
  - Mail operations.
- Partnerships with e-transcript providers.

NCAA Eligibility Center

Implementation of NCAA Division I Proposal 2009-64

- Programs new to the NCAA process (traditional and nontraditional).
  - Reviewed under current procedures plus 09-64 for any nontraditional component.
- Nontraditional programs previously approved.
  - Met review guidelines.
  - Re-review under 09-64 needed.
- Established "brick and mortar" schools with nontraditional component.
  - Component requires nontraditional review.
  - Primarily software-based credit recovery options.
- Student-specific reviews.
  - Courses completed prior to August 1, 2010.
  - Courses completed after August 1, 2010.

NCAA Eligibility Center

Questions?

Review of Cooperative Educational Legislation, Interpretations and Waivers

Purpose.

The current NCAA Division I Manual references two types of cooperative educational experiences – "cooperative educational exchange programs" and "cooperative educational programs" that appear to include a work experience component. There is legislation and interpretations related to both types of programs, but over time, the similar terminology has led to confusion for the staff and the membership. Additionally, it appears there are several programs within higher education that function like these programs but are not included in the existing legislation and interpretations, and it seems that this review is a good time to determine if they should be included. Finally, the staff and the NCAA Division I Progress-Toward-Degree Waiver Committee process a number of waivers related to this legislation each year. This may also be an opportunity to increase waiver efficiencies in this area. The purpose of this document is to better distinguish the two types of cooperative educational programs and to generate discussion about including student teaching and internships with cooperative educational work programs, as well as to look at the waiver processing in this light.

Background.

The 1972-73 NCAA Manual includes the first reference to a cooperative educational exchange program, in a case in which a student-athlete is enrolled at an institution that conducts such a program with another institution. The question asked is whether or not a student-athlete can be enrolled in courses (some or all courses in a term) at the second institution and still compete at the first (or certifying) institution. It was determined that as long as the first institution considers the student to be enrolled as a full-time student and, through the cooperative educational exchange program, the student is fulfilling the requirements of his degree, then he could represent the certifying institution in intercollegiate athletics. This case study evolved into the current NCAA Division I Bylaw 14.1.8.2.4 (cooperative educational exchange program). It is clear that this legislation continues to address full-time enrollment when two institutions are operating together to award a baccalaureate degree.

The first reference to cooperative educational programs that might involve a term of work experience appears in the 1978-79 NCAA Manual. The reference is specifically to determine full-time enrollment for competition. The bylaw states that full-time enrollment shall be not less than 12 credit hours "or a similar minimum academic load as determined by the NCAA Eligibility Committee in an institution which determines registration other than on a traditional semester or quarter hour basis or conducts a cooperative education program." One of the case studies the bylaw references involves the question of considering "noncredit work" toward the 12 credit-hour full-time enrollment requirement. The response is that noncredit work may be considered as long as it is given the same load value and is considered by the institution to be a requirement for the degree being pursued by the student-athlete. Over time this bylaw has evolved into the current Bylaw 14.1.8.3.1 (nontraditional academic calendars). The types of cooperative educational programs that involve a term of work experience we see today may or may not be for academic credit, although enrollment in them is often considered by the institution to meet their requirements for full time. The current legislation and interpretations do

not reference other programs that may also provide a work experience within an academic context – internships, practicums and student-teaching experiences.

Issues and Options.

1. It seems that the two types of cooperative education programs should be clearly distinguished from one another. The staff would like the NCAA Division I Academic Cabinet to consider recommending that the one type continue to be referred to as an "exchange" program while adding some reference to "work experience" to the other program type.

   Points to consider:

   - Such a modification may not require any legislative changes. It may simply involve an editorial revision by the staff to distinguish the two types of cooperative educational programs.

2. Colleges and universities seem to use different terminology to classify very similar programs. What one institution calls a cooperative educational experience, or co-op, another institution calls an internship, and still another refers to a practicum. Student teaching seems to be referenced consistently, but in practice it seems to function like a co-op in a business office. In most cases, the student takes a term to go to a job every day in their chosen field to learn more about that profession. The staff would like the cabinet to consider recommending that the applicable legislation or interpretations include other names for these educational work experiences.

   Points to consider:

   a. Adding internships, practicum's and student teaching to the existing legislation would assist the membership in applying the existing legislation and interpretations.

   b. Such modifications may not require any legislative changes.

   c. Should the cabinet determine that any educational work experience be held to a different standard, it may help the membership to have a record of that discussion. For example, student teaching is not always required to obtain an undergraduate degree in education, but it may be required for state licensure. If the cabinet determines that is a distinction that would leave student teaching out of the current legislation, the record of this discussion will help in that explanation.

3. As directed by the legislation (Bylaw 14.1.8.3.1), many NCAA Division I institutions request waivers of full-time enrollment and progress-toward-degree requirements citing a cooperative educational experience involving work experience. A 1990 official interpretation provides more detail for the requirements to be eligible for the waiver. The requirements include:

   a. The institution must consider a student-athlete to be enrolled in a full-time program of studies.

   b. A student-athlete who participates in a cooperative-education program that is not required within a chosen field of study must be enrolled in at least six credit hours at the certifying institution to qualify for the waiver.

   c. A student-athlete who participates in a cooperative-education program that is required within a chosen field of study is not required to be enrolled in a minimum number of credit hours at the certifying institution to qualify for the waiver

   d. Approval of all waivers shall occur on a case-by-case basis.

   Points to consider:

   a. Waiver requests for competition while enrolled in a cooperative educational experience are usually approved (11 of 11 filed over the past three years).

   b. Given that most requests meeting the above guidelines are approved, it seems appropriate to consider absorbing the 1990 interpretation into the legislation. This would allow institutions that have cooperative educational work experience programs to manage student-athlete full-time enrollment for competition without requesting a waiver. If the criteria were met, there would be no need for a waiver. If the student-athlete did not meet the above criteria (for example, the cooperative educational experience is optional but the student is not enrolled in at least six credits), then the institution could still file a waiver request to explain the unique circumstances involved. Should the cabinet elect to recommend this option, the staff would suggest adding the criteria that the student-athlete will otherwise meet all progress-toward-degree requirements for the academic year. This element would ensure that institutions are considering the impact of a term of academic work for possibly no credit on the student-athlete's ability to meet the 18/27-hour requirement as well as percentage-of-degree requirements.

4. Bylaw 14.4.3.4.9 exempts a student-athlete from having to complete six-semester or six-quarter hours of academic credit during a regular academic term of full-time enrollment in a cooperative educational program or institutionally approved study-abroad program. This legislation gives the student-athlete some flexibility, especially when the cooperative educational program is not for credit. The question often comes up about this relief applying to the 18/27-hour requirement as well, and we occasionally receive a waiver request for a student-athlete who did not meet the 18/27-hour requirement because of a co-op term. The staff has thus far taken the position that all other progress-toward-degree requirements must be met in an academic year, even if the student received no credit for a co-op term. Typically we will encourage the institution to explain why the student-athlete was not advised to meet the 18/27-hour requirement (either by taking more hours in the fall or by taking some for-credit hours in the co-op term). Generally these cases are approved due to misadvisement on the part of the institution. The staff requests the cabinet provide a position on the way this type of request has been considered.

   Points to consider:

   a. In their rationale, the sponsors of this legislation noted that many cooperative educational experiences are not for credit and that staff was usually approving waiver requests for the six-hour deficiency the co-op created. There was no mention of the 18/27-hour requirement.

   b. Our waiver records indicate that most student-athletes who participate in cooperative educational programs are high-performers. However, there is still concern that exempting the 18/27-hour requirement for a year in which a co-op term was completed for no credit (thus providing no quantifiable sense of the student athlete's achievement in that term), could lead to a competitive advantage or create a situation where the co-op ultimately puts the student-athlete behind in meeting other progress-toward-degree requirements like percentage of degree.

   c. One alternative would be to prorate the 18/27-hour requirement to nine hours for terms of actual enrollment for credit, treating the co-op term much like a missed-term exception term. One difference would be that with the other legislation, interpretations and waivers, the student-athlete may have engaged in competition during the co-op term. In order to use the missed term exception, the student-athlete cannot have competed in the term of no enrollment. The other concern is that a student-athlete who was enrolled full-time is held accountable for that term, even if he or she received no credit for the term. So the co-op term moves the student-athlete forward in the percentage-of-degree benchmarks (40 percent, 60

percent, 80 percent), whereas a missed term is a term when the student-athlete was never enrolled full time, so that term does not move him or her forward in the benchmarks. Having even a reduced credit-hour requirement in a co-op year could still cause the student-athlete to have a future deficiency.

Staff Recommendation.

At this time the staff has two recommendations:

1. Clarify the references to cooperative educational programs so that an exchange program is clearly distinguished from a work-experience program.

2. Include student teaching, internships and practicums when work-experience co-ops are referenced in the legislation and interpretations.

The staff looks forward to discussing other issues and options outlined in the document.

Applicable Legislation and Interpretations

1. Cooperative Educational Exchange Programs:

   a. Bylaw 14.1.8.2.4 - Cooperative Educational Exchange Program.

   b. A student-athlete may represent the certifying institution in intercollegiate athletics even though at the time of competition the student is enrolled in another institution in a cooperative educational exchange program, provided:

      (1) The certifying institution considers the student to be regularly enrolled in a minimum full-time program of studies; and

      (2) All work is placed on the student's transcript and accepted toward his or her undergraduate degree at the certifying institution.

   c. Official interpretation (April 29, 1980) – Choice of the athletics institution that a student-athlete may compete at while enrolled in a cooperative exchange program. Ruled that the effect of the combined provisions of Case Nos. 108 and 297 is that a student-athlete in the type of cooperative educational exchange program specified in those cases could be eligible to participate at either institution during his first year of enrollment at the second institution and must select the intercollegiate program in which he will participate under such circumstances.

d. Official interpretation (December 7, 1986) - Cooperative-educational exchange student. Agreed that in a situation involving a cooperative educational exchange program that meets the requirements of Case No. 121, it would be permissible for the certifying institution to provide athletically related financial assistance to the student-athlete during the period of time the individual is enrolled at the second institution, noting that the student-athlete under such circumstances is considered by the certifying institution to be regularly enrolled and fulfilling requirements for a degree.

e. Staff interpretation (August 7, 1987) – Courses taken as part of a cooperative exchange program. A member institution asked whether courses taken from another institution through a cooperative educational exchange program between two institutions may be utilized to fulfill the satisfactory-progress requirements of Bylaw 5-1-(j)-(6). The staff concluded that this would be permissible, provided the relevant portions of O.I. 8 are complied with.

f. Staff interpretation (August 7, 1987) – Courses taken as part of a cooperative exchange program. A member institution asked whether courses taken from another institution through a cooperative educational exchange program between two institutions may be utilized to fulfill the satisfactory-progress requirements of Bylaw 5-1-(j)-(6). The staff concluded that this would be permissible, provided the relevant portions of O.I. 8 are complied with.

g. Staff interpretation (October 13, 1987) – Student-athlete enrolled in cooperative educational exchange program receiving institutional financial aid. Determined that it would be permissible for a student-athlete enrolled in a cooperative educational exchange program which meets the provisions of Case Nos. 310 and 121, to receive financial aid per Constitution 3-4-(b) throughout the entire five-year program. Because the student-athlete is not considered a transfer student per Case No. 310, he or she could participate for the first institution while attending classes at the second institution. Further, aid received after the student-athlete's eligibility is exhausted (during the student-athlete's fifth year of enrollment) could be exempted per Case No. 368, as the principles of that case could be extended to student-athletes pursuing a second baccalaureate degree.

h. Official interpretation (December 7, 1990) – Courses necessary for completion of degree taught on another institution’s campus. Reviewed Bylaw 14.1.5.2.5 (Cooperative Educational Exchange Program) in regard to a situation in which a student-athlete enrolls in classes for a degree program from another four-year institution offered on the campus of a second institution; confirmed that a student-

athlete would not be eligible for participation at the second member institution, inasmuch as the student-athlete would not be a degree-seeking student.

i. Bylaw 14.5.5.2.1 – Educational Exchange Exception. The student returns to his or her original institution under any of the following conditions:

(1) After participation in a cooperative educational exchange program, provided the student is to receive a baccalaureate degree from the institution from which the student transferred to participate in the exchange program;

(2) After one semester or quarter of attendance at another institution for purposes of taking academic courses not available at the original institution, regardless of whether they are required in the degree program the student-athlete is pursuing at the first institution. In such an instance, the student also may take additional courses that were available at the first institution; or

(3) After one academic year of attendance at another collegiate institution, in accordance with the program recommended by the appropriate academic officer at the original institution, provided the student was in good academic standing at the time the student left the original institution.

2. Cooperative Educational Programs (work experience).

a. Bylaw 14.1.8.3.1 – Nontraditional Academic Calendars. A student-athlete in an institution, that determines enrollment hours on a basis other than traditional semester or quarter hours or that conducts a cooperative educational program, may compete, if at the time of competition the student is enrolled for a comparable minimum academic load as determined by the Progress-Toward-Degree Waiver Committee. (See Bylaw 21.7.5.1.3.2). *(Revised: 11/1/07 effective 8/1/08, 1/16/10 effective 5/1/10)*

b. Official interpretation (April 23, 1990) - Full-time enrollment in a cooperative educational program.
The Council approved the following with regard to student-athletes' full-time enrollment in cooperative-education programs per Bylaw 14.1.5.2.2.2:

(1) The certifying institution must consider a student-athlete to be enrolled in a full-time program of studies for the student-athlete to take advantage of the waiver specified in Bylaw 14.1.5.2.2.2-(a).

(2) A student-athlete who participates in a cooperative-education program that is not required within a chosen field of study shall be enrolled in a minimum of six credit hours at the certifying institution to qualify for the waiver specified in Bylaw 14.1.5.2.2.2-(a), provided the student-athlete also is considered by the institution to be enrolled in a full-time program of studies and the credit hours earned are not "additive" credit hours.

(3) A student-athlete who participates in a cooperative-education program that is required within a chosen field of study is not required to be enrolled in a minimum number of credit hours at the certifying institution to qualify for the waiver specified in Bylaw 14.1.5.2.2.2-(a), provided the student-athlete also is considered by the institution to be enrolled in a full-time program of studies.

(4) Approval of all waivers pursuant to Bylaw 14.1.5.2.2.2-(a) shall occur on a case-by-case basis.

(5) In those limited instances in which other criteria have been used to approve the participation of student-athletes in cooperative-education programs at certain member institutions, the new review criteria shall not apply until the beginning of the 1990-91 academic year.

j. Bylaw 14.4.3.4.9 – Cooperative Education and Study Abroad Programs. A student-athlete shall not be required to complete six-semester or six-quarter hours of academic credit during a regular academic term or terms of full-time enrollment in a cooperative education program or institutionally approved study-abroad program *(Adopted 4/29/04)*

Update on Nontraditional Courses
NCAA Division I Academic Cabinet Meeting—September 2010

1. Introduction.

In January 2010, the NCAA Division I membership adopted NCAA Division I Proposal No. 2009-64, which amended the nontraditional course definition in initial eligibility legislation. This legislation was sponsored by the NCAA Division I Academic Cabinet, based on issues raised by the use of nontraditional secondary-school courses by prospective student-athletes.

This document will provide the cabinet with:

a. A review of the adopted legislation;

b. A summary of the implementation of the legislation over the past nine months; and,

c. An overview of the continued efforts that will be made to educate and inform the secondary-school community regarding this legislation.

2. Proposal No. 2009-64.

The full text of Proposal No. 2009-64 is available in Attachment A. The intent of the legislation is as follows: 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.

The rationale for the proposal was that while current legislation permits the use of nontraditional courses (courses taught via the Internet, distance-learning, independent-study, individualized-instruction, correspondence or similar means) to satisfy NCAA initial-eligibility requirements, provided certain conditions are satisfied, the recent increase in the prevalence of nontraditional courses has created a number of challenges in determination of initial eligibility for prospective student-athletes, particularly related to ensuring that courses are academically sound and meet the NCAA definition of core courses. Additional challenges were presented by the emergence of institutions providing courses that are not regulated by a regional accrediting agency or state educational authority. After consultation with the NCAA Student Records Review Committee and the NCAA High School Review Committee, the recommendation was intended to help ensure that acceptable nontraditional courses provide opportunities for students to demonstrate their work was completed in a manner consistent with the intent and design

of the core-course curriculum requirements. This legislation will allow the NCAA Eligibility Center to determine which courses and institutions are acceptable to satisfy initial-eligibility standards, with the ultimate goal of ensuring that prospective student-athletes are enrolled in appropriate courses that satisfy the intent of the core-curriculum requirements and prepare prospective student-athletes for college academic work.

3. Implementation of Proposal No. 2009-64.

The NCAA and NCAA Eligibility Center were charged with implementing Proposal No. 2009-64 for the 2010-11 academic year. The first item that the staff reviewed was the effective date of the legislation is, "August 1, 2010; for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2010." [ATTACHMENT A] Given that the effective date of the legislation was August 1, the staff determined that the legislation would only apply to courses that were completed *after* August 1, 2010. Therefore, any nontraditional courses that were completed prior to August 1, 2010, would be subject to the same review as courses in previous years, and any courses completed after that date would be subject to the provisions of the new legislation. This determination by the staff allowed more time to provide notice of these legislative changes to the secondary-school community, work with nontraditional course providers to determine their status under the new legislation and avoided invalidating courses that prospective student-athletes had already enrolled in for the 2010 spring semester.

With the effective date of implementing the legislation determined, the NCAA Eligibility Center staff began a comprehensive review of nontraditional-course providers, with a particular focus on programs that historically have had the greatest numbers of prospective student-athletes enroll in their courses. Identified programs received questionnaires to determine whether their programs met the parameters of the new legislation, especially the requirements for ongoing and regular access and interaction between the student and teacher. After receiving the completed questionnaires, the core-course review staff at the NCAA Eligibility Center determined whether the programs met the parameters, provided notice to the programs and posted the determination on the high school's list of NCAA-accepted core courses on the NCAA Eligibility Center website.

The immediate impact of this legislation was evidenced in the abrupt shift away from enrollment in the most common course providers, which have historically been used as a quick means of receiving credit late in a high school career. However, this left prospective student-athletes looking for options, and most true virtual/online programs do not offer an expedited version, as most courses take several weeks or months to finish. This has left many students searching for viable alternatives for a "plus one" course after graduation, as many state-based programs do not allow for students to take courses after they have met the requirements for graduation.

The NCAA Eligibility Center focused much of its initial efforts on four correspondence programs that were most often used by prospective student-athletes, and were known to employ a traditional correspondence model. For each of these four schools, their regular correspondence programs were deemed to not meet the legislation. However, within this group, some of the programs do offer online courses, which have either been approved or are in the process of review. These online offerings, unlike the correspondence programs, do offer teacher interaction as well as minimum timeframes for completion.

With respect to virtual or online programs, often run by state departments of education, the vast majority meet the scrutiny under the new legislation because they were designed to include required teacher-student interaction as well as minimum timeframes. However, even with these types of programs, there are occasions where a program may have offerings that are considered acceptable, but also offer programs that would not meet the legislation. For example, a state-sponsored virtual high school may offer regular college preparatory courses, but also contain a track for software-based credit recovery.

The NCAA Eligibility Center and NCAA national office staffs have undertaken broad-based efforts to educate the NCAA membership, as well as the secondary-school community, regarding the requirements of the new legislation. This has included presentations at NCAA Regional Rules Seminars, high school principal and guidance counselor programs and outreach to the nontraditional education community through the International Association for K-12 Online Learning (iNACOL). In addition, the NCAA public and media relations staff has published stories both on the NCAA home page at www.ncaa.org (ATTACHMENT B), within Champion Magazine (ATTACHMENT C), and the NCAA academic and membership affairs staff has published an educational column (ATTACHMENT D).

4. Ongoing Efforts.

The core-course review staff continues to review programs for its compliance with the parameters of the new legislation. Most courses for student-athletes initially enrolling for the 2010-11 academic year will not be impacted by the new legislation, as the vast majority of courses used in the initial-eligibility process this academic year will have been finished prior to the August 1 deadline. However, in order to provide notice to all prospective student-athletes, the core-course review staff at the NCAA Eligibility Center is working through nontraditional course programs to ensure that the legislation is met prior to receiving approval.

The core-course review staff is also working with the secondary-school community and NCAA membership to share information regarding the use of software-based credit-recovery programs. These programs are increasingly being used by public high schools to increase graduation rates by allowing students to retake previously failed courses through a software program, without interaction with a teacher. While these programs are

generally geared toward raising graduation rates, it has not been an uncommon to see prospective student-athletes enroll in these courses to raise their core-course grade-point average to meet initial-eligibility indices or to obtain the required distribution of core courses. Importantly, because they lack the required student-teacher interaction, software-based credit-recovery programs generally do not meet the parameters of the new legislation. Beginning with classes that are completed after August 1, 2010, software-based credit recovery programs will not meet the definition of a core course, unless the high school is able to provide evidence of sufficient student-teacher interaction. With the amount of public high schools offering software-based credit-recovery programs, it is anticipated that the volume of appeals in this area will sharply increase, and additional pushback will be received from high schools and member institutions noting that such courses meet high school graduation requirements, state standards and are used for admissions. However, as generally offered, the programs clearly do not meet the required standards of interaction as described in the legislation. As these courses are increasingly being offered in the secondary-school setting, the staff is making sure to provide as much education and notice as possible to high school principals, guidance counselors, prospective student-athletes and the NCAA membership.

ATTACHMENT A

2009-64

ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE-CURRICULUM REQUIREMENTS -- NONTRADITIONAL COURSES

Status: Adopted - Final Process Diagram

Intent: 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.

Bylaws: Amend 14.3.1.2.2, as follows:

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

[14.3.1.2.2-(a) unchanged.]

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

(c) The instructor and the student have regular interaction with one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;

(d) The student's work (e.g., exams, papers, assignments) is available for evaluation and validation;

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

(f) The course includes a defined time period for completion; and

[14.3.1.2.2-(d) relettered as 14.3.1.2.2-(g), unchanged.]

Source: NCAA Division I Academics Cabinet

Effective Date: August 1, 2010; for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2010

Proposal Category: Amendment

Topical Area: Eligibility

Rationale: Current legislation permits the use of nontraditional courses (courses taught via the Internet, distance-learning, independent-study, individualized-instruction, correspondence or similar means) to satisfy NCAA initial-eligibility requirements, provided certain conditions are satisfied. The recent increase in the prevalence of nontraditional courses has created a number of challenges in the determination of initial eligibility for prospective student-athletes, particularly related to ensuring that courses are academically sound and meet the NCAA definition of core courses. Additional challenges are presented by the emergence of institutions providing courses that are not regulated by a regional accrediting agency or state educational authority. After consultation with the NCAA Student Records Review Committee and NCAA High School Review Committee, this recommendation is intended to help ensure that acceptable nontraditional courses provide opportunities for students to demonstrate their work was completed in a manner consistent with the intent and design of the core-course curriculum requirements. This legislation will allow the NCAA Eligibility Center to determine which courses and institutions are acceptable to satisfy initial-eligibility standards with the ultimate goal of ensuring that prospective student-athletes are enrolled in quality courses that satisfy the intent of the core-curriculum requirements and prepare prospective student-athlete for college academic work.

Estimated Budget Impact: None.

Impact on Student-Athlete's Time (Academic and/or Athletics): None.

Position Statement(s):

High School Review Committee The committee supports the proposal. The committee believes 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 work.

History

Jun 29, 2009:	Submit; Submitted for consideration.
Jun 30, 2009:	Academics Cabinet, Sponsored
Sep 29, 2009:	High School Review Committee, Recommends Approval
Jan 13, 2010:	Leg Council Init Review; Defeated an amendment to delay the effective date to August 1, 2011; for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2011.
Jan 13, 2010:	Leg Council Init Review, Adopted; Pending Possible Board of Directors Review
Jan 16, 2010:	Adopted, Override Period; No Action Taken by the Board of Directors
Jan 17, 2010:	Adopted, Override Period; Start of Override Period
Mar 17, 2010:	Adopted, Override Period; End of Override Period; (Number of Override Requests = 3)
Mar 17, 2010:	Adopted; Adopted - Final

NCAA decertifies selected nontraditional secondary education courses

May 25, 2010 8:31:56 AM

By Gary Brown
The NCAA News

The NCAA has begun identifying nontraditional courses from various secondary education programs that do not meet the parameters of recently adopted Division I legislation regulating such courses.

Nontraditional courses include online, virtual, independent study, correspondence, individualized instruction and courses taught through similar means, which would also include software-based credit recovery courses.

Courses identified thus far as insufficient include those from BYU Independent Study and American School (two of the programs most frequently submitted to the NCAA Eligibility Center). Courses that meet (as well as those that do not meet) core-course requirements for eligibility purposes are updated on the NCAA Eligibility Center Web site.

Division I adopted legislation earlier this spring (Proposal No. 2009-64) requiring nontraditional courses considered as core to include regular access and interaction between an instructor and student for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course.

The legislation became necessary as nontraditional courses became more prevalent, which made determining initial eligibility for prospective student-athletes more difficult. In particular, the variance of interaction and instruction between teacher and student in many online courses raised concern about whether these courses are academically sound and meet the NCAA definition of a core course. Additionally, the sometimes abbreviated timeframe for completion of such courses was of concern.

Proposal No. 2009-64 originated from the Division I Academic Cabinet after consultation with the NCAA Student Records Review Committee and NCAA High School Review Committee. The legislation helps ensure that acceptable nontraditional courses allow students to demonstrate that their work was completed in a manner consistent with the intent and design of the core-course curriculum requirements.

"To have a course approved as 'core,' the high school or secondary school program needs to demonstrate that there was ongoing access and regular interaction between the student and the instructor for the entire course," said Kevin Lennon, NCAA vice president of academic and membership affairs. "Students cannot self-pace or teach themselves a core course."

The interaction between teacher and student may include telephone conversations, electronic mail, instant messaging and other forms of electronic communication between the student and instructor. That interaction should include feedback on assignments and course assessments by the instructor to the student, and the opportunity for the instructor to provide individual instruction to the student.

Even if the student does not request that interaction, the course will not be approved as meeting the standards of Proposal No. 2009-64 unless the course is designed to require it.

The legislation also reduces the opportunities for prospects to complete courses in a condensed timeframe. While Proposal No. 2009-64 does not prescribe a timeframe in which a nontraditional course must be completed, the entity offering the course must establish a defined period for completion of the course.

Because the effective date of the new legislation is August 1, 2010, students who complete a course identified as insufficient before then may still have that course evaluated on a case-by-case basis. However, such courses completed on or after August 1 may not be used for Division I initial-eligibility certification.

As of now, these decisions do not apply to students seeking to use these courses for eligibility to compete at Division II institutions. The Division II Presidents Council at its April meeting tabled a proposal that is identical to the Division I legislation and will review the measure again in June.

Division I requires prospective student-athletes to complete 16 core courses in high school to be initially certified. Currently, Division II requires 14 core courses but will require 16 starting in 2013.

For questions and answers about this decision, click here.

View online at: http://www.ncaa.org/wps/portal/newsdetail?WCM_GLOBAL_CONTEXT=/wps/wcm/connect/ncaa/NCAA/NCAA+News/NCAA+News+Online/2010/Division+I/NCAA+decertifies+selected+nontraditional+secondary+education+courses...

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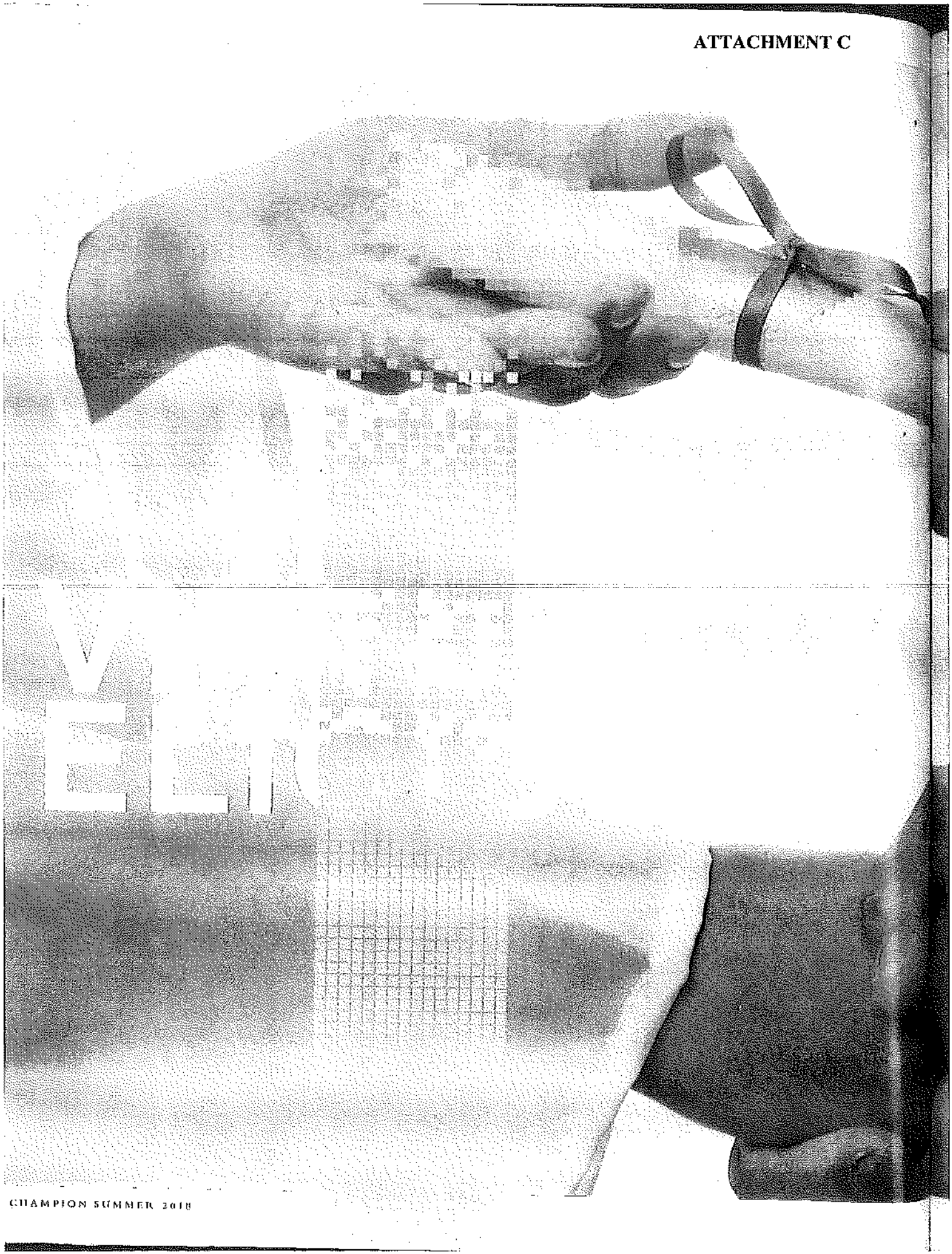
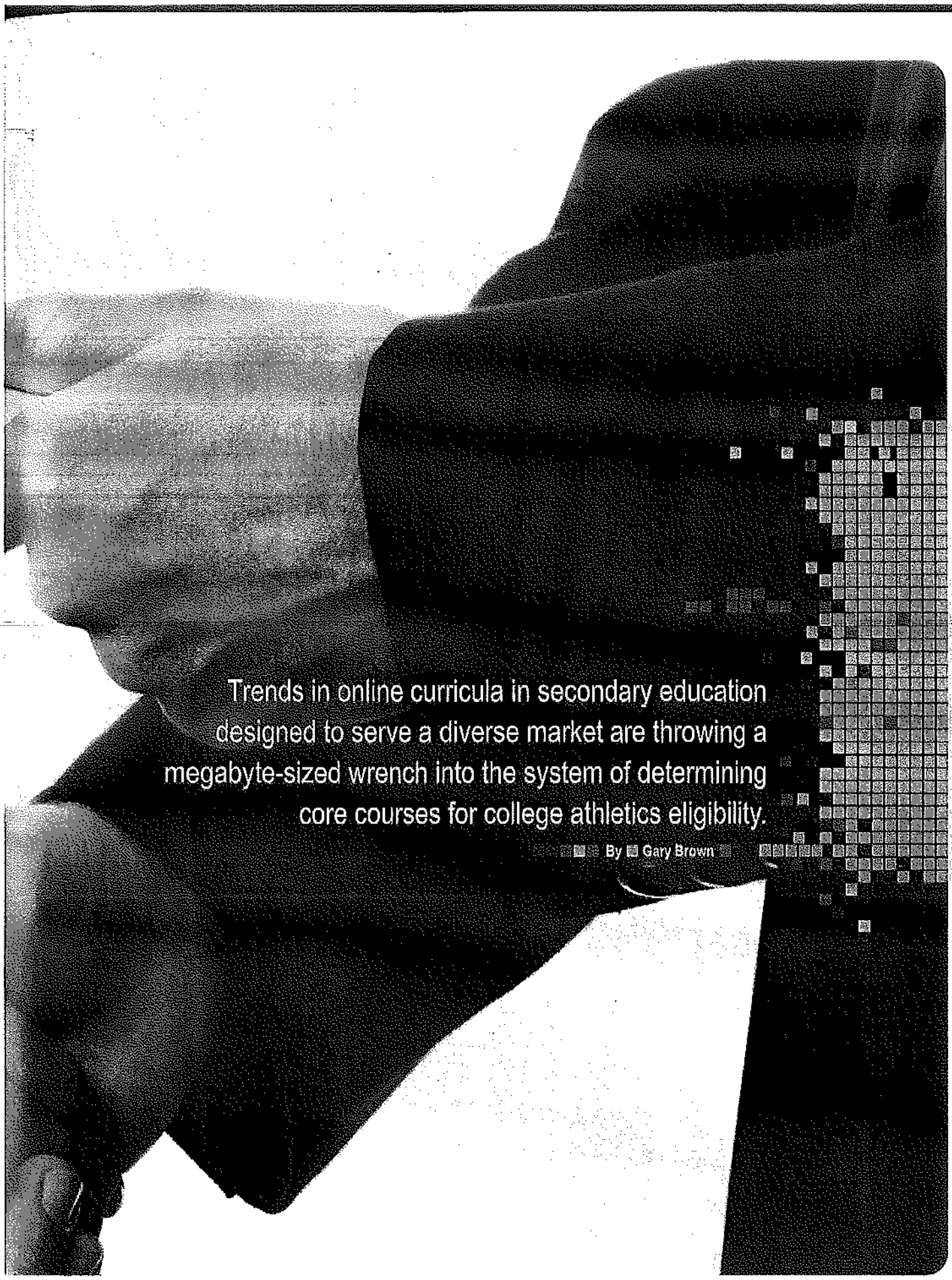
ATTACHMENT C





Trends in online curricula in secondary education designed to serve a diverse market are throwing a megabyte-sized wrench into the system of determining core courses for college athletics eligibility.

By Gary Brown

In the last decade, an explosion of alternative methods of education

delivery has added for-profit providers of online curricula and state-funded virtual schools to the standard brick-and-mortar high schools in the secondary-education landscape.

Thirty-two states have statewide virtual schools offering supplemental courses (four already require an online experience for graduation), and 70 percent of school districts in the United States had one or more students enrolled in a fully online course in 2008-09. In addition, more universities are offering K-12 courses online now, including Stanford and Johns Hopkins.

By 2019, roughly 50 percent of high school courses could be delivered online. And by as soon as 2013, about 20 percent to 25 percent of high school students will have taken at least some online courses during their high school careers.

Because prospective student-athletes are among those trending that way, officials are working overtime to evaluate which of these online alternatives meet NCAA legislative parameters.

Staff members at the NCAA Eligibility Center already receive more than 103,500 core-course submissions annually (about 420 per day). Many of those come with their own complexities, and now the online alternatives add to them. Lisa Mills, the director of high school review at the Eligibility Center, said sleuthing the origins of those courses is necessary to determine whether the prospects and their advisors are using various course opportunities for eligibility purposes more than academic preparedness. Sometimes, courses used for credit recovery may be completed in a compressed time frame and may not include much interaction between the student and the instructor. Prospects who are short a core course or two as they approach high school graduation often use these options to stay eligible.

Such circumstances raise flags with Mills' staff, just as some courses from traditional high schools do in the normal review of transcripts. But the online component can be more complicated because of the varied nature of programs, learning platforms, teacher interaction models and transcript transparency.

To be sure, Mills said, just because materials are online doesn't mean they are substandard. Many providers of online curriculum produce better educational products than the brick-and-mortar schools, she said.

But there are no national standards for certifying high school curricula, including online courses. That is further complicated by schools that may modify the materials they purchase from an online curriculum provider. A course that looks one way at the point of sale may change dramatically once students actually take it. Providers can also package coursework in a way that the courses may appear to meet NCAA core-course legislation, but after closer evaluation, may not have the curriculum content or learning/teaching dynamic that satisfies the legislation.

"This becomes a problem for admissions personnel who may be misled by the label of the course on the transcript," Mills said. "The resulting casualty is the prospective student-athlete who has taken a 'quick-fix' course to become eligible and then doesn't do well on the placement test in college. Suddenly that student needs more remedial work than the school anticipated."

The crack in the system has the potential to shortchange the prospect – and the college – in the end. Colleges tend to blame the secondary schools for this shortcoming, but admissions officers may also not be familiar enough with the complexities of online education to conduct a thorough transcript review.

"The Eligibility Center raising these concerns isn't meant as a roadblock," said Kevin Lennon, who as vice president of aca-

demic and membership affairs has ultimate oversight of Eligibility Center operations. "It's their job to act in the best interests of students getting a sound education. Thus, they are responsible for honoring these warning flags in their own review.

"The NCAA membership needs to understand that the Eligibility Center is all about having prospects enter NCAA institutions academically prepared. This is not about the fastest way to achieve eligibility, but the best way."

DI TAKES LEGISLATIVE APPROACH

The NCAA's Steve Clar, who staffs the NCAA Student Records Review Committee, said the changes are emerging in brick-and-mortar schools, too. More nontraditional students are driving a shift in how learning is achieved, whether it be night school, alternative education or online.

"Some people talk about a 'blended environment' that involves listening to instruction and applying online curricula, as well," Clar said. "The resulting challenge for the NCAA High School Review Committee is to develop overarching principles that allow NCAA staff and members to judge whether these materials meet core-course standards. For example, does there have to be an instructor, or is it OK for the student to be the 'driver' of the course?

"We have to develop some principles of academic soundness."

Division I made progress along those lines this spring when it adopted legislation requiring nontraditional courses (including online, virtual, independent study, correspondence and software-based credit recovery courses) to include regular access and interaction between an instructor and student for purposes of teaching, evaluating and providing assistance to the student throughout the course.

The legislation (Proposal No. 2009-64) originated from the Division I Academic Cabinet after consultation with the NCAA Student Records Review Committee and NCAA High School Review Committee. It helps ensure that acceptable nontraditional courses allow students to demonstrate that their work was completed in a manner consistent with the intent and design of the core-course curriculum requirements.

The interaction between teacher and student may include telephone conversations, electronic mail, instant messaging and other forms of electronic communication between the student and instructor. That interaction should include feedback on assignments and course assessments by the instructor to the student, and the opportunity for the instructor to provide individual instruction to the student.

Even if the student does not request that interaction, the course will not be approved unless it is designed to require it.

The legislation also reduces the opportunities for prospects to complete courses in a condensed time frame. While the legislation does not prescribe a period in which a nontraditional course must be completed, the entity offering the course must establish a defined time for completion of the course.

Ramifications of the new rules emerged in May when the NCAA determined that nontraditional courses from BYU Independent Study and American School (two of the programs most frequently used by prospective student-athletes) did not meet the parameters of this new legislation. The Eligibility Center will continue to review nontraditional programs and courses to determine whether such courses pass legislative muster.

> "The Eligibility Center raising these concerns isn't meant as a roadblock. It's intended to benefit the student-athlete by ensuring he/she is receiving a sound education. Thus, they are responsible for honoring these warning flags in their own review."
> —Kevin Lennon

The Division II Presidents Council backed similar legislation for Division II in June. Delegates will vote on that at the 2011 NCAA Convention.

The discussion in Division II gained momentum when the Academic Requirements Committee heard from the Eligibility Center about a case involving a prospect from a Minnesota high school whose transcript included coursework from "Minnesota Virtual Online."

The case study illustrated the sometimes complex nature of how programs work and how the source of a course on a transcript may be difficult to determine.

To start with, staff managed to find a College Board code for Minnesota Virtual

See VIRTUAL, page 58

2009 ELIGIBILITY CENTER REVIEW

103,583

Core-Course Submissions
(423 per day)

6,275

"RC8" Materials Received
(26 per day)
Most containing multiple issues
In cases where a clear decision cannot be made, the NCAA Eligibility Center flags the course title with the "RC8" code, which means the course is not actually denied but is "on hold" until course information is submitted.

647

Grading Scale Changes
(2-3 per day)

314

New Schools Reviewed
(1.25 per day)

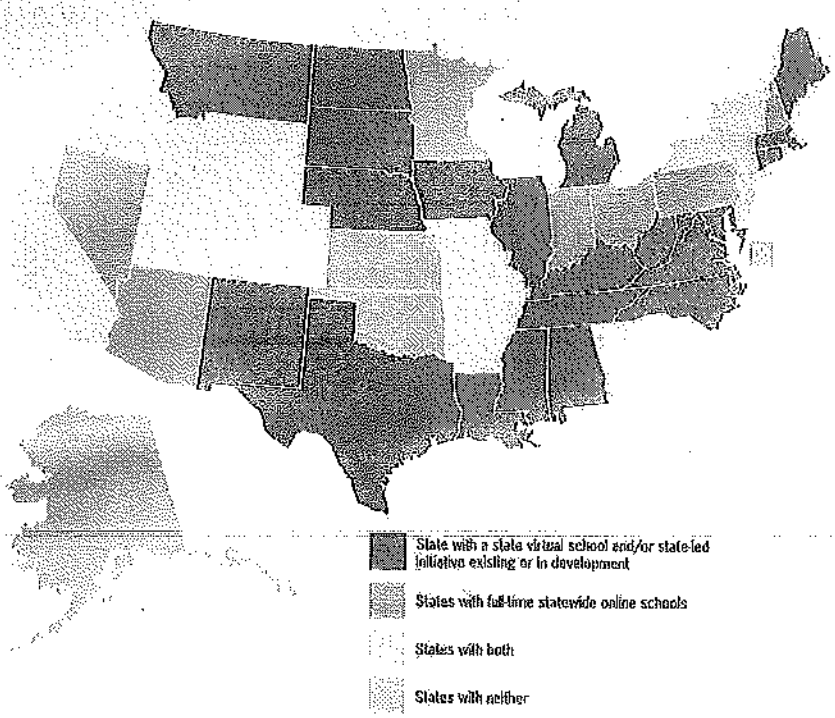
7,048

"Other" Actions Taken
(Pin resets, district situations, bad e-mail letters, update requests, review questionnaires)
(28.75 per day)

IN TOTAL:

Roughly 481.5 issues processed daily.
(This amounts to 64.2 issues per staff member.)

FUTURE OF SECONDARY EDUCATION



FACTS:

- There has been an explosion of new schools and programs.
- By 2019, roughly 50 percent of high school courses will be delivered online.
  Four states require an online experience for graduation.
- 70 percent of school districts in the United States had one or more students enrolled in a fully online course.
- Thirty-two states have statewide virtual schools offering supplemental courses.
- More universities are offering K-12 courses online.
  Stanford, Johns Hopkins, Miami (Florida), etc.
- K-12 online learning enrollments are growing 30 percent annually nationwide.

All data courtesy of iNACOL, the International Association for K-12 Online Learning

Virtual

continued from page 57

Academy High School but not for Minnesota Virtual Online. The subsequent transcript they requested arrived from "Minnesota Transitions School" with a subheading of "Minnesota Virtual High School."

The search continued when it was discovered that Minnesota Transitions School shared an address with "Minnesota Transitions Tech High School." In the file for the latter, a note from the principal said that the name had changed to "MTS Minnesota Connections Academy." That complicated matters further, since MTS Minnesota Connections Academy is one of several "Connection Academies" throughout the country that offer online curricula in a standardized format.

A Web search uncovered that Minnesota Transitions School is a K-12 charter program offering a number of educational options, including Minnesota Virtual High School and MTS Minnesota Connections Academy. Minnesota Virtual High School had used customizable online curricula provided by an Oklahoma City-based company called Advanced Academics. Because that content was customizable, the Eligibility Center staff had to request an end-of-course summary.

In all, the review involved seven different schools and an online provider, translating into hours of additional labor to certify the course.

The case study astounded the Division II Academic Requirements Committee, which realized the complexity of online coursework while acknowledging that a balance of schools are actually trying to help a more diverse population of young people obtain an education.

The problem, as Paul Leidig, ARC chair and Grand Valley State faculty athletics representative, pointed out, "is separating the bad actors in this theater from people and programs that are actually trying to help students."

MAKING THE CALL

That kind of discussion carried over to the Student Records Review Committee meeting this spring during which members wrestled with the issue of what constitutes "academic soundness" when it comes to online curricula.

The primary question was whether there was a level of course completion that would not be considered academically sound regardless of the level of coursework provided. In other words, if the materials

presented appear to have been impossible to achieve (too much work in too little time), is that a trigger for review, or does the legitimacy of the material presented overcome the suspicion?

The committee heard from Allison Powell, the vice president at the International Association for K-12 Online Learning (iNACOL), who warned about putting higher expectations on "cyber" students than those from brick-and-mortar schools, who may be less academically prepared than the students coming from online curricula.

"It may depend on what courses rather than the number," she cited as an example. "If the prospect takes four different math courses in one year, then that would raise a flag. But if they provide materials that show actual work and completion of those courses, do you deny it? Perhaps the presumption is that there would need to be a lot of explaining in that case, but it could be acceptable."

Susan Patrick

The NCAA's Clar said those materials need to be more exhaustive than test scores.

"Taking the exams and getting credit isn't enough," he said. "We need to know the breadth of the course, the work involved during the course and the completed assignments. We need to tell our membership, coaches and actual providers more detail about what materials these prospective student-athletes need to present."

In the end, the committee proposed some guiding principles for the Eligibility Center staff to use when evaluating online curricula. First, and perhaps most important, the course must include instruction by the course instructor, just as it was determined in the legislation Division I adopted. The course also should be completed in its entirety and in an appropriate time. The prospect's completion of the course should be supported by examples of finished coursework, evidencing the required breadth of work involved in course completion (as well as some sort of documentation from the instructor).

While that may be a start, it doesn't alleviate the need for some intuition when evaluating these courses. It's not like instant replay in football – some objectivity is required. And that will continue to be called into question as the education landscape keeps morphing and prospects in it keep chasing athletics eligibility however they can.

That's what keeps iNACOL CEO Susan Patrick up at night. She knows that schools dealing with budget cuts and teacher shortages may be easily influenced by a salesperson for "computer-based instruction." But that's far different from online curricula, Patrick said.

Quality online courses are teacher-led and teacher-facilitated and involve teachers assessing authentic student work (projects, writing assignments, discussion-board postings). In online courses, Patrick said, teachers often get to know their students better than in a face-to-face setting because there is a heavier emphasis on writing, and these students are writing about things that they may not necessarily be raising their hand to talk about in class.

"So this idea of 'computer-based instruction' is what I think of as stand-alone software," Patrick said. "Some of it is good at using forms of artificial intelligence to map out what a student is or is not competent in. Some of it is very poorly designed, just like a lot of c-work course training is poorly designed – in allowing a student to simply click on a mouse three times and move on to the next lesson.

"If a district says that can be used for credit recovery, that's its choice as to what products and programs it allows within state standards, but there's not a lot of literature talking about the continuum of quality."

Patrick acknowledged that the NCAA is faced with the most challenging environment, since prospects often have so much on the line, and many are in that gray area of eligibility.

"The NCAA is seeing more cases of abuse than anyone else," Patrick said.

The Eligibility Center's Mills knows that firsthand, but she said the staff there and the NCAA national office staff charged with determining what passes when it comes to core courses are coming to grips with an ever-changing educational environment at the secondary level.

"There's a big difference between quality online education and a quick fix or credit recovery programs," Mills said. "The proliferation of online delivery adds complexity in the review process, and there is potential for skirting ethics or even committing fraud. Division I's legislative action at least helped ease the complexity of review, but you can't just legislate against online learning.

"The challenge is to separate the quality providers from the quick-fix folks. Is it good technology or a quick fix? We are continually developing the metrics to answer that question."

CASE STUDY: MINNESOTA TRANSITIONS SCHOOL

One challenge that arises with online schooling is proving that the schools that appear on the student-athlete's transcript exist. Take this case from Minnesota. The student graduated from a large high school in suburban Minneapolis. The transcript also listed credit from Minnesota Virtual Online:

Courses Taken 2007-2008 Grade 11
from 0272 084 [redacted]

Course	Mrk.	Wt.	Cr.
0009 Ceramics 1	B	1.000	1.000
0376 Am Sign Language IA	C-	1.000	1.000
0919 Algebra 2/4A	B+	1.000	1.000
0921 Chem in the Community A	B+	1.000	1.000

Total Credits: 4.000

Courses Taken 2007-2008 Grade 11
from 1 1 MN Virtual Online

Course	Mrk.	Wt.	Cr.
0000 English 10B	B	1.000	1.000

Total Credits: 1.000

Example transcript

Further research of the school names in question uncovered multiple names for the same schools. The school names in question included:

- The student's high school
- Minnesota Virtual Online
- Minnesota Virtual High School
- Minnesota Virtual Academy High School
- Minnesota Transitions School
- Minnesota Transitions Tech High School
- MTS Minnesota Connections Academy
- Advanced Academics (Oklahoma City)

The only valid school names were the student's physical school and Minnesota Transitions School (which at separate times was represented as Minnesota Virtual Online, Minnesota Virtual Academy High School, Minnesota Transitions Tech High School and MTS Minnesota Connections Academy).

Screenshot from Minnesota Virtual High School

ATTACHMENT D

Educational Column

Eligibility -- Freshman Academic Requirements -- Core-Curriculum Requirements -- Nontraditional Courses (I)

Date Issued: May 11, 2010
Date Published: May 11, 2010
Item Ref: 1

Educational Column:

NCAA Division I Proposal No. 2009-64 was adopted in January 2010 and is effective August 1, 2010, for those individuals initially enrolling at a collegiate institution on or after August 1, 2010. Division I institutions should note that this proposal amends the conditions a nontraditional course must meet to be used to satisfy NCAA core-course requirements. More specifically, a nontraditional course must be one in which:

1. 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;

2. The student's work (e.g., exams, papers, assignments) is available for review and validation; and

3. A defined time period for completion of the course is identified by the high school or secondary school program.

The recent increase in the prevalence of nontraditional courses has created a number of challenges in the determination of initial eligibility for prospective student-athletes, particularly related to ensuring that courses are academically sound and meet the NCAA definition of a core course. Additional challenges are presented by the emergence of courses that are not regulated by a regional accrediting agency or state educational authority. After consultation with the NCAA Student Records Review Committee and NCAA High School Review Committee, this legislation was developed to help ensure that acceptable nontraditional courses provide opportunities for students to demonstrate their work is completed in a manner consistent with the intent and design of the core-course curriculum requirements. This legislation will allow the NCAA Eligibility Center to determine which high school and secondary school program courses are acceptable and satisfy initial-eligibility standards. The ultimate goal is to ensure that prospective student-athletes are enrolled in quality courses that satisfy the intent of the core-curriculum requirements and prepare individuals for college academic work.

The following questions and answers are designed to assist the Division I membership with the application of this legislation.

Question No. 1: How will nontraditional courses completed prior to August 1, 2010, be considered for initial-eligibility purposes?

Answer: If a nontraditional course is **completed** prior to August 1, 2010, it will be evaluated using the legislative standards in place prior to the adoption of Proposal No. 2009-64 for a nontraditional course. The nontraditional coursework may be subject to the

prospective student-athlete review process; however, the coursework does not have to meet the additional guidelines outlined in Proposal No. 2009-64.

If nontraditional coursework is completed on or after August 1, 2010, (even if a prospective student-athlete enrolled in the course prior to August 1, 2010) the requirements of Proposal No. 2009-64 will be applicable to the coursework.

If the nontraditional coursework does not meet the new legislative parameters and the prospective student-athlete has a resulting initial-eligibility deficiency, an institution may request an initial-eligibility waiver on behalf of the prospective student-athlete. However, reliance on such coursework alone may not be sufficient mitigation for relief to be provided through the waiver process.

Question No. 2: What constitutes ongoing access and regular interaction for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course?

Answer: In order to have a course approved as "core," the high school or secondary school program will need to demonstrate there was ongoing access and regular interaction between the student and the instructor for the entire course. The minimum expectation in this regard is that the course must include instruction from an instructor throughout the duration of the course. Students cannot self-pace or teach themselves a core course. Requiring a course to be taught by an instructor reduces the opportunities for prospective student-athletes to complete courses in a condensed timeframe.

Interaction for the purpose of teaching, evaluating and providing assistance may include, but is not limited to, telephonic communication, electronic mail, instant messaging and other forms of electronic communication between the student and instructor; the provision of feedback on assignments and course assessments by the instructor to the student; and the opportunity for the instructor to provide individual instruction to the student.

Interaction that is condensed into a timeframe shorter than the timeframe identified for completion of the entire course may not satisfy this requirement. Further, student/teacher interaction that is optional or available, but not required, does not satisfy this requirement.

Question No. 3: What if the student doesn't need or request any interaction?

Answer: If the course, as designed, does not require any interaction between the student and the instructor, it will not meet the definition of a core course. If the course is designed with interaction as a requirement but through prospective student-athlete review it is identified that a particular prospective student-athlete did not interact with an instructor throughout the completion of a course, the course will be invalidated.

Question No. 4: Is there a defined minimum period of time for completing a nontraditional course that is considered acceptable? For example, if the defined minimum period is four weeks and the course satisfies all other requirements in the proposal, may the course be used to meet initial-eligibility standards, even if completing the course in four weeks seems ambitious?

Answer: If the high school or secondary school program indicates the nontraditional course may be completed in a condensed timeframe (e.g., four weeks), it may be

determined that the course is not four-year college preparatory and, therefore, is not a "core" course. However, if the course meets the definition of "core," it may permissibly be completed in four weeks per the high school or secondary school program's direction.

The completion of a nontraditional course in a timeframe that is not consistent with the timeframe identified by the high school or secondary school program may be invalidated through the prospective student-athlete review process if the completion of the course by an individual student is not academically sound. For example, if an individual completes eight nontraditional courses in a condensed timeframe while also enrolled in a regular school day and participating in secondary school athletics, it may be determined that even though the eight courses were completed within the appropriate timeframe identified by the high school or secondary school program, completion of those courses was not academically sound. In this case, the eight courses would likely be invalidated through the prospective student-athlete review process.

Question No. 5: Will the NCAA publish a list of NCAA courses for a nontraditional high school or program?

Answer: Yes, provided the school's course offerings satisfy the requirements set forth in Proposal No. 2009-64.

Question No. 6: Will nontraditional courses appear on a high school or secondary school program's list of NCAA courses?

Answer: Yes, provided the course in question satisfies the requirements set forth in Proposal No. 2009-64.

The Eligibility Center staff may approve a nontraditional course as a core course when presented by a high school or secondary school program. However, the course as completed by a prospective student-athlete may be different and, as a result, may not fulfill the legislated definition of a core course. For this reason, a course may appear on a list of NCAA core courses, but may not qualify for an individual student-athlete's certification.

Question No. 7: How will a prospective student-athlete or member institution know if courses from a particular nontraditional program may be used for a student's certification?

Answer: If all courses from a particular nontraditional academic school or program are deemed "not core" under the parameters of this legislation, this will be noted under the heading "denied courses" on the program's list of NCAA courses available on the Eligibility Center Web site.

[References: NCAA Division I Bylaws 14.3.1.2 (core-curriculum requirements) and 14.3.1.2.2 (nontraditional courses)]

Notice about Educational Columns: Educational columns and hot topics are intended to assist the membership with the correct application of legislation and/or interpretations by providing clarifications, reminders and examples. They are based on legislation and official and staff interpretations applicable at the time of publication. Therefore, educational columns and hot topics are binding to the extent that the legislation and interpretations on which they are based remain applicable. Educational columns are posted on a regular basis

to address a variety of issues and hot topics are posted as necessary in order to address timely issues.

To be distributed at later date.

To be distributed at later date.

SUPPLEMENT NO. 19

NCAA Division I Academic Cabinet
Initial Eligibility and 2-4 Transfer Academic Standard Review

Document Overview

1. Background.

2. Initial-eligibility academic requirements.

   a. Current standards.

   b. Goals and guiding principles.

   c. Possible options for consideration.

      (1) Change sliding scale;

      (2) Impose higher floor on high school core-course grade-point average; and

      (3) Create a tiered eligibility structure.

   d. NCAA Division I Academic Cabinet position.

      (1) Not recommending change to initial-eligibility standards at this time.

      (2) More time to see impact of increase to 16 core and core-course taking patterns.

      (3) Will continue to monitor initial-eligibility standards and revisit when additional data is available.

   e. Academic Cabinet discussion.

      (1) Does the Academic Cabinet see validity in any of the three options?

      (2) If so, which options should be shared with the NCAA Division I Board of Directors (Board) as discussion from the Academic Cabinet?

(3) There did not seem to be general support for the change in sliding scale. Should the focus of any further discussion center around increasing the grade-point average and exploring a tiered model?

3. 2-4 college transfers academic requirements.

a. Current standards.

b. Overview of data related to academic success of 2-4 college transfers.

c. Goals and guiding principles.

Academic Cabinet discussion.

(1) Does the Academic Cabinet support the goals as outlined? Should any of the goals be deleted or amended? Should any goals be added?

(2) Does the Academic Cabinet support the principles as outlined? Should any of the principles be deleted or amended? Should any principles be added?

d. Transferrable versus overall grade-point average.

Academic Cabinet discussion.

(1) There is some variability by institution in what courses are transferrable. This creates variability for student-athletes in what courses can be used to meet 2-4 transfer regulations.

(2) Current 2-4 transfer legislation uses transferrable grade-point average. An observation is that course-taking patterns at the two-year institution may change if overall grade-point average were used (e.g., the rule could encourage the taking of less academically rigorous courses).

(3) Transferrable courses assist the student-athlete in meeting other NCAA regulations. Overall grade-point average may have negative implications for student-athletes in other areas (e.g., meeting credit requirements, progress-toward-degree percentages).

(4) If the Academic Cabinet limits the number of physical education activity courses that can be used to meet 2-4 transfer requirements, overall grade-point average would need to be calculated on campus for purposes of 2-4 requirements without physical education activity courses. Consistency with calculation currently used (transferrable) will be easiest to implement rather than creating another grade-point average calculation.

e. Grade-point average requirement.

Academic Cabinet discussion.

(1) Should the minimum grade-point average for 2-4 transfers be increased?

(2) What increase to the grade-point average has a meaningful impact on improving academic success of 2-4 college transfer student-athletes?

(3) What is the impact of increasing the grade-point average on various populations of 2-4 transfers? Are there other mechanisms in the legislation to minimize impact?

(4) Grade-point average is the best predictor of academic success. Students who meet the current 2.0 standard are not achieving the same levels of academic success as their nontransfer counter parts.

(5) What other factors or changes to the 2-4 legislation impact the decision surrounding increasing grade-point average?

(6) Should the grade-point average increase be the same for qualifiers and nonqualifiers?

f. Core-course requirement.

Academic Cabinet discussion.

(1) Is a core-course curriculum appropriate for 2-4 college transfers?

(2) The majority of qualifiers and nonqualifiers are already completing the discussed core curriculum. The academic success of student-athletes completing the core as measured in percent ineligibility and number of "0/2s" is significantly greater for those who have completed the core curriculum.

(3) There is no data to assist with the requirement that three of the English credits must include a significant writing component. Is it necessary to be specific that three credits of English must include this writing component? If so, how will the writing element be evaluated?

(4) Should the requirements for a core-course curriculum be required for all 2-4 transfer student-athletes (e.g., qualifiers and nonqualifiers)? Should there be an exception for high academic achieving student-athletes?

g. Use of physical education activity courses.

Academic Cabinet discussion.

(1) Should 2-4 transfer regulations limit the use of physical education activity courses?

(2) Should the requirements established in current legislation for men's basketball student-athletes be expanded to all 2-4 transfers?

(3) Should an exception be created for physical education majors?

(4) Will an exception for physical education majors increase the number of physical education majors?

h. Academic exception.

Academic Cabinet discussion.

(1) Should there be an exception for student-athletes who achieve a high level of academic success at two-year institution?

(2) How does the legislation impact qualifiers who enroll for only one semester at two-year institution?

(3) What grade-point average should identify a student-athlete as being academically successful at the two-year institution thus warranting an exemption from the regular standard?

(4) Should this exemption be available to qualifiers and nonqualifiers?

i. Academic year in readiness model.

Academic Cabinet discussion.

(1) Does the Academic Cabinet support the concept of providing an additional year at the two-year institution for student-athletes who require significant academic remediation?

(2) What academic criteria should be used to determine eligibility to use the academic year of readiness? Should this be based on the need to complete a certain number of remedial courses?

(3) Should the academic year of readiness be mandatory based on criteria or should it be an option the student-athlete can opt into?

(4) Should the student-athlete be allowed to compete during his/her initial year of enrollment at the two-year institution while completing a significant number of remedial hours?

(5) Should legislation limit athletics opportunities in the first year of enrollment to noncompetitive (e.g., practice) that occurs within the scholastic setting (e.g., prohibits outside competition on nonscholastic teams).

(6) What components should be included in the 2-4 transfer requirements for student-athletes who use the academic year of readiness?

(7) The Academic Cabinet could examine a model that results in a certain number of remedial courses (e.g., 12 remedial credits) during initial year of enrollment, not triggering the start of the five-year clock for purposes of progress-toward degree and years of eligibility.

j. Financial aid and practice.

Academic Cabinet discussion.

(1) Should changes to the 2-4 transfer requirements only impact a student-athletes opportunity to compete?

(2) What standard should be used for financial aid and practice? Should current 2-4 transfer requirements be used to determine eligibility for financial aid and practice?

(3) What impact would this have on Division I campuses?

k. Working model for Academic Cabinet consideration.

Academic Cabinet discussion.

See pages 39 through 45 for model to begin Academic Cabinet discussion.

Qualifiers:

(1) What grade-point average is appropriate for two-four transfers who were qualifiers?

(2) Is it necessary to specify that three credits of English must be in writing? If so, how would writing be evaluated?

(3) Does the Academic Cabinet support an exception for academically high achieving student-athletes?

(4) If so, what grade-point average is appropriate for the exception?

(5) Should student-athletes be required to meet progress-toward-degree requirements upon initial enrollment at the four-year institution?

(6) What eligibility standards should apply to 4-2-4 transfers? Should the last institution dictate transfer requirements (e.g., 4-2-4 transfers would be subject to 2-4 requirements)?

Nonqualifiers:

(1) Should graduation be a component of the nonqualifier regulations? Is this an area the Academic Cabinet should get direct feedback from the two-year college community to better understand the impact of the increase in requirements and the requirements for graduation?

(2) Current legislation limits the number of summer hours that may be counted. With increased requirements, should the Academic Cabinet consider changes to the limit of summer hours?

(3) What is the appropriate grade-point average for nonqualifier 2-4 transfers?

(4) Is it necessary to specify that three credits of English must be in writing? How would writing be evaluated?

(5) Should student-athletes be required to meet progress-toward-degree requirements upon initial enrollment at the four-year institution?

(6) What eligibility standards should apply to 4-2-4 transfers? Should the last institution dictate transfer requirements (e.g., 4-2-4 transfers would be subject to 2-4 requirements)?

(7) What eligibility standards should apply to a student-athlete who completes all requirements of nonqualifier 2-4 transfer regulations in three semesters? Should he or she be allowed to transfer to four-year institution prior to completing two years at the two-year institution?

Academic year of readiness:

(1) Should graduation be a component of the nonqualifier regulations? Is this an area the Academic Cabinet should seek feedback from the two-year college community to better understand the impact of the increase in requirements and the requirements for graduation?

(2) Does the Academic Cabinet support the concept of providing an additional year at the two-year institution for student-athletes who require significant remediation?

(3) What should be the academic criteria used to determine eligibility to use the academic year of readiness? Should this be based on the need to complete a certain number of remedial courses?

(4) Should the academic year of readiness be mandatory based on criteria or should it be an option the student-athlete can opt into?

(5) Should the student-athlete be allowed to compete during his/her initial year of enrollment at the two-year institution while completing a significant number of remedial hours?

(6) Should legislation limit athletics opportunities the first year of enrollment to noncompetitive (e.g., practice) that occurs within the scholastic setting (e.g., prohibits outside competition on nonscholastic teams)?

(7) What components should be included in the 2-4 transfer requirements for student-athletes who use the academic year of readiness?

(8) The Academic Cabinet could examine a model that results in a certain number of remedial courses (e.g., 12 remedial credits) during initial year of enrollment, not triggering the start of the five-year clock for purposes of progress-toward degree and years of eligibility.

l. Appeal process.

Academic Cabinet discussion.

(1) What is the appropriate governance body to hear appeals of 2-4 transfer regulations?

(2) Given the focus on academics and academic preparedness in the proposed 2-4 transfer regulations, should such appeals be heard by an academic body?

(3) One option is to create a subcommittee of the Academic Cabinet to review waivers of the 2-4 transfer regulations (staff would make decisions and the cabinet subcommittee would serve as an appellate body).

(4) Another option is to expand the current Progress-Toward-Degree Committee from eight to 12 members and divide the group into two subcommittees, a Progress- Toward-Degree Subcommittee and a 2-4 Transfer Waivers Subcommittee. Currently there is no requirement for faculty athletic representative (FAR) representation on the Progress-Toward-Degree Committee. The Academic Cabinet could include in the expansion a requirement for a minimum of 50 percent of the subcommittee composition to be FARs.

NCAA Division I Academic Eligibility Standards Review

Background.

In the most recent academic reform efforts, the Board implemented significant and sweeping measures designed to support student-athletes in their academic pursuits. Specifically, the Board adopted enhanced academic eligibility requirements, implemented measurements of academic performance and instituted a system of recognition for high achievers and penalties for academic underperformance. These initiatives were developed for the specific purpose of increasing student-athlete graduation rates and, at the time of their adoption, the Board committed to future evaluations of the effectiveness of these measures.

To this end, the Academic Cabinet and Committee on Academic Performance have engaged in rigorous examinations of the current Division I academic eligibility standards and the NCAA Division I Academic Performance Program (APP). As part of its assigned governance responsibilities, the Academic Cabinet is responsible for evaluating the effectiveness of academic eligibility rules, including initial-eligibility, progress-toward-degree and academic standards for transfers.

The 2003 Academic Reform Package.

The combination of increased progress-toward-degree requirements and enhanced initial-eligibility core-curriculum requirements effective 2003 was intended to have a meaningful, positive impact on student-athlete academic performance. The subsequent increase of required core courses became effective 2008 and rounded out the full implementation of the "seamless model" of eligibility, which emphasized high school academic requirements that would indicate a student-athlete's likelihood of first-year college academic success, leading to progress-toward-degree standards that set student-athletes on a five-year path to graduation. Under the seamless model, high school students aspiring to play Division I intercollegiate athletics must begin successfully completing more academic core courses as early as grade nine in order to be eligible as freshmen in college. Then, after collegiate enrollment, student-athletes must make meaningful, yearly progress toward an academic degree of their choosing early in their academic careers, and must continue steadily progressing toward their degrees each year to maintain eligibility. Progress is measured on a term-by-term basis, and is based on the number of credits earned, the percentage of degree earned and the grade-point average maintained. With regard to transfer students, the philosophy at the time was that transfer student-athletes should mirror nontransfer student-athletes who enrolled in certifying four-year institutions as freshmen. With that in mind, transfer requirements were designed so that incoming transfer student-athletes would meet the same academic requirements after matriculation at their respective four-year institutions.

Initial-Eligibility Standards.

As a result of the academic reform package adopted 2003, in order to be eligible for competition as a freshman, entering Division I student-athletes must meet the following requirements:

1. Graduate from an accredited or approved high school or secondary school;

2. Complete a core curriculum of at least 16 courses in required subjects; and

3. Earn a combination of standardized test score and grades in core courses that meets a "sliding scale" index of academic performance.

In the recent past, the first two elements of these standards have been altered by a combination of guiding principles and review of relevant data. Specifically, the high school review program was implemented to ensure prospective student-athletes are earning diplomas and courses from legitimate secondary schools and the core-curriculum requirements were increased. Using prior data [i.e., Academic Performance Study (APS) and Academic Performance Census (APC)], the sliding scale was set at points that provide at least a 33 percent chance of graduation from the initial four-year college or university within six years of enrollment.

In keeping with its responsibility to evaluate the effectiveness of the Division I academic eligibility standards, the Academic Cabinet has identified the following goals for the current review of the initial-eligibility standards:

1. Strive to maximize the first-year academic success of student-athletes;

2. Preserve institutional responsibility for admissions decisions for prospective student-athletes; and

3. Encourage prospective student-athletes to balance their self-identities as students and athletes.

The Academic Cabinet also has established guiding principles for its review of initial-eligibility standards.

1. Initial-eligibility standards should strive to maximize first-year college academic success, putting student-athletes on track to graduate in a reasonable timeframe while minimizing false negatives and adverse impact on minority and low-income prospective student-athletes. It should be noted that this principle is very similar to the charge given by the Board during the previous review of initial-eligibility standards. The difficult balance of maximizing graduation rates while minimizing adverse impact led to the sliding scale,

which suggests increased emphasis on grade-point average and less emphasis on test scores than the prior rule. In addition, initial-eligibility standards should work in concert with progress-toward-degree standards and, when applicable, transfer-eligibility standards, to help move student-athletes toward graduation in a five-year period. Ultimately, the goal of the initial-eligibility 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.

2. NCAA rules shall be minimally acceptable standards, with continued reliance on member institutions to make admissions decisions that are most appropriate for determining academic success locally. Institutional factors such as institutional graduation rates, academic support services, and institutional mission (e.g., highly selective, open enrollment) 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. Further, the APP is designed to provide incentives for institutions and teams to consider the potential for academic success for all incoming student-athletes. Finally, any initial-eligibility standards must 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 Division I member institution and should not be used as such.

3. Consideration should be given to 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). Both Division I academic governance groups have noted that previous rules have been based on the best available NCAA data. Future rules will be most defensible if they continue to follow that principle. In addition, the ability of student-athletes to meet NCAA initial-eligibility standards is directly dependent on the educational systems from which they come. The strengths and weaknesses of those systems need to be taken into account when determining NCAA minimums. To that end, NCAA standards (e.g., test use, core course number and type) should be formed in consideration of current standards and best practices in United States secondary schools. Also, 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 impacted by national rules that focus solely on the "average" system. Finally, 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 student-athlete academic progress and success.

4. Any new standards should be relatively simple and nationally applicable to assist prospects and high schools in understanding the rules and to provide for consistent application throughout the United States and abroad. This principle suggests that the standards be based on a small set of identified and accepted educational variables. Currently these variables include high school grades, standardized test scores, number and type of courses taken in high school, etc. While other variables may add to the NCAA's prediction of a student-athlete's academic success (e.g., athletics 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.

5. Changes in initial-eligibility standards 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. Given the workload demands on high school guidance counselors and campus compliance administrators, the operational impact of any new eligibility standard should be considered.

6. New requirements should not create or expand opportunities for misrepresentation of prospective student-athletes' academic abilities or credentials. Given the membership's ongoing concerns with new educational platforms (e.g., electronic delivery) and policies that allow for last-minute credit recovery, it is important that any changes in standard take into account the potential for a student-athlete's true academic potential to be masked or hidden by efforts to simply meet the initial-eligibility standards to ensure "qualifier" status.

In addition to these guiding principles, when considering enhancements to the initial-eligibility standards, the Academic Cabinet examined issues related to access to higher education. In its discussions, the Academic Cabinet noted that any additional initial-eligibility standards would best be implemented as competition standards. In other words, the Academic Cabinet was reluctant to assign additional requirements to the receipt of financial aid, as doing so could restrict opportunities from some student-athletes to earn college degrees. Instead, the Academic Cabinet is interested in focusing on potential changes to athletics participation requirements that might take into consideration the academic preparedness of entering student-athletes. While many student-athletes are able to enroll and immediately participate in practice, team travel and competition, others may benefit from reduced time demands as they attempt to acclimate to the rigors of college academics.

After considering several potential modifications, the Academic Cabinet has narrowed its focus to three possible models as outlined.

Option One: Change the slope of the sliding scale.

One method of modifying the current sliding scale is to adjust the weighting of the core-course grade-point average versus test scores in the compensatory formula (i.e., the sliding scale slope can be changed). However, a move away from an equal weighting of grade-point average and test has been examined in the past and current NCAA data and previous research has shown that moderate reweighting (e.g., 2 to 1) is not likely to lead to much more accurate predictions of academic outcomes. Changing the sliding scale may also lead to confusion in terms of how the scale was derived and what new coordinates are. Research indicates that a change to the sliding scale would not lead to significantly more student-athletes graduating.

Option Two: Impose a higher floor on high school core-course grade-point averages.

Another option would be to determine if a floor on the core-course grade-point average could better identify student-athletes who are prepared to succeed in their first years on campus while also minimizing impact among some prospective student-athlete subgroups. 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, a student-athlete's high school core-course grade-point average is two to three times more predictive of first-year academic outcomes than test scores. This was not true 20 years ago; the high school core-course grade-point average has become more predictive as the required number of core courses has increased. In fact, recent data modeling has shown that an increase in the grade-point average minimum would be a more efficient method for decreasing the likelihood of NCAA Division I Academic Performance Rate (APR) "0/2" status at the end of the freshman year.

An increase in the grade-point average requirement would increase academic standards, which, in turn, would increase projected graduation rates among student-athletes. Further, this option would increase reliance on high school grades, which data show to be better predictors of success than other academic variables. It also may have the benefit of encouraging prospective student-athletes to place more emphasis on their high school core-curriculum courses. However, some believe that this option might lead to, or further exacerbate, grade inflation or other manipulation at the high school level. Also, adopting this option is inconsistent with the principle of equal weighting between core-course grade-point averages and tests.

Option Three: Create a tiered eligibility structure that requires interventions for prospective student-athletes who do not meet a minimum academic standard.

The final option under review by the Academic Cabinet involves the enhancement of current initial-eligibility standards through the creation of a tiered structure with minimum requirements for receipt of financial aid, matched with academic standards indicating which student-athletes would best benefit from intervention strategies designed to improve their chance of succeeding academically in their first year of enrollment. For example, the current initial-eligibility standards would remain applicable for receipt of financial aid; however, an additional standard such as a higher core-course grade-point average would be used to identify students who enter their respective institutions with academic profiles indicating a high likelihood of first year academic success. During its February meeting, the Academic Cabinet expressed interest in exploring an additional standard to be established at a level of academic preparation that would indicate a 50 percent chance of graduation within six years of full-time enrollment. Student-athletes who qualify for scholarship support, yet fall below the additional standard, still could attend their institutions on athletics scholarship while focusing more directly on academics during their first year of enrollment, which might be considered as an "academic redshirt" year.

During this required "academic redshirt" year, student-athletes could be subject to the following:

1. Academic assessment(s), including reading skills tests;

2. Required academic development plans developed by the appropriate academic support staff and approved by the institution's FAR;

3. Limited or no competition (noting the implications of triggering a season of competition for a student-athlete only permitted to compete in a reduced number of contests may make a complete competition restriction more viable);

4. If competition is permitted, limitations on the amount of missed class time permitted throughout the first year of enrollment (e.g., no more than 10 percent of classes may be missed for any reason, including travel for competition, which may require a student-athlete to miss competition or pre-travel practice activities or to travel separately from the team in order to avoid missing class); and

5. Reduction in permissible practice hours (e.g., only 10 per week) and/or increased number of days off per week (e.g., require three days off per week).

Implementing a tiered standard would assist institutions in identifying prospective student-athletes who may face some academic risk in order to be better prepared to support them in their pursuit of a four-year degree. Further, an "academic redshirt" year with appropriate required interventions would allow such students to enroll in their respective institutions with the assistance of financial aid, while also positioning those students to focus more directly on academics their first year. Finally, some would argue that this model actually improves access to higher education for academically underprepared student-athletes, as it potentially could improve the chances of eventual graduation for student-athletes required to fulfill an "academic redshirt" year. Even so, current data are limited and inconclusive regarding the advantages that may or may not accrue to student-athletes who do not compete their freshman year. Further, if conference rules restrict members from admitting prospective student-athletes not fully eligible in their freshman years, the tiered standard could become a de facto initial-eligibility rule.

The following tables and figure illustrate APR "0/2" performance outcomes under the current academic eligibility model and may be helpful in examining the options under consideration.

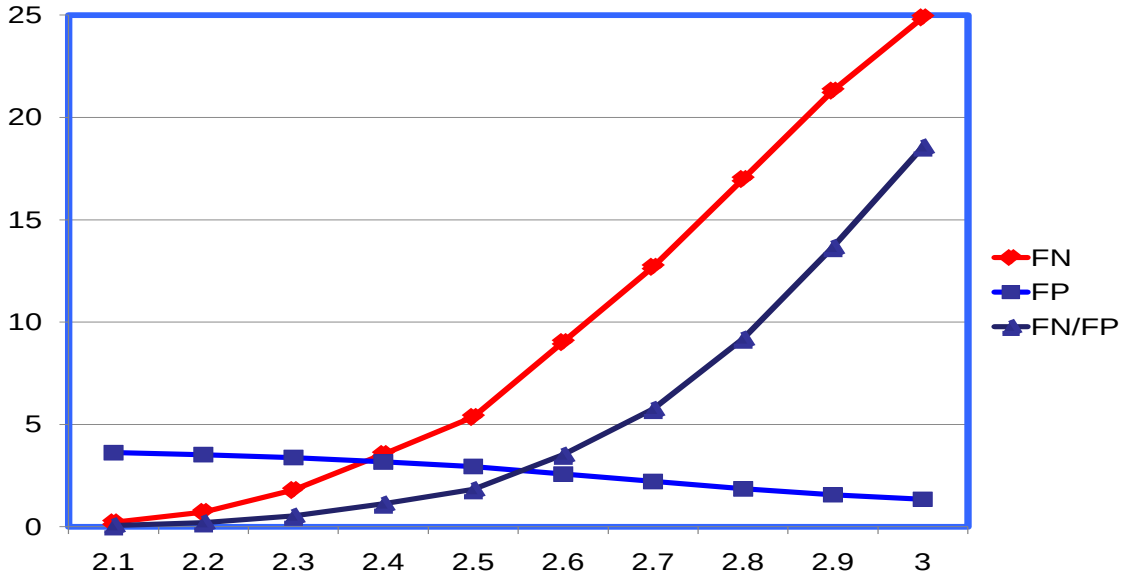
Table 9: Year 1 0-for-2 with INDEX+HSCGPA>=2.5 rule

All Meeting the INDEX	0/2 in Year 1	Not 0/2 in Year 1	Total
Less Than HSCGPA=2.5	584 (0.7%)	4,329 (5.4%)	4,913 (6.1%)
Greater than HSCGPA=2.5	2,376 (2.9%)	73,459 (91.0%)	75,835 (93.9%)
Total	2,960 (3.7%)	77,788 (96.3%)	80,748 (100%)

Table 10: Outcome (%) at Various HSCGPA Cuts

HSCGPA CUT	TN	FN	FP	TP	FN/FP
2.1	0.05	0.21	3.62	96.12	0.06
2.2	0.14	0.72	3.52	95.62	0.21
2.3	0.28	1.79	3.38	94.54	0.53
2.4	0.49	3.55	3.17	92.78	1.12
2.5	0.72	5.36	2.94	90.97	1.82
2.6	1.09	9.02	2.57	87.31	3.51
2.7	1.45	12.7	2.21	83.64	5.75
2.8	1.82	16.99	1.85	79.35	9.18
2.9	2.11	21.31	1.56	75.03	13.7
3.0	2.33	24.89	1.34	71.44	18.6

Figure 6: Plot of False Negatives and False Positives (and the FN/FP Ratio) at each HSCGPA Cut



Summary Academic Cabinet Position:

Although there was some support to enhance the initial-eligibility standards, in particular the core-course grade-point average, at this time the majority of the Academic Cabinet does not support recommending changes to the initial-eligibility standards. Specifically, the Academic Cabinet noted that the following additional data is needed before finalizing any recommendations:

1. Data related to the impact of the increase to 16 core courses.

2. Data related to the core-course taking patterns of high school student-athletes.

Additional Discussion Items for the Cabinet:

Based on the June 2010, Academic Cabinet discussion, there seemed to be some consideration for validity in both Options 2 and 3 (i.e., higher grade-point average and the tiered model); however, at this time recommending change was not supported. Given the opportunity the Academic Cabinet has for Board input in October 2010, a continued discussion of the validity of the options is appropriate.

1. Does the Academic Cabinet see validity in any of the three options?

2. If so, what aspects of the three options should be discussed with the Board?

3. There did not seem to be general support for a change in the sliding scale. Should the focus of any further discussions center around increasing the grade-point average and exploring a tiered model?

Two-Year College Transfers
Academic Requirements Discussion

Current 2-4 college transfer academic regulations.

Current 2-4 college transfer regulations set standards for eligibility, practice and financial aid based on a student-athletes' status as a qualifier or a nonqualifier. Specifically, regulations established for a qualifier need to be met in order for a student-athlete to be eligible for competition. The student-athlete is eligible for practice and financial aid, even if he or she does not meet the outlined requirements. For nonqualifiers, student-athletes must meet the requirements in order to be eligible for competition, practice and financial aid. Below is a general summary of current requirements for both qualifiers and nonqualifiers. Please note that there are exceptions and other sport specific requirements are not included, but this summary provides a general overview of current 2-4 transfer requirements for both qualifiers and nonqualifiers. It should also be noted that if applicable, 2-4 transfer student-athletes are subject to progress-toward-degree requirements when transferring to four-year institutions.

Qualifier:

At a two-year institution, in order to be eligible to compete at a four-year institution, the student must:

1. Complete at least one regular academic semester or quarter as a full-time student. (Summer school does not count);

2. Earn an average of 12-semester or 12-quarter transferable-degree-credit hours for each term started full time at the two-year school; and

3. Earn a grade-point average of 2.000 in those transferable credit hours.

Nonqualifier:

At a two-year institution, in order to be eligible for competition, practice and financial aid at the four-year institution the student must:

1. Complete at least three semesters or four quarters as a full-time student. (Summer school does not count);

2. Graduate from a two-year school. (25 percent of the credit hours must be earned at the two-year school that awards the degree);

3. Earn 48-semester or 72-quarter transferable-degree-credit hours at the two-year school (limit of 18 semester/27 quarter hours in summer total and nine semester/13.5 quarter hours in summer prior to transfer). For students initially enrolled full time in any college after August 1, 2009, the transfer credits MUST include six-semester or eight-quarter hours of English AND three-semester or four-quarter hours of math; and

4. Earn a grade-point average of 2.000 in those transferable credit hours.

Overview of data.

The Division I academic governance groups have noted differences between the entering academic profiles of freshmen student-athletes at four-year institutions and the high school academic performance of two-year college transfer student-athletes. While four-year transfer student-athletes generally are similar to nontransfers in terms of their high school academic profiles, there are stark differences between two-year transfer student-athletes and their nontransfer counterparts. Two-year transfers tend to have lower high school academic profiles than the nontransfer population in both football and men's basketball and those averages are lower than other sport groups. The following tables provide comparison data from the 2006-07 entering student-athlete cohorts that illustrate this observation.

Comparison of High School Academic Performance of 2006-07 College Freshmen versus Transfers in Men's Basketball

Student Category	Average High School Core GPA	Average Best Test (SAT-units)
Non-Transfers	2.97	968
Two-Year Transfers	2.72	885
Four-Year Transfers	2.89	956

The differences observed in high school academic performance carry over to academic success at the four-year institution. As the next two charts illustrate, 2-4 transfers have a lower average APR and a higher percentage of APR "0/2s".

APR as a Function of Transfer Status

(Semester schools only – constant set of schools)

Student Category	2007-08 APR	2008-09 APR
Non-Transfers	968	971
2-Year Transfers	919	926
4-Year Transfers	946	949

APR = Academic Progress Rate-- real-time Division I academic success metric based on academic eligibility and retention. Calculated as 1000*(points earned / points possible)

Trends in Number of APR 0-for-2s by Transfer Status

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Non-Transfers	3.1%	3.1%	2.8%	2.5%	2.3%	2.2%
Two-Year Transfers	9.9%	9.4%	9.2%	7.4%	6.6%	5.5%
Four-Year Transfers	5.1%	5.2%	5.2%	4.6%	3.9%	3.8%

Note: % = Percentage of individuals in that sport who were APR 0-for-2s (became academically ineligible and left school) in that academic year.

Graduation outcomes among these student-athlete groups also differ. While it should be noted that two-year transfer graduation rates have been on a slightly upward trend, they still lag behind graduation rates of nontransfer student-athletes. The following two figures offer visual comparisons of Graduation Success Rates (GSR) of transfers and nontransfers in the sports of men's basketball and football.

FIGURE 1: Graduation Success Rates of Men's Basketball Student-Athletes

Transfers vs. Non-Transfers

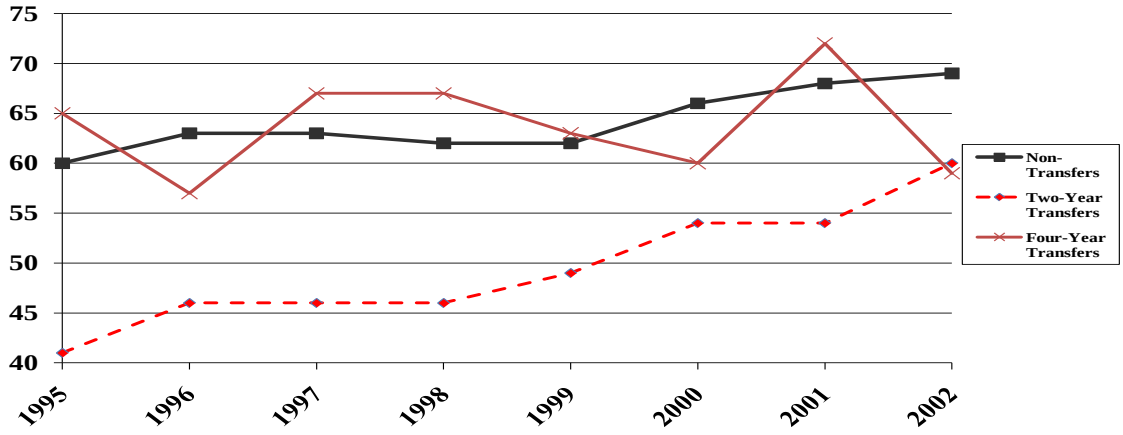
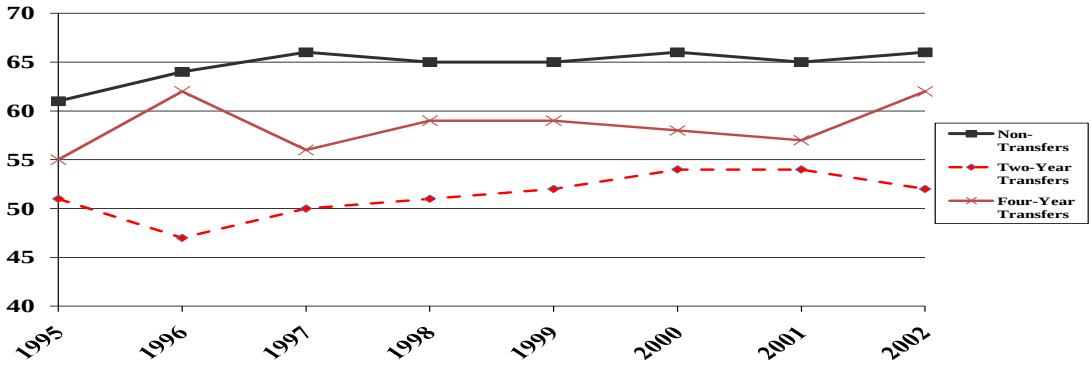


FIGURE 2: Graduation Success Rates of Football Student-Athletes

Transfers vs. Non-Transfers



Another key observation relates to the APR "0/2" performance of transfer and nontransfer student-athletes. In the latest round of academic reform, "0/2" is a term used to identify a student-athlete who withdraws from a four-year institution and fails to meet NCAA academic eligibility requirements before doing so. Such student-athletes typically are cited as the ultimate academic casualties within the APP, and in some cases team scholarship penalties are triggered as a result of their failures. Not surprisingly, among many "0/2" student-athletes are those who exhaust competitive eligibility without earning their college degrees. Particularly in the sports of baseball and football, higher "0/2" rates are observed among both two-year and nontransfer student-athletes as such individuals are at the end of their four seasons of competition. This phenomenon exists for men's basketball also, though high "0/2" rates also are present after two-year transfers complete their first year on the four-year college campus.

FIGURE 3: Percentage of 0/2s by Year in School as a Function of Transfer Status for Baseball (2005-06)

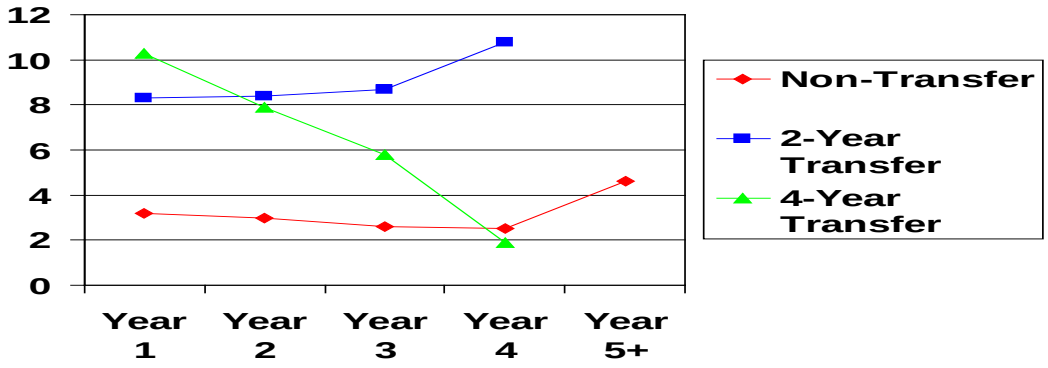


FIGURE 4: Percentage of 0/2s by Year in School as a Function of Transfer Status for Men's Basketball (2005-06)

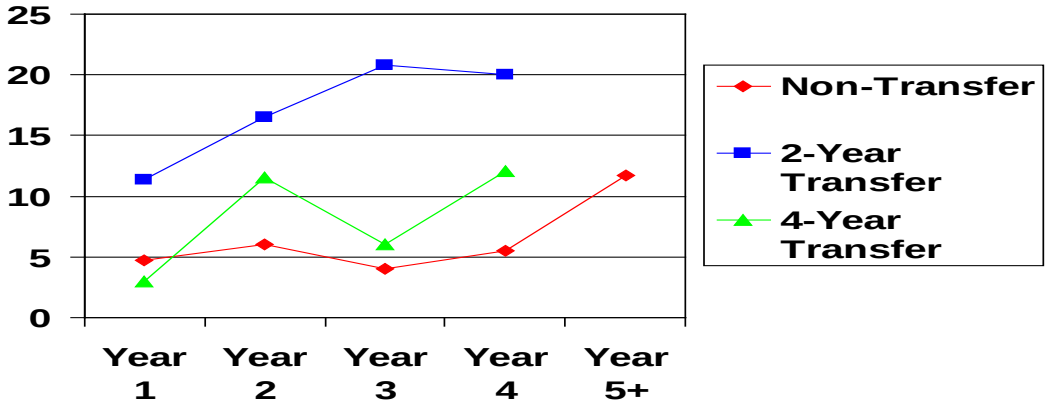
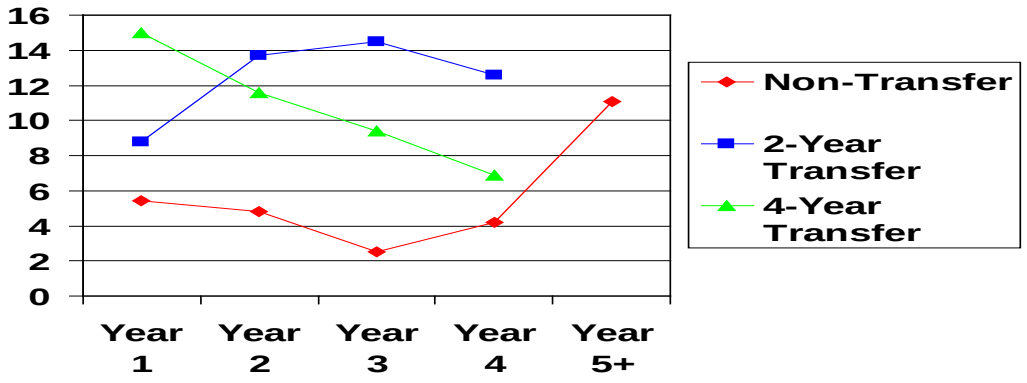


FIGURE 5: Percentage of 0/2s by Year in School as a Function of Transfer Status for Football (2005-06)



To summarize, the hazard curves show 2-4 transfers are generally at much higher risk of failing at all points in time compared to four-year transfers and nontransfers. In addition, the GSRs of two-year transfers are increasing over time, but continue to lag behind both nontransfers and the four-year transfers in both men's basketball and football. Finally, as competitive eligibility is exhausted, dropout generally is more likely to occur, particularly for two-year and nontransfer student-athletes in baseball, men's basketball and football.

Based on the above data, the Academic Cabinet has continued to examine whether changes should be recommended to 2-4 transfer regulations to assist in improving the academic success of 2-4 transfers. At the June 2010, meeting, the Academic Cabinet met jointly with the Committee on Academic Performance and in addition, invited representatives from the two-year college community. As part of that discussion, general consensus suggested examination of increased 2-4 transfer requirements coupled with an alternative path to graduation model for student-athletes who need a significant level of remediation.

As the Academic Cabinet begins examination of changes to 2-4 transfer regulations, the Academic Cabinet should consider the philosophical basis for this discussion. Specifically, current standards have been in place for many years. These standards focus on establishment of eligibility for competition, practice and aid. As the Academic Cabinet moves to a model that examines more closely the analysis of whether a student-athlete is academically prepared for success at a four-year institution, this approach more closely aligns with initial-eligibility regulations. Specifically, initial-eligibility regulations are based on a determination of what is needed prior to enrollment at the four-year institution to be academically successful during the first year of enrollment. Aligning 2-4 transfer requirements with initial eligibility, shifts NCAA standards prior to enrollment to academic preparedness of student-athletes when enrolling at an NCAA four-year institution.

Goals and guiding principles.

In keeping with its responsibility to evaluate the effectiveness of the Division I academic-eligibility standards, below are possible goals for the Academic Cabinet to consider as it reviews 2-4 transfer academic requirements.

Goals:

1. Establishment of 2-4 transfer academic requirements which help improve the first-year academic success of student-athletes when enrolling at a four-year institution.

2. Establishment of 2-4 transfer academic requirements which improve academic success and graduation of 2-4 college transfer student-athletes at four-year institutions and have these outcomes more closely mirror that of nontransfer student-athletes.

3. Establishment of 2-4 transfer academic requirements which provide greater opportunity for academically underprepared student-athletes to gain the academic skills and preparation necessary to be academically successful and graduate from a four-year institution.

To assist in the discussion, it might also be helpful for the Academic Cabinet to establish guiding principles for its review of 2-4 transfer requirements. Based on previous discussions, below are possible guiding principles for discussion by the Academic Cabinet.

Principles.

1. Two-four transfer academic requirements should strive to emphasize the requirements which are needed to prepare a student-athlete academically to be successful at an NCAA institution.

2. Two-four transfer academic requirements should maximize first-year college academic success when transferring to a four-year institution, ensuring that student-athletes are on track to graduate in five years and minimizing adverse impact on minority and low-income student-athletes.

3. Two-four transfer academic requirements should be based on a standard that data indicates yields similar ineligibility standards to those of nontransfer student-athletes. Specifically, when examining the data, the standards should be set with benchmarks that yield ineligibility rates and APR rates similar to the rates of nontransfer students. These indicators can then be used as means to ultimately predict graduation based on nontransfer student-athletes.

4. Two-four transfer regulations are minimal standards set for eligibility to compete, receive athletics aid and practice. There is a continued reliance on member institution's to make admissions decisions regarding 2-4 transfers that are appropriate for determining academic success locally.

5. Changes in 2-4 transfer regulations should be data driven whenever possible. Data driven decisions used to assist in predicting academic success and eventual graduation should provide overall guidance in any possible changes to the 2-4 transfer regulations.

6. Changes in 2-4 transfer regulations should consider simplicity of application for member institutions, two-year institutions and two-year college student-athletes. This includes preferring existing, well established academic elements, in lieu of creating new components whenever possible (e.g., using existing grade-point average calculation if appropriate rather than creating a new calculation).

7. The academic skills and preparation of qualifiers and nonqualifiers should be considered in any changes to the 2-4 transfer requirements.

Academic Cabinet discussion.

1. Does the Academic Cabinet support the goals as outlined? Should any of the goals be deleted or amended? Should any goals be added?

2. Does the Academic Cabinet support the principles as outlined? Should any of the principles be deleted or amended? Should any principles be added?

Transferable versus overall grade-point average.

Examinations of data to determine predictors of academic success for 2-4 transfer student-athletes indicate two-year college grade-point average is a significant indicator. Although initial data analysis suggested that overall grade-point average was a stronger predictor than transferrable grade-point average, a more comprehensive review of the data suggests that transferrable grade-point average and overall grade-point average are somewhat interchangeable.

Academic Cabinet discussion.

1. There is some variability by institution in what courses are transferrable. This creates variability for student-athletes in what courses can be used to meet 2-4 transfer requirements.

2. Current 2-4 transfer legislation uses transferrable grade-point average. An observation is that course-taking patterns at two-year institutions may change if overall grade-point averages were used (e.g., the rule could encourage the taking of less academically rigorous courses).

3. Transferrable courses assist the student-athlete in meeting other NCAA regulations. Overall grade-point average may have negative implications for student-athletes in other areas (e.g., meeting credit requirements, progress-toward-degree percentages).

4. If the Academic Cabinet limits the number of physical education activity courses that can be used to meet 2-4 transfer requirements, overall grade-point average would need to be calculated on campus for the purposes of 2-4 requirements without physical education activity courses. Consistency with calculation currently used (transferrable) will be easiest to implement, rather than creating another grade-point average calculation.

Staff recommends the Academic Cabinet continue use of transferrable grade-point average in the 2-4 transfer legislation. Data indicate that both are interchangeable as predictors of academic success. Although common application may suggest use of overall grade-point average, the likely unintended consequences of the use of overall grade-point average are potentially significant. Data used are based on current course-taking patterns. Using overall grade-point average may significantly change course-taking patterns resulting in less academically prepared student-athletes.

Grade-point average requirement.

Grade-point average at the two-year institution, whether transferrable or overall, is a significant predictor of academic success. A higher grade-point average parallels with a lower percent ineligibility after first year at the four-year institution, a smaller percentage of student-athletes not retained and a smaller percentage of APR "0/2s." As part of the June 2010 discussion, the Academic Cabinet considered whether the grade-point average for 2-4 transfers should be increased. In considering such an increase to the grade-point average component, comparison between nontransfer student-athletes ineligibility and APR "0/2" percentages provides an avenue for starting the discussion. The following slides outline the percent of 2-4 transfer student-athletes who were ineligible after their first year of enrollment at an NCAA institution as a function of transferrable grade-point average and the percent of APR "0/2s" of 2-4 transfer student-athletes as a function of transferrable grade-point average. Note that ineligibility rates for nontransfer student-athletes are 6.1 percent for freshman, 4.9 percent for

sophomores and 3.1 percent for juniors; APR "0/2s" for nontransfer student-athletes are 4.4 percent for freshman, 3.1 percent for sophomores and 1.7 percent for juniors.

Percent of 2-4 Transfers Ineligible after First Year at 4-Year College as a Function of Meeting Cut-Point on 2-Year College GPA in Transferred Classes (by HS Qualifier Status)

2.00	(0.6%)	5.9%	9.4%	7.7%
2.10	(2.5%)	5.9%	9.2%	7.6%
2.20	(5.2%)	5.8%	9.0%	7.5%
2.30	(9.8%)	5.9%	8.6%	7.3%
2.40	(14.6%)	5.6%	8.1%	6.8%
2.50	(21.1%)	5.2%	7.5%	6.3%
2.60	(29.8%)	4.4%	6.8%	5.5%
2.70	(37.0%)	4.1%	5.8%	4.9%
2.80	(45.6%)	3.4%	4.9%	4.0%
2.90	(54.2%)	2.6%	4.4%	3.3%
3.00	(61.8%)	2.4%	5.2%	3.4%

For non-transfers, ineligibility rate in these sports is 6.1% for frosh, 4.9% for sophomores and 3.1% for juniors

Percent of 2-4 Transfers who were 0/2s after First Year at 4-Year College as a Function of Meeting Cut-Point on 2-Year College GPA in Transferred Classes (by HS Qualifier Status)

2.00	(0.6%)	4.8%	6.0%	5.4%
2.10	(2.5%)	4.9%	5.7%	5.3%
2.20	(5.2%)	4.8%	5.5%	5.1%
2.30	(9.8%)	4.8%	5.5%	5.2%
2.40	(14.6%)	4.5%	5.1%	4.8%
2.50	(21.1%)	4.2%	4.5%	4.3%
2.60	(29.8%)	3.2%	3.9%	3.5%
2.70	(37.0%)	2.9%	2.9%	2.9%
2.80	(45.6%)	2.5%	2.9%	2.7%
2.90	(54.2%)	1.8%	3.6%	2.5%
3.00	(61.8%)	1.5%	4.1%	2.5%

For non-transfers, 0-for-2 rate in these sports is 4.4% for frosh, 3.1% for sophomores and 1.7% for juniors.

In addition to considering the predictors of academic success, the Academic Cabinet should also be aware of any impact increasing the grade-point average may have on various populations of 2-4 transfers. The following two charts show the percentages of ineligibility of 2-4 transfers by functional comparison with grade-point average increase.

Percentage of Current 2-4 Transfers Falling Below Various Cut-Points on 2-Year College GPA in Transferred Classes

	% Below Cut			
	Baseball	Men's Basketball	Football	Women's Basketball
2.00	0.2%	1.0%	1.3%	0.0%
2.10	0.2%	4.2%	5.2%	2.3%
2.20	0.7%	8.4%	10.0%	6.4%
2.30	3.1%	15.2%	15.9%	11.6%
2.40	5.8%	23.3%	22.3%	14.5%
2.50	9.1%	32.0%	31.1%	24.4%
2.60	15.4%	42.7%	42.4%	32.6%
2.70	21.7%	52.1%	49.5%	39.5%
2.80	29.1%	63.1%	60.8%	43.0%
2.90	38.0%	71.5%	68.6%	52.3%
3.00	46.2%	76.7%	75.7%	62.8%

Percentage of Current 2-4 Transfers Falling Below Various Cut-Points on 2-Year College GPA in Transferred Classes

	% Below Cut	
	White / Non-Hispanic	Black / African-American
2.00	0.3%	1.1%
2.10	0.5%	5.2%
2.20	1.3%	11.2%
2.30	3.5%	19.1%
2.40	6.0%	27.0%
2.50	9.7%	36.8%
2.60	16.0%	48.9%
2.70	21.7%	57.6%
2.80	29.7%	67.5%
2.90	38.5%	75.1%
3.00	45.6%	82.2%

Academic Cabinet discussion.

1. Should the minimum grade-point average for 2-4 transfers be increased?

2. What increase to the grade-point average has a meaningful impact on improving academic success of 2-4 college transfer student-athletes?

3. What is the impact of increasing the grade-point average on various populations of 2-4 transfers? Are there other mechanisms in the legislation to minimize impact?

4. Grade-point average is the best predictor of academic success. Students who meet the current 2.0 standard are not achieving the same levels of academic success as their nontransfer counter parts.

5. What other factors or changes to the 2-4 legislation impact the decision surrounding an increase in grade-point average?

6. Should the grade-point average increase be the same for qualifiers and nonqualifiers?

Staff recommends that the Academic Cabinet consider increasing the grade-point average of 2-4 transfer student-athletes. Data indicate that grade-point average is the best predictor of academic success at four-year institutions. The discussion of increasing the grade-point average should also include a discussion concerning the impact an increase may have on various populations of 2-4 transfers. Staff recommends the Academic Cabinet consider beginning its discussion of a possible increase to the grade-point average requirement with an examination of ineligibility percentages and APR "0/2" percentages. Specifically, similar ineligibility percentages and APR "0/2" percentages would provide 2-4 transfer student-athletes with an academic profile, success and graduation similar to that of their nontransfer counterparts.

Core-course requirement.

During the June 2010, Academic Cabinet meeting, the Academic Cabinet discussed the concept of requiring a core-course curriculum for 2-4 transfers. The core-course curriculum would establish a basic curriculum and provide a foundation of courses for all 2-4 transfers. Specifically, the Academic Cabinet discussed requiring three credits of Math, three credits of Science and six credits of English (three of the six credits would need to be in writing).

In looking at a core curriculum, it is central to understand the current enrollment patterns of 2-4 transfers. This is especially important for qualifiers. Nonqualifier legislation requires student-athletes be enrolled at a two-year institution for a longer period of time, however, qualifiers may attend the two-year institution for only one semester. Data show that 55 percent of current qualifiers spent four or more terms at their most recent two-year institution, 8 percent spent three terms, 32 percent spent two terms, 5 percent were there less than two terms. Additionally 30 percent of qualifiers earned credits (full or part time) from two or more two-year institutions.

In addition, current course-taking patterns at two-year institutions support the requirement of a core curriculum.

Current course-taking patterns for qualifiers:

1. English: 78 percent of qualifiers currently earn six or more English credits at the two-year school and 73 percent transfer six or more credits. There is no information to separate writing requirements in the data.

2. Math: 84 percent of qualifiers earned three or more math credits and 75 percent transferred three or more credits.

3. Science: 85 percent of qualifiers earned three or more science credits and 84 percent transferred three or more credits.

Once we account for time spent at the two-year college by high school academic qualifiers, the data do not suggest that a core-course curriculum yields any differential impact as a function of race/ethnicity.

A total of 64 percent of qualifiers currently earn six credits in English, three credits in math and three credits in science. Among nonqualifiers who met all three core components, first-year eligibility rate was 5.0 percent (8.2 percent for those who did not). The "0/2" rate was 3.9 percent versus 6.3 percent for those not taking core credits.

Current course-taking patterns for nonqualifiers:

1. English: 88 percent of nonqualifiers currently earn six or more English credits at the two-year school and 79 percent transfer six or more credits. There is no information to separate writing requirements in the data.

2. Math: 91 percent of nonqualifiers earned three or more math credits and 77 percent transfer that number.

3. Science: 91 percent of nonqualifiers earned three or more science credits and 88 percent transfer that number.

Specific to core-course taking patterns, there was no difference in core-course attainment seen as a function of race/ethnicity (percentage Black/African-American student-athletes meeting English = 85 percent, math = 90 percent and science = 89 percent). Football student-athletes are somewhat less likely to meet each standard (by about 5 to 10 percent) but course attainment is similarly high across the other three sports.

A total of 77 percent of nonqualifiers currently earn six credits in English, three credits in math and three credits in science. Among nonqualifiers who met all three core components, first-year eligibility rate was 8.5 percent (14.7 percent for those who did not). The "0/2" rate was 4.9 percent versus 10.2 percent for those not taking core credits.

Academic Cabinet discussion:

1. Is a core-course curriculum appropriate for 2-4 college transfers?

2. The majority of qualifiers and nonqualifiers are already completing the discussed core curriculum. The academic success of student-athletes completing the core as measured in percent ineligibility and number of "0/2s" is significantly greater for those who have completed the core curriculum.

3. There is no data to assist with the requirement of writing as three of the English credits. Is it necessary to be specific that three credits of English must be in writing? If so, how would writing be evaluated?

4. Should the requirements for a core-course curriculum be required for all 2-4 transfer student-athletes (e.g., qualifiers and nonqualifiers)? Should there be an exception for high academic achieving student-athletes?

Staff recommends that the 2-4 legislation for qualifiers and nonqualifiers include a core-course curriculum. The data clearly suggests that a core curriculum will assist with ensuring the student-athlete is prepared for academic success at the four-year institution. Due to the difficulties in evaluating a writing component, staff recommends that the English component not contain a requirement specific to writing.

Use of physical education activity courses.

In 2009, based on a recommendation from the NCAA Division I Basketball Academic Enhancement Group, the Division I membership adopted legislation in the sport of men's basketball that limited the number of physical education activity courses that could be used to satisfy two-year transfer requirements to not more than two credit hours. The legislation does provide an exception for a student-athlete enrolling in a physical education degree program or a degree program in education that requires physical education activity courses that are required for the specific degree program to use courses that fulfill the degree program. Additional credit hours of physical education activity courses may not be used to fulfill elective requirements.

As indicated in the regression models reviewed by the Academic Cabinet in June 2010, students with a high number of physical education activity courses tend to have less academic success at the four-year institution than two-year college grade-point average would predict alone.

Academic Cabinet discussion.

1. Should 2-4 transfer regulations limit the use of physical education activity courses?

2. Should the requirements established in current legislation for men's basketball student-athletes be expanded to all 2-4 transfers?

3. Should an exception be created for physical education majors?

4. Will an exception for physical education majors increase the number of physical education majors?

Staff recommends the 2-4 transfer legislation include a limit to two on the total number of credits in physical education activity credits that can be used to meet grade-point average requirement and transferrable credit requirements. The Academic Cabinet should consider an exception for physical education majors or majors that require physical education activity courses similar to the current exception for men's basketball.

Student-athletes who achieve a high level of academic success at two-year institution.

In examining requirements for 2-4 transfers, it became apparent that considering a grade-point average in which student-athletes predict academic success similar to their nontransfer counter parts was important. Specifically, requiring a core-course curriculum inherently requires student-athletes to attend a two-year institution for at least one academic year. Although this seems to be an appropriate requirement in certain instances, there are student-athletes who enroll at a two-year institution for reasons unrelated to academics and may be able to enroll for less than an entire year. Should the Academic Cabinet consider an exception for student-athletes who have achieved academic success in the form of a grade-point average at the two-year institution? Grade-point average is the strongest predictor of academic success at the four-year institution, thus if there is a grade-point average from the two-year institution that predicts academic success similar to nontransfers, should a different standard exist for these student-athletes?

Percent of Qualifiers at 2-Year Colleges Meeting Cut-Point on 2-Year College GPA in Transferred Courses

% Qualifiers Below/Above Cut			Ineligibility Status End Y1
Cut-Point	(% Below Cut)	(% Above Cut)	Q Above Cut
2.40	10%	90%	5.6%
2.50	14%	86%	5.2%
2.60	22%	78%	4.4%
2.70	27%	73%	4.1%
2.80	35%	65%	3.4%
2.90	43%	57%	2.6%
3.00	51%	49%	2.4%
3.10	60%	40%	2.3%
3.20	68%	32%	1.9%
3.30	75%	25%	1.8%
3.40	81%	19%	0.8%
3.50	85%	15%	1.0%

For non-transfers, ineligibility rate in these sports is 6.1% for frosh, 4.9% for sophomores and 3.1% for juniors

Academic Cabinet discussion.

1. Should there be an exception for student-athletes who achieve a high level of academic success at two-year institution?

2. How does the legislation impact qualifiers who enroll for only one semester at two-year institution?

3. What grade-point average should identify a student-athlete as being academically successful at the two-year institution and thus warranting an exemption from the regular standard?

4. Should this exemption be available to qualifiers and nonqualifiers?

Staff recommends that the Academic Cabinet consider providing an exception to the general 2-4 transfer regulations for student-athletes who achieve above a certain transferrable grade-point average. This exception would provide an opportunity for an academically high achieving student-athlete who may have chosen or needed to enroll at the two-year institution for reasons unrelated to academics or athletics to transfer after one semester and be immediately eligible. Further, if based on the data, the Academic Cabinet can establish a grade-point average that yields similar ineligibility and APR "0/2" percentages. Creating an exception seems appropriate. The staff also recommends the academic exemption only apply to qualifiers.

Academic year of readiness.

As noted previously, the "seamless" eligibility model implemented during the latest round of academic reform is based on completion of a four-year college degree within five years. The model aligns with long-standing NCAA legislation permitting a five-year window for Division I student-athletes to complete four seasons of competition, along with five years of athletics scholarship support to be received within a six-year window.

While this timeframe is appropriate for many student-athletes, there is growing evidence that some student-athletes might require a longer path to college graduation. Specifically, a six-year period may be more realistic for student-athletes who enter the collegiate system with substantial academic deficiencies.

Representatives from the two-year college community were in attendance during the June 2010, Academic Cabinet meeting. They shared with the Academic Cabinet that there is a segment of student-athletes, who when initially enrolling at two-year colleges, are in need of significant remediation. The amount of remediation needed for this segment of student-athletes makes it nearly impossible for them to complete course work necessary for NCAA eligibility in two years. The two-year representatives encouraged the Academic Cabinet to consider a model of eligibility that would provide an extra year for these student-athletes to remain at the two-year institution and adequately remediate their academic deficiencies.

Generally, the Academic Cabinet was supportive of a concept of providing for a year of readiness at the two-year institution for student-athletes who require significant remediation. The Academic Cabinet noted that the student-athlete should not be permitted to compete during this initial year. This model would provide a student-athlete who requires significant remediation an additional year at the two-year institution to complete the remedial work. Allowing completion of the remedial work creates a better foundation for the student-athlete to be successful at the two-year institution and be more academically prepared when enrolling at an NCAA institution.

Academic Cabinet discussion.

1. Does the Academic Cabinet support the concept of providing an additional year at the two-year institution for student-athletes who require significant academic remediation?

2. What academic criteria should be used to determine eligibility to use the academic year of readiness? Should this be based on the need to complete a certain number of remedial courses?

3. Should the academic year of readiness be mandatory based on criteria or should it be an option the student-athlete can opt into?

4. Should the student-athlete be allowed to compete during his/her initial year of enrollment at the two-year institution while completing a significant number of remedial hours?

5. Should legislation limit athletics opportunities in the first year of enrollment to noncompetitive (e.g., practice) that occurs within the scholastic setting (e.g., prohibits outside competition on nonscholastic teams).

6. What components should be included in the 2-4 transfer requirements for student-athletes who use the academic year of readiness?

7. The Academic Cabinet could examine a model that results in a certain number of remedial courses (e.g., 12 remedial credits) during initial year of enrollment, not triggering the start of the five-year clock for purposes of progress-toward degree and years of eligibility.

Staff recommends the Academic Cabinet consider proposing, as part of the package of changes to 2-4 transfer requirements, an option for an academic year of readiness for those student-athletes who may need significant academic remediation. This proposal should include a component that does not permit competition in the first year of enrollment at the two-year institution and includes specific 2-4 transfer regulations for student-athletes who use the academic year of readiness model. In the working model put forward by staff which appears later in the document, the staff outline specific criteria for the Academic Cabinet to consider in this model.

Eligibility for financial aid and practice.

When examining 2-4 transfer regulations, possible increases to grade-point average or inclusion of a core curriculum, focus is on ensuring student-athletes are academically prepared when enrolling at an NCAA institution. Increases to grade-point average do result in a segment of student-athletes who were eligible under current regulations who will not be eligible under the new standard. Generally speaking, transfer regulations have a base rule that requires student-athletes to serve an academic year in residence, but allow student-athletes to be eligible for practice and financial aid. Since 2-4 transfer requirements are tied to qualifier and nonqualifier regulations, 2-4 transfer requirements have also included ineligibility for practice and financial aid. In considering possible changes to the 2-4 transfer regulations, it seems appropriate to discuss if a tiered eligibility structure might be appropriate for 2-4 transfers. Specifically, should a lower standard provide for the provision of financial aid and practice, while a higher standard must be met in order to be eligible for competition in the first year of enrollment at an NCAA Division I institution?

Academic Cabinet discussion.

1. Should changes to the 2-4 transfer requirements only impact the student-athletes opportunity to compete?

2. What standard should be used for financial aid and practice? Should current 2-4 transfer requirements be used to determine eligibility for financial aid and practice?

3. What impact would this have on Division I campuses?

Staff recommends the Academic Cabinet consider a different standard for eligibility for practice and financial aid than for competition. Specifically, the staff recommends the Academic Cabinet consider using the current 2-4 transfer standards for determining practice and financial aid. Any recommended change to 2-4 transfer regulations would impact the student-athletes eligibility to compete during their first year of enrollment at the four-year institution, but would not impact eligibility for practice or to receive financial aid.

Working 2-4 Transfer Model for Consideration

Requirements for a qualifier to be immediately eligible to compete. If student-athlete does not meet the requirements, they must serve a year in residence (note that qualifiers are eligible for practice and financial aid upon initial enrollment at the four-year institution).

1. Spend a minimum of one academic year (two semesters or three quarters) of full-time enrollment at two-year institution.

2. Increase grade-point average above the current 2.0 requirement.

3. Complete a core-course curriculum and achieve a minimum of C grade in each core course (three credits of math, three credits of science and six credits of English). Courses must be transferrable degree credit.

4. Limit physical education activity courses that may be used to meet transferrable credit and transferable grade-point average requirements to two credits total.

5. Meet percent degree requirements at four-year institution when entering (e.g., 40 percent degree completed at time of enrollment), if applicable.

6. Average 12 semester/quarter hours of transferrable degree credits each semester of full-time enrollment at the two-year institution.

Exceptions to be immediately eligible to compete (student-athletes could transfer after one-semester):

1. Achieve a transferrable grade-point average to be determined.

2. Average 12 semester/quarter hours of transferable degree credit per full-time term of enrollment at the two-year institution.

3. Limit physical education activity courses that may be used to meet transferrable credit and transferable grade-point average requirements to two credits total.

Academic Cabinet discussion.

1. What grade-point average is appropriate for 2-4 transfers who were qualifiers?

2. Is it necessary to specify that three credits of English must be in writing? If so, how would writing be evaluated?

3. Does the Academic Cabinet support an exception for academically high achieving student-athletes?

4. If so, what grade-point average is appropriate for the exception?

5. Should student-athletes be required to meet progress-toward-degree requirements upon initial enrollment at the four-year institution?

6. What eligibility standards should apply to 4-2-4 transfers? Should the last institution dictate transfer requirements (e.g., 4-2-4 transfers would be subject to 2-4 requirements)?

Requirements for a nonqualifier to be immediately eligible to compete. If student-athlete does not meet the requirements, they must serve a year in residence and are ineligible to compete during the year of residence. *In order to be eligible for practice and financial aid, a student-athlete who is a nonqualifier must meet the current 2-4 transfer regulations.*

1. Attended two-year institution full time for at least four semesters or six quarters.

2. Complete 25 percent of degree at institution granting Associates degree or last two-year institution attended.

3. Increase grade-point average above the current 2.0 requirement.

4. Complete established core-course requirements with a minimum of a C in all core courses (three credits of math and science and six credits of English). Courses must be transferrable degree credit.

5. Limit physical education activity courses that may be used to meet the transferrable credit and transferable grade-point average to two credits total.

6. Average 12 semester/quarter hours of transferrable degree credits each semester/quarter of full-time enrollment at the two-year institution.

7. Must meet percent degree requirements at four-year institution when entering (e.g., 40 percent degree completed at time of enrollment).

Exception: 2-4 transfers who meet the current 2-4 transfer requirements are eligible for financial aid and practice, but not eligible for competition during his/her first year of enrollment at the four-year institution.

Academic Cabinet discussion.

1. Should graduation be a component of the nonqualifier regulations? Is this an area the Academic Cabinet should get direct feedback from the two-year college community to better understand the impact of the increase in requirements and the requirements for graduation?

2. Current legislation limits the number of summer hours that may be used. With the increased requirements, should the Academic Cabinet consider changes to the limit of the use of summer hours?

3. What is the appropriate grade-point average for nonqualifier 2-4 transfers?

4. Is it necessary to specify that three credits of English must be in writing? How would writing be evaluated?

5. What eligibility standards should apply to 4-2-4 transfers? Should the last institution dictate transfer requirements (e.g., 4-2-4 transfers would be subject to 2-4 requirements)?

6. Should student-athletes be required to meet progress-toward-degree requirements upon initial enrollment at the four-year institution?

7. What eligibility standards should apply to a student-athlete who completes all requirements of nonqualifier 2-4 transfer regulations in three semesters? Should he or she be allowed to transfer to four-year institution prior to completing two years at the two-year institution?

Academic year of readiness for 2-4 transfers.

A nonqualifier or a qualifier who completes 12 or more remedial hours during his/her initial year of enrollment at the two-year institution is eligible for an academic year of readiness.

1. Student-athlete is not eligible for competition during first year of collegiate enrollment (e.g., two semesters or three quarters at the two-year institution).

2. During first-year of enrollment at the two-year institution, student-athlete must complete a minimum of 12 remedial hours. Enrollment in 12 remedial hours during the initial year of full-time collegiate enrollment at the two-year institution would be considered part-time for purposes of NCAA progress-toward degree and five-year clock legislation.

3. Must attend two-year institution for three full years (six semesters or nine quarters).

4. If student-athlete does not meet any of these requirements (e.g., competes during his/her first year of enrollment at the two-year institution or does not meet complete 12 remedial hours), the student-athlete's clock starts at the initial semester or quarter of full-time enrollment at the two-year institution (including the year of remediation). In addition, the student-athlete would be subject to the 2-4 transfer regulations established for all 2-4 transfers.

Two-four transfer regulations for student-athletes who complete an academic year in readiness.

1. Complete 54 hours of transferrable credit and successfully complete 12 hours of remedial course work.

2. Complete 25 percent of degree at institution granting Associates degree or last two-year institution attended.

3. Increase grade-point average above the current 2.0 requirement.

4. Complete established core-course requirements with a minimum of a C in all core courses (three credits of math and science and six credits of English). Courses must be transferrable degree credit.

5. Limit physical education activity courses that may be used to meet the transferrable credit and transferable grade-point average to two credits total.

6. Average 12 semester/quarter hours of transferrable degree credits the last two semesters or three quarters of full-time enrollment at the two-year institution.

7. Must meet percent degree requirements at four-year institution when entering (e.g., 40 percent degree completed at time of enrollment).

Exception: 2-4 transfers who meet the current 2-4 transfer requirements are eligible for financial aid and practice, but not eligible for competition during his/her first year of enrollment at the four-year institution.

Academic Cabinet discussion.

1. Should graduation be a component of the nonqualifier regulations? Is this an area the Academic Cabinet should seek feedback from the two-year college community to better understand the impact of the increase in requirements and the requirements for graduation?

2. Does the Academic Cabinet support the concept of providing an additional year at the two-year institution for student-athletes who require significant remediation?

3. What academic criteria should be used to determine eligibility to use the academic year of readiness? Should this be based on the need to complete a certain number of remedial courses?

4. Should the academic year of readiness be mandatory based on criteria or should it be an option the student-athlete can opt into?

5. Should the student-athlete be allowed to compete during his/her initial year of enrollment at the two-year institution while completing a significant number of remedial hours?

6. Should legislation limit athletics opportunities in the first year of enrollment to noncompetitive (e.g., practice) that occurs within the scholastic setting (e.g., prohibits outside competition on nonscholastic teams)?

7. What components should be included in the 2-4 transfer requirements for student-athletes who use the academic year of readiness?

8. The Academic Cabinet could examine a model that results in a certain number of remedial courses (e.g., 12 remedial credits) during initial year of enrollment, not triggering the start of the five-year clock for purposes of progress-toward degree and years of eligibility.

Appeal process.

Under the current NCAA structure, appeals of the 2-4 transfer regulations are required to be reviewed by the Division I Legislative Review and Interpretations Committee. This committee reviews appeals of all legislation when no other appellate body exists. Given the academic nature of the 2-4 transfer requirements, consideration should be given to having an academic body review 2-4 transfer waiver requests. Initial-eligibility waivers have a waiver process independent of the Legislative Review and Interpretations Committee. There have been discussions in the past to examine if a transfer body should be formed to hear all transfer waivers. Although this may have some merit, there does not seem to be appetite in the Division I membership to create another committee for appeals. However, if the Academic Cabinet recommends significant changes to the 2-4 transfer regulations, it will be essential to ensure that an appropriate appeal opportunity exists. Based on this, it might be appropriate for the Academic Cabinet to consider recommending that a subcommittee be formed of the Academic Cabinet to hear appeals of 2-4 transfer regulations or explore expanding the current NCAA Division I Progress-Toward-Degree Waivers Committee to include review of transfer waivers.

Academic Cabinet discussion.

1. Who is the appropriate governance body to hear appeals of 2-4 transfer regulations?

2. Given the focus on academics and academic preparedness in the proposed 2-4 transfer regulations, should such appeals be heard by an academic body?

    a. One option is to create a subcommittee of the Academic Cabinet to review waivers of the 2-4 transfer regulations (staff would make decisions and the Academic Cabinet subcommittee would serve as an appellate body).

    b. Another option is to expand the current Progress-Toward-Degree Waivers Committee from an eight member group to a 12 member group and divide the group into two subcommittees, Progress-Toward-Degree Subcommittee and 2-4 Transfer Waivers Subcommittee. Currently there is no requirement for FAR representation on the Progress-Toward-Degree Subcommittee. The Academic Cabinet could include in the expansion, a requirement for a minimum of 50 percent of the subcommittee composition to be FARs.

NCAA Division I Academic Cabinet
Communication Strategies
(Updated August 2010)

General Strategies: NCAA Website; NCAA News stories; Academic Cabinet report posted online; academic update during regional seminars.

Group/Conference	Academic Cabinet Member	NCAA Academic Cabinet Staff Contact	Strategy Ideas
Big Sky Conference	Ken White	Alex Smith and Jennifer Strawley	*Pre-meeting email with "key agenda items" bullet points and invitation to contact prior to meeting to provide input. *Post-meeting e-mail with "key take-aways" bullet points and invitation to contact after meeting for additional detail or context. *Periodic participation by cabinet representatives in regularly scheduled teleconferences with conference compliance administrators, faculty athletics administrators, academic support administrators or others to discuss key agenda items.
Big West Conference	Kim Capriotti		
Horizon League	Anne Woodrick		
Ivy Group	Annette O'Connor		
Mid-Eastern Athletic Conference	Pat Howey		
Northeast Conference	Barbara Church		
Southern Conference	Mary Newton		
The Summit League	Pete Carlon		
West Coast Conference	Barbara Church		

Group/Conference	Academic Cabinet Member	NCAA Staff Contact	Strategy Ideas
FARA	Tom Adair, Kim Capriotti and Rhonda Hatcher	Alex Smith and Jennifer Strawley	**Communication from DI Academic Cabinet to FARA** *****FARA Website will have link to Academic Cabinet's NCAA page, which includes the roster of members, agendas and minutes of meetings. *The chair of the Academic Cabinet annually should contact the FARA DI vice president about having an Academic Cabinet member give a brief presentation at the DI Issues session at the FARA Annual Meeting and Symposium to communicate the current issues for the Academic Cabinet. *If there is an important issue that the Academic Cabinet wants the DI FARs to be aware of, an Academic Cabinet member can submit an article to The FARA Voice, FARA's monthly online newsletter. **Communication from FARA to DI Academic Cabinet** *The FARA Voice will be e-mailed to the chair of the Academic Cabinet and the NCAA staff liaison. *If FARA has a media release from the FARA Annual Meeting and Symposium, it will be sent to the chair of the Academic Cabinet and the NCAA staff liaison.
1A FAR	J. Patrick Dobel and Ken White	Diane Dickman and Jennifer Strawley	*Provide cabinet updates via regular FAR bulletins (e.g., NCAA Academic Reform Bulletin, FARA Voice). *Forward each Academic Cabinet report to be posted on organization's Website or distributed via e-mail list-serve. *Representatives contact organization's president prior to each meeting to seek feedback regarding key agenda items. *Staff or representative(s) provide updates during meetings (e.g., NCAA Convention, annual meeting).
COIA	John Bruno	Diane Dickman and Jennifer Strawley	

N4A	Anna Taylor James and Elaine Wise	Alex Smith	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to academic support personnel. *Forward each Academic Cabinet report to be posted on organization's Website or distributed via e-mail list-serve. *Representatives contact organization's president prior to each meeting to seek feedback regarding key agenda items. *Staff members provide updates during meetings (e.g., annual convention, regional meetings).
NAAC	Loretta Lamar	Alex Smith	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to compliance personnel. *Representative contacts legislative/governance committee chair prior to each meeting to seek feedback regarding key agenda items. *Provide updates for NAAC Connections, seek feedback through monthly question. *Work through CCACA to push information out to compliance personnel for input (for those not on NAAC site). *Cabinet update at NAAC annual meeting. *Post key updates on CA main page or LSDB*i*. *Issues having to do with PSAs/NCAA EC should be addressed in the NCAA EC newsletter.

NACADA	Jackie Mynarski	Jennifer Strawley	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to academic support personnel. *Forward each Academic Cabinet report to be posted on organization's Website or distributed via e-mail list-serve. *Representative contacts chair of organization's Advising Student-Athletes Commission prior to each meeting to seek feedback regarding key agenda items. *Staff members provide updates during meetings (e.g., annual convention, regional meetings).
NACDA	Pete Carlon	Jennifer Strawley	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to athletics administrators.
1A ADs	David Williams	Jennifer Strawley	
NCAA Division I Committee on Academic Performance	Herman Holt, Jr.	Diane Dickman and Jennifer Strawley	*Staff provides cabinet report and meeting highlights during each CAP meeting. *Calls between committee representatives as need for "cross-over" items.
Selected Coaches Groups	David Dosser	Jennifer Strawley	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to coaches. *Contact organizations' executive directors prior to meetings during which relevant agenda items will be discussed.
Two-Year College	Cinnamon Sheffield	Diane Dickman and Jennifer Strawley	*Staff updates during Two-Year College Relations Panel meetings.
DI SAAC	Jarrett Newby	Alex Smith	*Provide cabinet with updates regarding work of SAAC on related topics.