A G E N D A

National Collegiate Athletic Association

Division I Academic Cabinet

Hyatt Regency DFW
Dallas, Texas

February 6-7, 2012

Pre-Meeting Teleconference.

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

2. Review the September 2011 report of the NCAA Division I Academic Cabinet. [Supplement No. 2] (Herman Holt)

3. Updates from the NCAA Division I governance structure.

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

   b. NCAA Division I Communications and Coordination Committee update. [Supplement No. 4] (Alex Smith)

   c. Other Division I cabinets/councils updates. [Supplement No. 5] (Juliette Kenny)

   d. NCAA Division I Student-Athlete Advisory Committee update. [Supplement No. 6] (Kaitlyn Vincek)

4. Review of legislation and interpretations. (Smith)

   a. Update from the October 2011 NCAA Division I Legislative Council meeting. [Supplement No. 7]

   b. Update on legislation sponsored by the Academic Cabinet. [Supplement No. 8]

   c. Update on legislation reviewed by the Academic Cabinet in the 2011-12 legislative cycle. [Supplement No. 9]

d. Review recent interpretations of interest to the Academic Cabinet. [Supplement No. 10]

5. Review recent Graduation Success Rate and Federal Graduation Rate data. [Supplement No. 11] (Tom Paskus and Todd Petr)

6. Updates from committees reporting to the Academic Cabinet.

   a. NCAA International Student Records Committee. [Supplement No. 12] (Doug Healey)

   b. NCAA High School Review Committee. [Supplement No. 13] (Greg Dana and John Shukie)

7. NCAA Eligibility Center update. [Supplement 14] (Gary deCastro)

8. Review articles of interest. [Supplement No. 15] (Smith)

9. Update from NCAA Scholarly Colloquium. [Supplement No. 16] (Strawley)

In-Person Meeting.

10. Welcome and announcements.

11. Teleconference follow up, if necessary.

12. Update of Board of Directors academic actions. [Revisit Supplement No. 3] (Strawley)

13. NCAA Division I Committee on Academic Performance update. [Supplement No. 17] (Diane Dickman)

14. Educational materials provided to membership. [Supplement No. 18] (Smith)

15. Initial eligibility.

a. Continued discussion of initial-eligibility standards.

(1) Continued practice requirement for student-athletes at quarter institutions. [Supplement No. 19a] (Smith)

(2) Application of academic redshirt designation to specific additional bylaw provisions. [Supplement No. 19b] (Smith)

(3) Application of academic redshirt to clock extension requests. [Supplement No. 19c] (Smith)

(4) Application of 10-course requirement to international prospective student-athletes. [Supplement No. 20] (Smith and Kenny)

~~b. Review early academic certification and obvious waiver standards. [Supplement No. 21 – to be distributed] (Bill Regan and Paskus)~~ ***Moving to June.***

Anticipated Action Item:

- Approve updated obvious waiver standards.

c. Review of initial-eligibility waiver directive. [Supplement No. 22] (Dickman and Shukie)

Anticipated Action Item:

- Approve waiver directive.

16. 2-4 transfer.

a. Continued discussion of 2-4 transfer standard implementation. [Supplement No. 23] (Strawley)

Anticipated Action Item:

- Approve amended NCAA Division I Academic Cabinet Policies and Operating Procedures.

b. Continued discussion of year of academic readiness, including potential application to academic redshirts. [Supplement No. 24] (Cardamone and Smith)

Anticipated Action Item:

- Amend NCAA Proposal 2011-65 to allow application to academic redshirts in addition to nonqualifiers.

c. Discuss 2-4 transfer data collection as part of the Academic Performance Program (APP). [Supplement No. 25] (Binh Nguyen and Strawley)

Anticipated Action Item:

- Approve 2-4 transfer data collection.

17. Initial-eligibility and 2-4 transfer standard education update. [Supplement No. 26] (Strawley)

18. Progress-toward-degree standards and discuss possible changes. [Supplement No. 27] (Paskus and Strawley)

19. Discuss eligibility for postseason competition between terms for multiple round events [Supplement No. 28] (Smith)

20. Update Rules Working Group work. (Dickman, Regan)

    a. Overview of work of working group. [Supplement No. 29]

    b. Update work related to NCAA Bylaw 14. [Supplement No. 30]

21. Report from the National Association of Academic Advisors for Athletes (N4A) president. (Cardamone and Joe Luckey)

22. Update from enforcement working group. [NO SUPPLEMENT] (Laura Wurtz)

23. Athletics Certification update. [Supplement No. 32] (Andy Louthain)

24. Update regarding designation of certain initial-eligibility provisions as common. [Supplement No. 33] (Smith)

Anticipated Action Item:

- Propose noncontroversial legislation regarding designating two remaining provisions as common.

25. Update regarding football nine-hour requirement. (Smith)

26. Review dates of future Academic Cabinet meetings.

June 11-12, 2012 Indianapolis, Indiana	June 10 – Travel anytime. June 11 – Meeting from 8 a.m. to 5 p.m. June 12 – Meeting from 8 a.m. to noon; return travel after 2 p.m.
September 10-11, 2012 Indianapolis, Indiana	September 9 – Travel anytime. September 10 – Meeting from 8 a.m. to 5 p.m. September 11 – Meeting from 8 a.m. to noon; return travel after 2 p.m.

28. Other business.

29. Adjournment.

SUPPLEMENT NO. 1

2011-12 NCAA Division I Academic Cabinet Roster

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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
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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
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Donna Heinel Senior Woman Administrator University of Southern California University Park Campus 203A Heritage Hall HER 203A, M/C 0602 Los Angeles, California 90089-0602	Phone: 213/740-1636 Fax: 213/740-1306 E-mail: dheinel@usc.edu **Assistant:** **Phone:** E-mail:	Pacific-10 Conference FBS	July 2014

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Sean Simmons Assistant Athletics Director Robert Morris University Department of Athletics 6001 University Boulevard Moon Township, Pennsylvania 15108-1189	Phone: 412/397-4928 Fax: 412/397-4943 E-mail: simmonss@rmu.edu	Northeast Conference FCS	July 2015
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Bradley Teague Director of Athletics University of Central Arkansas 314 Western Avenue Conway, Arkansas 72035	Phone: 501/450-3150 Fax: 501/450-3151 E-mail: bteague@uca.edu **Assistant: Milisa Moore** **Phone:** 501/450-3239 E-mail: mmoore@uca.edu	Southland Conference	July 2012 (Eligible for reappointment)

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Kaitlyn Vincek Eastern Michigan University 1309 North Huron River Drive Apartment 11 Ypsilanti, Michigan 48197 *As of September 1:* 511 Emmet Street, Apartment 1	Phone: 248/921-8115 E-mail: Kaitlyn.vincek@gmail.com	SAAC Representative Mid-American Conference	July 2012
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REPORT OF THE NCAA DIVISON I ACADEMIC CABINET SEPTEMBER 12-13, 2011, MEETING

KEY ITEMS.

- **Review of NCAA Division I Academic Eligibility Requirements for Prospective Student-Athletes.** The NCAA Division I Academic Cabinet discussed possible changes to the initial-eligibility requirements and forwarded recommended increased standards to the NCAA Division I Committee on Academic Performance for their review.

  Additionally, the cabinet reviewed legislation it sponsored regarding two-year college transfer requirements and proposed that the implementation timeline be accelerated by one year.

ACTION ITEMS.

1. Legislative Items.

- None

2. Nonlegislative Items.

- None

INFORMATIONAL ITEMS.

1. Legislative.

a. Amendments to Proposals Sponsored by the Academic Cabinet.

(1) NCAA Proposal No. 2011-44 -- Recruiting -- Letter-Of-Intent Programs, Financial Aid Agreements -- Submission of Transcript to Eligibility Center Before Signing. The cabinet reviewed a request from the NCAA Eligibility Center and agreed to amend the proposal to eliminate the exception for home-schooled prospective student-athletes.

(2) Proposal No. 2011-65 – Eligibility – Two-Year College Transfers – Year of Academic Readiness at Two-Year College. The cabinet reviewed the current proposed effective date of August 1, 2013, for student-athletes initially enrolling full time at a collegiate institution on or

after August 1, 2013, and agreed to amend to August 1, 2012, for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2012. The cabinet noted that August 2012 provides adequate time for the two-year community and the NCAA to develop any appropriate mechanisms and potential legislative changes at the two-year college level to adequately implement the year of academic readiness.

(3) Proposal No. 2011-69 – Eligibility – Transfer Regulations – 2-4 and 4-2-4 College Transfers. The cabinet reviewed the current proposed effective date of August 1, 2013, for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2013, and agreed to amend to August 1, 2012, for student-athletes initially enrolling full time in a two-year collegiate institution on or after August 1, 2012. The cabinet noted that adequate education after legislative adoption for student-athletes, the two-year college community and the NCAA membership before a student-athlete enters a two-year institution and is subject to the increased standards is achievable based on current adoption timelines and that no student-athlete currently enrolled in a two-year collegiate institution will be impacted.

(4) Proposal No. 2011-70 -- Eligibility and Committees -- 2-4 and 4-2-4 Transfers -- Waivers -- Progress-Toward-Degree Waivers Committee. The cabinet reviewed the current proposed effective date of August 1, 2012, and agreed to amend to April 1, 2012. The cabinet noted that this effective date provides adequate time for the waiver subcommittee to be in place and establish guidelines and directives prior to any new legislation taking effect regarding the recommended revised effective dates for Proposal Nos. 2011-65 and 2011-69.

b. Comments on Proposals to be Initially Considered by the NCAA Division I Legislative Council January 2012.

(1) Proposal No. 2011-26 -- Amateurism, Recruiting, Eligibility and Awards, Benefits and Expenses -- World University Championships. The cabinet supports Proposal No. 2011-26, which would specify that the World University Championships be included in all bylaws that apply to the World University Games. The cabinet noted that several sports are not included in the World University Games. The cabinet noted that the inclusion of the World University Championships in all bylaws that apply to the World University Games would provide student-athletes participating in baseball, softball, cross country and women's equestrian

the same opportunities and benefits as student-athletes who participate in the World University Games.

(2) Proposal No. 2011-63 -- Eligibility -- General Eligibility Requirements -- Graduate Student/Postbaccalaureate Participation -- Postseason Event Following Last Term of Eligibility. The cabinet supports Proposal No. 2011-63, which would specify that a student-athlete who is eligible during the term in which degree work is completed (or is eligible as a graduate) remains eligible for any postseason event that begins within 60 days after the end of the term in which the student completes the requirements for the degree (or graduate eligibility). The cabinet noted that a deserving student-athlete should remain eligible to participate in any postseason event for which the institution qualifies.

(3) Proposal No. 2011-64 -- Eligibility -- Seasons of Competition: Five-Year Rule -- Five Seasons of Eligibility -- Football. The cabinet opposes Proposal No. 2011-64, which would specify that in football, a student-athlete shall not engage in more than five seasons of intercollegiate competition and may only engage in a fifth season at an institution at which the student-athlete previously used a season of competition. The cabinet noted that additional research and analysis are needed regarding the concept of five seasons of eligibility.

(4) Proposal No. 2011-66 -- Eligibility -- Seasons of Competition -- Minimum Amount of Competition -- Exception -- Nonchampionship Segment Competition -- Softball. The cabinet opposes Proposal No. 2011-66, which would specify that in softball, a student-athlete may compete in an institution's nonchampionship segment, under specified conditions, without using a season of competition. The cabinet recommends that the sponsor modify Proposal No. 2011-66 to specify that in all sports for which there is a segment of the playing seasons that does not conclude with an NCAA championship, a student-athlete may compete in an institution's nonchampionship segment, under specified conditions, without using a season of competition. The cabinet would support the proposal if modified.

(5) Proposal No. 2011-67 -- Eligibility -- Freshman Academic Requirements -- Advanced Placement - International Certification. The cabinet opposes Proposal No. 2011-67, which would specify that, for purposes of fulfilling the advanced placement requirements for initial eligibility, a "similar proficiency examination" must be an advanced or higher level, nationally administered proficiency exam with a uniform

grading scale that is taken after high school graduation; further, to specify that an institution shall use the NCAA Eligibility Center to determine the initial eligibility of an international student-athlete pursuant to the advanced placement criteria. The cabinet did not see a compelling reason to legislate the definition of a "similar proficiency examination" at this time. The cabinet noted the benefit of continuing to afford institutions the ability to determine the initial eligibility of an international student-athlete who presents a "similar proficiency examination."

(6) **Proposal No. 2011-68 -- Eligibility -- Progress-Toward-Degree Requirements -- Eligibility for Competition -- Fulfillment of Credit-Hour Requirements -- Additional Requirements -- Football -- Exception -- Team Academic Progress Rate.** The cabinet opposes Proposal No. 2011-68, which would specify that in football, a student-athlete shall not be subject to the eligibility penalty for failure to successfully complete at least nine-semester hours or eight-quarter hours during the fall term and earn the NCAA Division I Academic Progress Rate (APR) eligibility point for the fall term, provided the institution's APR for football is 965 or higher. The cabinet noted the importance of maintaining a level of ineligibility as a means to facilitate behavior change during the fall term.

(7) **Proposal No. 2011-71 -- Eligibility -- Transfer Regulations -- Four-Year College Transfers -- One-Time Transfer Exception -- Women's Ice Hockey.** The cabinet supports Proposal No. 2011-71, which would specify that the one-time transfer exception to the four-year transfer residence requirement would not be applicable to student-athletes in women's ice hockey. The cabinet noted that men's ice hockey student-athletes are currently precluded from using the one-time transfer exception. Further, the cabinet noted that three of the four women's ice hockey conferences have adopted similar intra-conference transfer rules whereby student-athletes that transfer within the conference must spend a year in residence prior to being eligible to compete.

(8) **Proposal No. 2011-72 -- Eligibility -- Outside Competition -- Exception -- USA Fencing National Championship.** The cabinet supports Proposal No. 2011-72, which would specify that in fencing, a student-athlete may compete during the academic year as a member of a USA Fencing member club team at the USA Fencing National Championships. The cabinet noted that the event has been moved from July to April to accommodate the Pan American Zonal Championships, the Olympics or other international competition. The cabinet noted that many student-

athletes may not be able to attend the USA Fencing National Championships if they are not permitted to compete on behalf of their USA Fencing club teams due to the cost of participating on an individual basis.

(9) Proposal No. 2011-74 - Financial Aid -- Summer Financial Aid -- Enrolled Student-Athletes -- Proportionality Restriction -- Exhausted Eligibility Exception. The cabinet supports Proposal No. 2011-74, which would specify that the summer aid proportionality restriction shall not apply to a student-athlete who has exhausted his or her eligibility and is enrolled in coursework acceptable toward his or her degree requirements. The cabinet noted that the legislative change would promote student-athlete well-being by providing an additional opportunity for a student-athlete to receive the maximum allowable athletics aid and expedite degree completion.

(10) Proposal No. 2011-81 - Awards, Benefits and Expenses -- Other Travel Expenses Provided by the Institution -- Conference-Sponsored Life Skills Program. The cabinet supports Proposal 2011-81, which would permit an institution or conference to pay actual and necessary expenses for a student-athlete to attend a conference-sponsored life skills program (e.g., leadership, personal development, conflict resolution). The cabinet noted the importance of providing more student-athletes with the opportunity to attend life skills programs that support student development initiatives and enhance the quality of the student-athlete experience.

2. Nonlegislative.

a. Review of Division I Initial-Eligibility Requirements and Recommended Changes. The cabinet continued its review of initial-eligibility standards and examined additional research regarding the high school academic profiles and college academic outcomes of student-athletes. Guided by the research and previously articulated principles, the cabinet recommends increases to the initial-eligibility standards. The cabinet's recommendations include a tiered structure that provides for athletically related financial aid and practice at one set of academic standards, and establishes a more rigorous academic standard to be eligible for competition.

The cabinet forwarded to the Committee on Academic Performance two models for consideration. In both models, the cabinet recommends that the standard for athletically related financial aid and practice be the same:

(1) Financial Aid. In order to receive athletically related financial aid during a student-athlete's initial year of collegiate enrollment, the student-athlete must meet a minimum combination of core-course grade-point average and ACT/SAT score as defined by the current initial-eligibility sliding scale. In addition, the cabinet recommends increasing the minimum core-course grade-point average from 2.000 to 2.300 for receipt of athletically related financial aid.

(2) Practice. In order to be eligible for practice in the first regular academic full-time term of collegiate enrollment, the student-athlete must meet a minimum combination of core-course grade-point average and ACT/SAT score as defined by the current initial-eligibility sliding scale. In addition, the cabinet recommends increasing the minimum core-course grade-point average from 2.000 to 2.300 for eligibility for practice during the first regular academic full-time term of collegiate enrollment. In order to be eligible for practice during subsequent terms of the initial year of collegiate enrollment, a student-athlete must pass nine semester hours or eight quarter hours of degree-applicable credit in his or her first regular full-time term of collegiate enrollment.

(3) Competition. More rigorous academic preparation is recommended to be eligible for competition immediately when entering as a first-year student-athlete. Two alternative models for delineating those student-athletes who would benefit from an academic redshirt year were examined and supported by the cabinet. The models differ only in the level of academic preparation deemed appropriate for managing academics and athletics competition during the first year. Both models propose using a sliding scale of core-course grade-point average and ACT/SAT score similar to that used for athletically related financial aid and practice, but set at a more rigorous academic level. For any given test score a student-athlete will need to have earned a higher core-course grade-point-average than the current standard in order to be eligible for competition in his or her initial year of full time collegiate enrollment.

(a) Model One**.** Creates a sliding scale combination of core-course grade-point average and ACT/SAT scores that translates to needing a core-course grade-point average that is about one quarter of a grade point higher for any given test score. As an

example, a student-athlete with an 820 SAT score would need a 2.750 core-course grade-point average for competition (compared to a 2.500 needed currently). The student-athlete with the 820 SAT and a core-course grade-point average between 2.500 and 2.750 would still be eligible for athletically related financial aid and practice, but not for competition. A student-athlete with a core-course grade-point average below 2.300 would be ineligible for competition during his or her first year of initial collegiate enrollment regardless of ACT/SAT score.

(b) Model Two**.** Creates a sliding scale combination of core-course grade-point average and ACT/SAT scores that translates to needing a core-course grade-point average that is about one half of a grade point higher for any given test score. As an example, a student-athlete with an 820 SAT score would need roughly a 3.000 core-course grade-point average for competition (compared to a 2.500 needed currently). The student-athlete with the 820 SAT and a core-course grade-point average between 2.500 and 3.000 would still be eligible for athletically related financial aid and practice, but not for competition. A student-athlete with a core-course grade-point average below 2.300 would be ineligible for competition during his or her first year of collegiate enrollment regardless of ACT/SAT score.

The cabinet expressed preference for the more academically rigorous competition standard, Model Two. This model best shifts expectations for competition eligibility, essentially assuming ineligibility in the initial year of collegiate enrollment unless a student-athlete's academic record clearly identifies the student-athlete as being prepared to succeed academically.

The cabinet recommends an effective date of August 1, 2015, for student-athletes first entering a collegiate institution on or after August 1, 2015, to effectuate proper notice of the recommended increased standards.

In addition to the proposed changes noted above, the cabinet recommended enhancing the current process of determining obvious academic qualifiers after six semesters of high school by recalibrating core-course grade-point average, ACT/SAT and core-course distribution requirements to work in concert with the modified initial-eligibility standards.

Finally, the cabinet discussed the option of prescribing metrics for core-course completion in high school (e.g., completion of 10 core courses prior to the start of

a student-athlete's seventh semester of high school). The cabinet did not recommend at this time setting additional requirements for the timing of core courses beyond what is currently required. Specifically, the cabinet was concerned about advising issues at the high school level and believed that given the significance of the other recommendations, a prescription on core-course timing may not be warranted.

b. Appointment of Division I Progress-Toward-Degree Committee Chair. The cabinet approved the appointment of Daniel McCarthy (University of South Alabama) as chair of the committee, replacing Jody Sykes (University of Louisville).

c. Progress-Toward-Degree Standards Review. The cabinet had a preliminary discussion to identify areas of potential review in this area. The cabinet will discuss potential increases to the progress-toward-degree standards during its February meeting.

Committee Chair: Herman Holt, Jr., University of North Carolina, Asheville, Big South Conference
Cabinet Liaisons: Diane Dickman, Academic and Membership Affairs
Alex Smith, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

REPORT OF THE OCTOBER 27, 2011, MEETING OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I BOARD OF DIRECTORS

1. **Report of the August 11, 2011, Board of Directors Meeting. The Board approved the report of its August 11, 2011, meeting.** (Unanimous voice vote)

2. **President's Report.** NCAA President Mark Emmert thanked the group for participating in a joint meeting with the Presidential Advisory Group (PAG) the previous day in order to review the reports of the four Transforming Intercollegiate Athletics Working Groups and the NCAA Division I Committee on Academic Performance (CAP). He noted that this Board meeting may be one of the most important in the NCAA's history as the Board will take actions that will begin a transformation of intercollegiate athletics. President Emmert emphasized the fact that the decisions made during this meeting should align with the NCAA's enduring values and support the Association's principles.

3. **Presidential Retreat Initiatives.**

   a. **NCAA Division I Committee on Academic Performance**. Walt Harrison, chair of the Committee on Academic Performance, presented the following recommendations:

      (1) Student-Athlete Success – Initial Eligibility.

         (a) That the Board adopt emergency legislation that requires prospective student-athletes, at a minimum, to meet the current qualifier standard in order to be eligible for practice during the first regular academic term and receipt of athletically related financial aid during the first year. Second semester (and second and third quarter) eligibility for practice will be based on successful completion of nine semester or eight quarter hours in the first regular academic term of enrollment.

         (b) That the Board adopt emergency legislation that requires prospective student-athletes to meet the following standard in order to compete in the first academic year:

            i. A grade-point average/test score average that is set at approximately one-half of a standard deviation below the national student body mean. This represents an increase from the current one standard deviation below the national student mean. The new sliding scale requires a high school core grade-point average to be approximately 0.5 grade-point average units higher for a given test score compared to the current qualifier standard (e.g., SAT of 1000 would require 2.5

high school core grade-point average for competition vs. 2.0 currently).

ii. A successful completion of 10 core courses *prior to* seventh semester (or equivalent) of high school. Seven of the 10 core courses must be successfully completed in English, math and natural/physical science.

(c) That the Board adopt legislation to expand the early academic qualifier program, details of which will be worked out over the next year.

(2) Student-Athlete Success – Two-Year College Transfer Standards.

(a) That the Board adopt as emergency legislation NCAA Proposal No. 2011-69, which increases two-year college transfer requirements for qualifiers and nonqualifiers with an effective date of August 1, 2012, for students first entering any collegiate institution (e.g., increases minimum grade-point average from 2.0 to 2.5; limits use of physical education activity credits to two units; requires a transferable physical/natural sciences course for nonqualifiers) on or after August 1, 2012.

(b) That the Board adopt as emergency legislation Proposal No. 2011-70, as written, with an effective date of August 1, 2012.

(c) That the Board allow Proposal No. 2011-65, the year of academic readiness, to progress through the normal legislative cycle.

(3) Team Success - Access to Championships and a New NCAA Division I Academic Performance Program (APP) Penalty Structure.

(a) That the Board approve a 930 NCAA Division I Academic Progress Rate (APR) as a minimum academic standard to participate in postseason competition. This includes a mission filter only in the first year a team fails to meet the benchmark and an improvement filter in the second year and beyond.

(b) That the Board approve the transition to the 930 APR to occur over the next three years.

(c) That the Board approve a three-level APP penalty structure.

(d) That the Board approve the creation of an Advisory Group for Historically Black Colleges and Universities and other low resourced institutions.

(e) That all conferences be required to develop and maintain a written policy regarding teams subject to postseason restriction with respect to automatic qualifications for postseason competition and revenue distribution.

BOARD ACTION: **The Board approved all recommendations and necessary legislative changes regarding student-athlete and team academic success as described above.** (Unanimous Voice Vote)

b. Transforming Intercollegiate Athletics Student-Athlete Well-Being Working Group. Sidney McPhee, vice chair of the Student-Athlete Well-Being Group, presented the following recommendations:

(1) Cost of Attendance.

(a) That the Board adopt legislation for aid awards that take effect August 1, 2012, or thereafter (awards may be executed before that date), to permit a Division I student-athlete who has received institutional financial aid equal to the value of a full grant-in-aid (i.e. tuition and fees, room and board and required course related books) to receive additional athletically related financial aid up to the value of the institution's "cost of attendance," or up to $2,000, whichever is less. The additional "miscellaneous expense allowance" amount is to be indexed annually to the consumer price index.

[Note: Student Athlete Opportunity Funds may be used at the institution's discretion toward these miscellaneous expenses as is currently permitted. A Pell Grant will not be included in the NCAA financial aid calculation and is considered an exempted government grant for purposes of applying NCAA regulations.]

(b) That the Board adopt legislation, effective August 1, 2012, to provide that only athletically-related aid will be counted toward team limits in equivalency sports.

[Note: All nonathletically-related financial aid now will be excluded from team equivalency computations, which will permit student-athletes to receive additional sources of financial aid without affecting team financial aid limits. The "miscellaneous expense allowance" would be applicable

once the total of athletics and other permissible aid exceeds the value of a full grant.]

(c) That the Board adopt a best practice that all prospective and enrolled student-athletes should submit the Free Application for Federal Student Aid (FAFSA). Further, because the "miscellaneous expense allowance" legislation is permissive in nature, conferences should be encouraged to consider common application of this legislation among their members and sports.

(2) Multiyear Grants-In-Aid.

(a) That the Board adopt legislation to redefine the period of award for aid awards that take effect August 1, 2012, or thereafter (awards may be executed before that date), to permit athletics aid to be awarded for a period beyond the minimum of one academic year, up to the date the student-athlete exhausts eligibility to compete in all sports.

[Note: Maintain, subject to existing exceptions, legislation to require the period of award for athletics aid to be not less than one academic year. Maintain only nonathletically-related conditions in athletics aid agreements regarding cancelation or reduction of aid during the period of its award. Gradation provisions should include:

i. Maintaining current restrictions and processes on reducing or canceling athletics aid during the period of the award;

ii. Permitting institutions discretion to increase athletics aid during the period of its award, and maintaining current requirements for hearing opportunities related to reducing or canceling aid during the period of the award.]

(b) That the Board adopt legislation to be effective for awards executed on or after August 1, 2012, to require institutions to award at least a prescribed minimum of an equivalency grant to each student-athlete who receives athletics aid in an equivalency sport.

[Note: Institutions currently are required in baseball to award a minimum 0.25 equivalency award but the Awards, Benefits, Expenses and Financial Aid Cabinet is developing a "block grant" system. The Student-Athlete Well-Being Working Group agreed that a .10 minimum may be appropriate for all sports, but the group will consider the alternative

minimum cabinet model and report a final recommendation to the Board for action in January or April 2012.]

(c) That the Board adopt legislation, effective immediately, to eliminate financial aid eligibility restrictions (five years of aid within a six-year period) to permit institutions to provide athletics aid to former student-athletes who remain at, or return to, the institution to complete their baccalaureate degree requirements.

BOARD ACTION: The Board approved all the working group's recommendations and necessary legislative changes as emergency legislation as described above. In addition, the Board agreed that the $2,000 "miscellaneous expense allowance" should be maintained for no less than three years. (Unanimous voice vote.)

c. **Transforming Intercollegiate Athletics Rules Working Group**. Steadman Upham, vice chair of the Rules Working Group, requested the Board endorse a resolution that summarizes the concepts and direction outlined by the working group as they do their part to transform intercollegiate athletics. [See Attachment A for the resolution.]

BOARD ACTION: The Board endorsed the resolution. (Unanimous voice vote)

d. **Transforming Intercollegiate Athletics Enforcement Working Group**. Ed Ray, chair of the Enforcement Working Group, noted that the working group continues to review a tiered violation structure, penalty structure and the process for adjudication. The working group plans to continue discussions and make recommendations to the Board in April or August 2012, depending on when the Rules Working Group concludes its work.

e. **Transforming Intercollegiate Athletics Resource Allocation Working Group**. Ann Millner, vice chair of the Resource Allocation Working Group, noted that the working group has received much feedback on various concepts it has discussed, particularly those regarding a reduction in playing seasons (championship and nonchampionship) and a reduction in scholarships (football and men's and women's basketball). The working group plans to continue discussions and make recommendations to the Board in January 2012.

4. **Communications Plan.** Bob Williams, NCAA vice president of communications, and Bob Knapp, chief executive officer of Neubrand, reviewed with the Board a communications plan/strategy that will be used to assist the NCAA in the communication of actions related to Presidential Retreat initiatives. The intent is that communication should be immediate

and consistent, so that the NCAA membership and the general public are aware of the context and importance of the changes, as well as the potential impact on intercollegiate athletics.

5. **Final Report of the Bowl Game Licensing Task Force.** Harvey Perlman, chair of the Task Force, presented the final report of the Task Force, which included the following recommendations in the area of governance, advertising and sponsorship, and student-athlete welfare:

   a. NCAA regulation of postseason bowls should be consistent with and limited by the core mission of the NCAA.

   b. That each bowl-sponsoring agency be governed by a Board of Directors that has a majority of its members from the community in which the bowl is located.

   c. The title or presenting sponsor of a certified bowl shall not advertise or appear to promote products or activities that may be detrimental to the welfare of student-athletes or the image and best interests of higher education and intercollegiate athletcs. Each bowl-sponsoring agency shall adopt policies designed to exclude advertisements associated with bowls that are inconsistent with the welfare of student-athletes, or the image and best interest of higher education and intercollegiate athletics.

   d. That conferences should require as part of their agreement with bowl title and presenting sponsors that the bowl-sponsoring agency avoid promotional activities inconsistent with the values of the NCAA or of higher education.

   e. That participating conferences should contractually require each bowl to provide a certain number of advertisements promoting the value of intercollegiate athletics and the collegiate model.

   f. That the Board for each bowl-sponsoring agency shall ensure that it is in compliance with the designated standards in the Task Force report relating to protecting student-athlete welfare, which includes the conduct of bowl games within a specified time period.

   g. That the new academic standards applied to NCAA Division I championship participation shall be equally applied to postseason bowl games.

h. That the NCAA, in consultation with conference commissioners, determine whether or not the collection of financial information would serve the interests of intercollegiate athletics.

i. That the NCAA discontinue its current detailed licensing system and should embrace and develop a certification system that provides assurance that minimum standards of governance and operation are in place.

BOARD ACTION: The Board approved all the Task Force recommendations except the portion of Item No. 4-f above specifying the period of time within which bowl games may occur. [Unanimous Voice Vote of Football Bowl Subdivision (FBS) Board members.]

The Board directed staff to bring back to the Board recommendations regarding how to address the issue of possibly not having enough teams that qualify for the number of bowl games in a given year.

BOARD ACTION: While the Board endorsed the principles expressed in Item No. 4-f above, it directed staff/Task Force to work with the FBS commissioners to address a new time period for bowl games that can be considered by the Board at its April 2012 meeting. (Unanimous Voice Vote.)

6. <u>Division I Governance Structure Update</u>.

a. Report of the October 13, 2011, Meeting of the Leadership Council. Mike Alden, chair of the Division I Leadership Council, presented the following recommendations:

(1) Men's Basketball Recruiting Model. The Leadership Council concluded its discussions of concepts to be included in a men's basketball recruiting model. The Leadership Council recommended that the Board of Directors take final action to adopt a men's basketball recruiting model that provides for earlier and increased access to prospective student-athletes by Division I coaches. [Reference Attachment B for details of the new recruiting.]

BOARD ACTION: The Board adopted the recommended men's basketball recuiting model for full implementation by August 1, 2012. (Unanimous Voice Vote.)

(2) Summer Relationship and Skill Development for Student-Athletes. During its discussions regarding a men's basketball recruiting model, the Leadership

Council agreed to recommend that the Board of Directors take final action to permit entering and continuing student-athletes to engage in summer athletics development (eight hours of conditioning per week, of which no more than two hours can be devoted to skill instruction), regardless of enrollment in summer school.

BOARD ACTION: The Board supported the concept of coaches having access to prospective and current student-athletes during the summer, but asked the Leadership Council to bring back to the Board in January models for further consideration (e.g., requiring enrollment in summer school in order to participate in summer athletics activities; permitting participation in summer athletics activities without enrollment in summer school, provided student-athlete meets specified academic criteria) (Unanimous Voice Vote.)

(3) Multidivisional Reclassification – Opposite Gender -- NCAA Bylaw 20.4.1.2. The Leadership Council agreed to recommend that the Board of Directors adopt noncontroversial legislation that would permit current Division II and Division III institutions that had one sport (other than football and basketball) classified in Division I for the 2010-11 academic year to petition to have one sport of the opposite gender reclassified to Division I. The Leadership Council agreed that the reclassification process should be identical to the two-year process that existed before the adoption of Proposal No. 2010-100, that the application fee should be increased to $10,000 and that there be no time limitation for the opportunity to reclassify a second sport.

BOARD ACTION: The Board adopted noncontroversial legislation as recommended. (Unanimous Voice Vote.)

b. Report of the October 17-18, 2011, Meeting of the Division I Legislative Council. Carolyn Campbell-McGovern, chair of the Division I Legislative Council, noted that in light of the continuing work of the working groups and the potential for significant changes to Division I legislation, the Council discussed broad concepts related to the legislative proposals in the 2011-12 cycle and offered feedback to the working groups in a variety of areas and anticipate guidance on processing the legislative proposals in the current cycle.

7. <u>Division I Committee on Infractions</u>. The committee recommended the Board ratify the committee's revisions to specified provisions within Bylaw 32.

BOARD ACTION: The Board approved the bylaw revisions as recommended. (Unanimous Voice Vote.)

8. **National Association of Basketball Coaches (NABC) Report**. Jim Haney, executive director of the NABC, thanked the Board for the opportunities extended to the NABC and to him personally to participate in discussions regarding important matters facing the NCAA and that affect the sport of men's basketball. He outlined continuing concerns of coaches related to the APR effects when there are coaching changes and expressed support for initiatives to encourage summer school for prospective and enrolled student-athletes, and for the Leadership Council's men's basketball recruiting model. He noted that graduation and retention are key focus areas for the NABC and that new initial eligibility requirements, structure for academic redshirts and increased standards for two-year college transfers increase the need for coaches to build meaningful relationships with prospects and enrolled student-athletes to monitor and help manage academic performance.

9. **Future Meeting Dates**.

a. January 14, 2012, in conjunction with the NCAA Convention, Indianapolis, Indiana.

b. April 26, 2012, Indianapolis, Indiana.

c. August, 2, 2012, Indianapolis, Indiana.

d. Tuesday, October 30, 2012, Indianapolis, Indiana.

Board of Directors chair: Judy Genshaft, University of South Florida
Staff Liaisons: S. David Berst, Division I governance
Jacqueline Campbell, Division I governance

NCAA DIVISION I BOARD OF DIRECTORS
October 27, 2011, MEETING ATTENDANCE

Board members in attendance:
Stanley Albrecht, Utah State University, Western Athletic Conference
Guy Bailey, Texas Tech University, Big 12 Conference
William Beauchamp, University of Portland, West Coast Conference
Judy Genshaft, University of South Florida, Big East Conference, chair
Nathan Hatch, Wake Forest University, Atlantic Coast Conference
David Hopkins, Wright State University, Horizon League
Sidney McPhee, Middle Tennessee State University, Sun Belt Conference
William Meehan, Jacksonville State University, Ohio Valley Conference
Ann Millner, Weber State University, Big Sky Conference
Harris Pastides, University of South Carolina, Southeastern Conference
John Peters, Northern Illinois University, Mid-American Conference
Edward Ray, Oregon State University, Pacific-12 Conference
David Schmidly, University of New Mexico, Mountain West Conference
Lou Anna Simon, Michigan State University, Big Ten Conference
David Skorton, Cornell University, Ivy League
Steadman Upham, University of Tulsa, Conference USA

Board members not in attendance:
William R. Harvey, Hampton University, Mid-Eastern Athletic Conference
Timothy White, University of California, Riverside, Big West Conference

NCAA staff Liaisons in attendance:
S. David Berst, NCAA
Jacqueline Campbell, NCAA, recording secretary

Guests from other Division I governance bodies:
Michael Alden, University of Missouri, chair of the Division I Leadership Council
Carolyn Campbell-McGovern, Ivy League, chair of the Division I Legislative Council
Jim Haney, executive director of the National Association of Basketball Coaches (NABC)
Walter Harrison, University of Hartford, chair of the Division I Committee on Academic Performance
Harvey Perlman, University of Nebtraska, chair of the Division I Bowl Licensing Task Force

Guests from the NCAA Pathway Program:
Sherie Cornish Gordon, Norfolk State University
Kimberly Johnson, Texas Christian University
Monica Love, United States Military Academy
Diane O'Brien, University of California, Santa Barbara
Melody Reifel Werner, Eastern Michigan University
Alice Tym, University of Illinois at Chicago

Other Guests:
Bob Knapp, chief executive officer, Neubrand

Other NCAA staff members in attendance: Troy Arthur, Erik Christainson, Joni Comstock, Diane Dickman, Mark Emmert, Bernard Franklin, Lynn Holzman, Michelle Hosick, Tom Hosty, Jim Isch, Kevin Lennon, Steve Mallonee, Kathleen McNeely, Delise O'Meally, Tom Paskus, Todd Petr, Dennie Poppe, Bill Regan, Donald Remy, Wallace Renfro, Greg Shaheen, Jennifer Strawley, Robert Vowels, Wendy Walters and Bob Williams.

Resolution

"*Whereas*, the working group has concluded that bold actions are necessary to change the regulatory culture in meaningful ways that, in conjunction with an enhanced enforcement structure, will better support the collegiate model by placing emphasis on the most significant regulations;

"*Whereas*, the working group recognizes the challenges inherent to our current regulatory culture, including the creation of a number of rules that are nationally insignificant, difficult to enforce and do not clearly enhance the academic and athletics success of student-athletes;

"*Be it therefore resolved*, that the working group shall establish principle-based outcomes that will apply to each operating bylaw, promote the fundamental constitutional principle of each operating bylaw and serve as the basis for legislation of national significance that merits inclusion in the Manual;

"*Be it further resolved*, that the working group shall examine "competitive equity" in terms of fairness of opportunity to compete among institutions or groups of institutions;

"*Be it further resolved*, that the working group shall identify an appropriate penalty structure that reinforces the need to adhere to established principles;

"*Be it further resolved*, that the working group shall identify opportunities to increase shared responsibility for rules compliance among those who participate in, lead and administer intercollegiate athletics at the campus, conference and national levels;

"*Be it further resolved*, that the working group shall develop a filtering process to evaluate future proposals to ensure that such legislation is consequential, readily enforceable, promotes our enduring values and further identified principle-based outcomes;

"*Be it further resolved*, that the working group shall encourage NCAA staff to reach out to membership constituents to gather feedback on concepts identified by the working group; and

"*Be it further resolved*, that the working group shall review specific principle-based outcomes and operational bylaws at its December 2011 meeting."

Division I Men's Basketball Recruiting Model

Feature	Leadership Council Recommendation	Additional Comments	Effective Date
Recruiting calendar evaluations			
April	• Permit evaluations at certified nonscholastic events on two weekends. • Neither weekend can fall on ACT/SAT testing dates or Easter. • Events must be subject to NCAA certification program, which should include an additional requirement that the event may not begin before Friday 6 pm and must conclude no later than Sunday 4 pm.		**Immediately**
July	• Permit evaluations at nonscholastic certified events during a total of 12 days in July; the 12 days would consist of three four-day periods (with intervening dead periods) that run from Wednesday at 5 pm to Sunday at 5 pm.	• The evaluation period would consist of the first three four-day periods (Wednesday 5 p.m. – Sunday 5 p.m.) beginning with the first Wednesday on or after July 6. • The staff can continue discussion regarding whether event certification criteria should be modified to require events to conclude at an earlier time on the final day.	**Immediately**
Communication with PSAs			
Types of Communication and Phone Call Frequency	• Eliminate restrictions on all modes of communication on or after June 15 following the completion of the prospect's sophomore year in high school. • Eliminate communication restrictions applicable to prospects participating in certified basketball events (April/July).		**June 15, 2012**

Feature	Leadership Council Recommendation	Additional Comments	Effective Date
Off-campus contacts			
Off-campus contact starting point	• Off campus contacts may be made with a prospect during the junior year in high school. • Recruiting periods other than April – contacts during the junior year only at the prospect's educational institution. • April recruiting period – contacts during the junior year only at the prospect's educational institution or at the prospect's residence.	• Current rule limiting visits to a prospect's educational institution to not more than once a week would remain applicable.	**August 1, 2012**
Off-campus contact in conjunction with an evaluation	• Permit recuiting opportunities with juniors and seniors to be either contacts or evaluations. Contacts may not be made during the time period when classes are in session or during the day of a prospect's competition. • The current academic year recruiting calendar shall maintain recruiting periods, but will eliminate distinctions between contact and evaluation periods.	• Institutions are permitted to still have seven recuiting opportunities during each academic year.	**August 1, 2012**
Official visits			
Starting point	• January 1 of the junior year through the senior year of high school.	• Current requirements (standardized test score, high school transcript, register with Eligiblity Center, placed on institution's IRL) necessary to provide an official visit would remain applicable. • Included in the total number of permissible visits for the prospect and the institution.	**August 1, 2012**
Travel expenses	• May be provided to the prospect and two parents/legal guardians.		**August 1, 2012**

REPORT OF THE JANUARY 14, 2012, MEETING OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I BOARD OF DIRECTORS

1. **Report of the October 27, 2011, Board of Directors Meeting. The Board approved the report of its October 27, 2011, meeting.** (Unanimous voice vote)

2. **President's Report.** NCAA President Mark Emmert reported the following:

   a. **Men's College Basketball Officiating, LLC (MCBO) Sportsmanship Initiative**. The Board was informed that the Competition Committee of the MCBO has developed a plan to address on-court sportsmanship and behavior of coaches, players and officials in an effort to elevate the image of the sport and positively impact the game environment.

   b. **Institutional Integrity and Shared Responsibility**. President Emmert noted the need to address institutional integrity and shared responsibility, particularly in determining the appropriate role for decentralizing rules and the nature of the rules for which institutions should be held accountable. William Powers, president of the University of Texas, joined the meeting and suggested that in order to address institutional integrity issues, risk management programs should be applied across university campuses and include the athletics department. He noted that a modern risk enterprise and sentencing guidelines approach could assist institutions in addressing many of the compliance and enforcement issues facing athletics departments today. President Emmert noted that at the request of the Transforming Intercollegiate Athletics Collegiate Model – Rules and Enforcement Working Groups, he plans to create a new working group to address institutional integrity and shared responsibility.

3. **Representation on the Division I Board Directors**. Greg Dell'Omo, vice-chair of the Northeast Conference President's Council and member of the NCAA Division I Presidential Advisory Group, raised with the Division I Board of Directors the issue of full representation on the Board. Several of the nonFootball Bowl Subdivision (FBS) members of the Board expressed concern that without full representation, there are a significant number of conferences that do not feel they have a voice in the current governance structure. President Emmert noted that he will bring back to the Board in August a proposal that will suggest how presidents can engage in a conversation about governance models.

4. <u>Presidential Retreat Initiatives</u>.

a. NCAA Division I Committee on Academic Performance. Walt Harrison, chair of the Committee on Academic Performance, presented the following recommendations:

(1) That the Board of Directors reinstate Proposal No. 2011-65 – Eligibility – Two-Year College Transfers – Year of Academic Readiness at Two-Year College to the 2011-12 legislative cycle and table it.

BOARD ACTION: **The Board agreed to reinstate the proposal and then moved to tabled it.** (Unanimous Voice Vote)

(2) That the Board approve the NCAA Division I Academic Performance Program (APP) Penalty Waiver Directive. [See Attachment A for details of the APP Penalty Waiver Directive.]

BOARD ACTION: **The Board approved the APP Penalty Waiver Directive.** (Unanimous Voice Vote)

(3) That the Board approve an amendment to the APP policies and procedures providing an additional waiver appeal opportunity for teams that do not meet the postseason competition academic requirements.

BOARD ACTION: **The Board approved the amendment to the APP policies and procedures as recommended.** (Unanimous Voice Vote)

b. Transforming Intercollegiate Athletics Student-Athlete Well-Being Working Group. Sidney McPhee, chair of the Student-Athlete Well-Being Group, presented the following recommendations based upon reconsideration of the legislation by the working group and comments and discussion by membership groups during the 2012 NCAA Convention:

(1) That in its reconsideration of Proposal No. 2011-97 – "Multi-Year Grants in Aid," the Board of Directors should reaffirm its original action to adopt the proposal.

BOARD ACTION: The Board voted to reaffirm its original action to adopt Proposal No. 2011-97. [For 13 (Adams, Albrecht, Beauchamp, Genshaft, Hatch, Hopkins, McPhee, Millner, Peters, Ray, Schmidly, Simon, White), Against 2 (Bailey, Meehan).] As a result of this action, the proposal will proceed to an on-line one vote per active member institution and multi-

sport conference override vote. It is anticipated that the vote will take place in February.

(2) That in its reconsideration of Proposal No. 2011-96 " Miscellaneous Expense Allowance," the Board should take the following actions:

(a) Rescind the portion of the proposal that provided that all nonathletics financial aid will no longer count toward team limits.

(b) Charge the Student-Athlete Well-Being Working Group with developing an alternative proposal that includes the $2,000 miscellaneous expense allowance and considers the options below, as well as a need-based component, for review by the Board at its April meeting. It was noted that the proposal would apply to grants-in-aid, effective for the 2013-14 academic year.

i. Increase the "denominator" of a full and equivalency (value) "grants-in-aid" in effect by $2,000 (not to exceed the institution's cost of attendance).

ii. Maintain a value of a full grant-in-aid at its current level, and establish an "exempt" category of miscellaneous expense funds that are designated on team squad lists for use at the institution's discretion to award up to $2,000 (not to exceed cost of attendance) for full grant recipients, as well as to provide up to the proportionate amount of applicable funds to any or all equivalency grant recipients.

BOARD ACTION: The Board reaffirmed its support for the $2,000 miscellaneous expense allowance, but directed the Student-Athlete Well-Being Working Group to come back to the Board in April with an alternative proposal that considers the issues above as well as recommendations for implementation. [For 11 (Bailey, Beauchamp, Genshaft, Hatch, Hopkins, McPhee, Meehan, Ray, Schmidly, Simon, White), Against 4 (Adams, Albrecht, Millner, Peters).] This action renders Proposal No. 2011-96 moot and a new legislative proposal as described above will be considered by the Board during its April meeting, which then will subject such new legislation to a 60-day request for override vote period

c. Transforming Intercollegiate Athletics Resource Allocation Working Group. Mike Adams, chair of the Resource Allocation Working Group, presented the following recommendations:

(1) That the Board adopt legislation, effective August 1, 2014, for the elimination of institutional foreign tours that occur at any time. Signed contracts dated previous to January 14, 2012, for scheduled institutional foreign tours will be honored.

BOARD ACTION: The Board voted to defeat the legislation as recommended. [For 2 (Adams, Millner), Against 13 (Albrecht, Bailey, Beauchamp, Genshaft, Hatch, Hopkins, McPhee, Meehan, Peters, Ray, Schmidly, Simon, White).]

(2) That the Board adopt legislation, effective August 1, 2012, to reduce the maximum number of Football Bowl Subdivision (FBS) scholarships (counters) from 85 to 80, with a proportional decrease in the maximum number of scholarships (equivalencies) in Football Championship Subdivision (FCS) from 63 to 60, with 80 overall counters.

BOARD ACTION: The Board voted to defeat legislation to reduce scholarships in FBS football. [For 4 (Adams, Albrecht, Peters, Schmidly), Against 6 (Bailey, Genshaft, Hatch, McPhee, Ray, Simon).]

[Note: The recommendation for a reduction in FCS scholarships will be reviewed by the FCS presidents of the Division I Presidential Advisory Group in April, inasmuch as that group has final authority to act on legislation specific to FCS football.]

(3) That the Board adopt legislation, effective August 1, 2014, to reduce women's basketball scholarships from 15 to 13.

BOARD ACTION: The Board voted to defeat legislation to reduce scholarships in women's basketball. [For 7 (Adams, Albrecht, Beauchamp, Millner, Peters, Schmidly, White), Against 8 (Bailey, Genshaft, Hatch, Hopkins, McPhee, Meehan, Ray, Simon).]

(4) That the Board adopt a resolution, which specifies:

- That an immediate moratorium be instituted to cap the number of contests/dates of competition at the levels that currently exist in all sports;

- That the NCAA Division I Board of Directors commission a study to determine the maximum number of contests/dates of competition of the playing season (championship and nonchampionship segments) that is essential to the success of each NCAA sport. In addition, the Working

Group recommends that the scope of this study specifically examine how basketball contests are counted, and

- That once the study is completed and the appropriate contest/dates of competition limits are in place for each sport, that those limits remain in place for 10 years.

BOARD ACTION: The Board adopted the resolution. (Unanimous voice vote)

(5) That the Board adopt legislation, effective August 1, 2013, that limits the number of noncoaching staff members in the sports of football and men's basketball as follows:

(a) In football, a limit of 12 noncoaching staff members, whose duties include support of the football program in any capacity, including third-party contractors that may be employed by an institution. The 12 noncoaching staff members shall not include athletics trainers, academic support and compliance staff members.

(b) In men's basketball, a limit of six noncoaching staff members, whose duties include support of the men's basketball program in any capacity, including third-party contractors that may be employed by the institution. The six noncoaching staff members shall not include athletics trainers, academic support and compliance staff members.

BOARD ACTION: The Board expressed interest in taking action to address this matter, but voted to table these recommendations for reconsideration at its April meeting, and asked that additional information and feedback be gathered from the membership regarding appropriate number limitations. [For 13 (Adams, Bailey, Beauchamp, Genshaft, Hatch, Hopkins, McPhee, Meehan, Peters, Ray, Schmidly, Simon, White), Against 2 (Albrecht, Millner).]

d. Transforming Intercollegiate Athletics Collegiate Model -- Rules Working Group. Kevin Lennon, NCAA vice president of academic and membership affairs, presented the following Rules Working Group recommendations:

(1) That the Board support the general approach outlined for a new regulatory structure, which includes developing principle-based outcomes to ensure that NCAA rules are value-based, meaningful, enforceable and supportive of the

collegiate model of sport. The Board noted its support for the new regulatory structure.

(2) That the Board endorse a moratorium on new legislation for the 2012-13 legislative cycle (unless part of presidential reform agenda).

BOARD ACTION: The Board voted to apply a moratorium on new legislation for the 2012-13 legislative cycle, unless it is part of the presidential agenda. (Unanimous voice vote)

e. Transforming Intercollegiate Athletics Collegiate Model -- Enforcement Working Group. Ed Ray, chair of the Enforcement Working Group, and Julie Roe Lach, NCAA vice president of enforcement, updated the Board on the working group's progress with creating a multi-level NCAA rules violation structure, an enhanced penalty structure for NCAA rules infractions and re-establishing a sense of shared responsibility among the interested individuals and entities in intercollegiate athletics.

5. <u>Division I Governance Structure Update</u>.

a. **Report of the January 12, 2012, Meeting of the Leadership Council**. Mike Alden, chair of the Division I Leadership Council, reported on the January 12 meeting of the Council and presented the following recommendations:

(1) <u>Summer Access to Men's Basketball Student-Athletes</u>. That the Board take action to adopt a summer access model that permits institutional staff members to conduct or supervise summer athletics activities in accordance with specified requirements (i.e., enrollment in summer school, meeting opt-out academic benchmarks). [Note: See Attachment B for details of the summer access model.]

BOARD ACTION: The Board voted to adopt the summer access model as recommended, effective immediately. (Unanimous voice vote.)

(2) <u>Men's Basketball Recruiting Model – On Campus Evaluations</u>. That the Board of Directors take final action to adopt provisions for on-campus evaluations (OCE) of prospective student-athletes. [Note: See Attachment C for provisions of OCEs.]

BOARD ACTION: The Board voted to adopt the provisions for on-campus evaluations as recommended, effective immediately. (Unanimous voice vote.)

b. Report of the January 11-12, 2012, Meeting of the Division I Legislative Council. Carolyn Campbell-McGovern, chair of the Division I Legislative Council, noted that at the request of the Transforming Intercollegiate Athletics Collegiate Model -- Rules Working Group, the Legislative Council tabled 49 proposals. In addition, the Council took the following actions:

(1) Voted to adopt Proposal No. 2011-23 -- Amateurism -- Definitions And Applications -- Agent, which specifies that an agent is any individual who, directly or indirectly, represents or attempts to represent an individual for the purpose of marketing his or her athletics ability or reputation for financial gain, or seeks to obtain any type of financial gain or benefit from securing a prospective student-athlete's enrollment at an educational institution or from a student-athlete's potential earnings as a professional athlete.

(2) Voted to adopt Proposal No. 2011-45 -- Recruiting -- Tryouts -- Nonscholastic Practice Or Competition And Noninstitutional Camps And Clinics -- Women's Basketball, which specifies that in women's basketball, an institution [including any institutional department (e.g., athletics, recreational/intramural)] shall not host, sponsor or conduct a nonscholastic basketball practice or competition in which women's basketball prospective student-athletes participate on its campus or at an off-campus facility regularly used by the institution for practice and/or competition by any of the institution's sport programs, and to establish limited exceptions, as specified; further, specifies that the use of an institution's facilities for noninstitutional camps is limited to the months of June, July and August; finally, to prohibit evaluations at noninstitutional events, camps or clinics that occur on a Division I campus during evaluation periods.

(3) Voted to adopt Proposal No. 2011-46 -- Recruiting -- Tryouts -- Nonscholastic Practice Or Competition And Noninstitutional Camps Or Clinics – Football, which specifies that in the sport of football, an institution [including any institutional department (e.g., athletics, recreational/intramural)] shall not host, sponsor or conduct a nonscholastic football practice or competition (e.g., seven-on-seven events) in which football prospective student-athletes participate on its campus or at an off-campus facility regularly used by the institution for practice and/or competition by any of the institution's sport programs; further, to limit the use of institutional facilities for noninstitutional camps or clinics that include prospect-aged participants to June and July in bowl subdivision football and to June, July and August in championship subdivision football.

(4) Voted to defeat Proposal No. 2011-64 -- Eligibility -- Seasons Of Competition: Five-Year Rule -- Five Seasons Of Eligibility – Football, which specifies that a student-athlete in the sport of football shall not engage in more than five seasons of intercollegiate competition and may only engage in a fifth season at an institution at which the student-athlete previously used a season of competition.

6. **Supplemental Distribution.** Ed Ray, chair of the Executive Committee, informed the Board that the Finance Committee recommended that the Executive Committee approve a supplemental distribution of approximately $36,000,000 to be dispensed to the Division I membership.

BOARD ACTION: The Board voted to approve the recommendation of the Finance Committee and authorized distribution of a Division I supplemental distribution of $36,000,000 to mutli-sport conferences. (Unanimous voice vote) [Note: Ann Millner was not present.]

7. **Status Report on Review of NCAA Division I Athletics Certification Program.** Troy Arthur, NCAA director of academic and membership affairs, updated the Board on the work of the NCAA Division I Athletics Certification Committee in its review of the Division I Athletics Certification program. The Board received information regarding proposed name changes to the certification program and the committee, system development, organizational changes and the accountability spectrum.

8. **NCAA Membership – Accreditation Policy.** The Board reviewed a proposed Association-wide membership accreditation policy that shall be used to assist in determining whether an active or provisional NCAA member institution meets the applicable membership requirements regarding accreditation as further set forth in Article 3 of the NCAA Constitution.

BOARD ACTION: The Board voted to endorse the policy. (Unanimous voice vote) [Note: Ann Millner was not present.]

9. **Future Meeting Dates**.

a. April 25-26, 2012, Indianapolis, Indiana.

[Note: There will be a joint meeting of the Division I Presidential Advisory Group and the Board of Directors on Wednesday, April, 25, 2012, from 1-5 p.m. to review and discuss reports of several of the Transforming Intercollegiate Athletics Working Groups. The Board of Directors will convene its regular meeting on Thursday, April 26, 2012.]

b. August, 2, 2012, Indianapolis, Indiana.

c. Tuesday, October 30, 2012, Indianapolis, Indiana.

d. January 19, 2013, Grapevine, Texas.

Board of Directors chair: Judy Genshaft, University of South Florida
Staff Liaisons: S. David Berst, Division I governance
Jacqueline Campbell, Division I governance

Division I Board of Directors January 14, 2012, Meeting	
ATTENDEES	**ABSENTEES**
Michael Adams, University of Georgia, Southeastern Conference (alternate)	William R. Harvey, Hampton University, Mid-Eastern Athletic Conference
Stanley Albrecht, Utah State University, Western Athletic Conference	Harris Pastides, University of South Carolina, Southeastern Conference
Guy Bailey, Texas Tech University, Big 12 Conference	David Skorton, Cornell University, Ivy League
William Beauchamp, University of Portland, West Coast Conference	Steadman Upham, University of Tulsa, Conference USA
Judy Genshaft, University of South Florida, Big East Conference, chair	
Nathan Hatch, Wake Forest University, Atlantic Coast Conference	
David Hopkins, Wright State University, Horizon League	
Sidney McPhee, Middle Tennessee State University, Sun Belt Conference	
William Meehan, Jacksonville State University, Ohio Valley Conference	

Ann Millner, Weber State University, Big Sky Conference	
John Peters, Northern Illinois University, Mid-American University	
Edward Ray, Oregon State University, Pacific-12 Conference	
David Schmidly, University of New Mexico, Mountain West Conference	
Lou Anna Simon, Michigan State University, Big Ten Conference	
Timothy White, University of California, Riverside, Big West Conference	
NCAA staff liaisons in attendance: David Berst, Jacqueline Campbell	
Other Guests: William Powers, University of Texas	
Other NCAA staff members in attendance for portions of the meeting: Troy Arthur, Erik Christianson, Joni Comstock, Diane Dickman, Amy Dunham, Mark Emmert, Bernard Franklin, Lynn Holzman, Michelle Hosick, Jim Isch, Kevin Lennon, Steve Mallonee, Kathleen McNeely, Jarrett Newby, Delise O'Meally, Stacey Osburn, Tom Paskus, Todd Petr, Denny Poppe, Donald Remy, Wallace Renfro, Julie Roe Lach, Ronnie Ramos, Crissy Schluep, Dave Schnase, Greg Shaheen, Jennifer Strawley, Robert Vowels, Wendy Walters, Bob Williams and Niu Xiaomu.	

NCAA Division I Committee on Academic Performance Academic Performance Program Access to Postseason and Penalty Waiver Directive

Background.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the NCAA Division I membership is dedicated to providing student-athletes with an exemplary education and intercollegiate athletics experience in an environment that recognizes and supports the primacy of the academic mission of its member institutions while enhancing the ability of student-athletes to earn a degree.

When a team's academic performance, measured by the multiyear NCAA Division I Academic Progress Rate (APR), falls below 930, that team becomes ineligible for postseason competition and is subject to penalties. The NCAA Division I Committee on Academic Performance has established a transition period in which the APP penalty benchmark will be 900 in 2011-12 and 2012-13. In addition, filters are applied to teams' data to account for improvement and resources in the penalty calculation. NCAA Division I Bylaws 18.4.2.3.1, 23.2.2.3 and 23.3 provide for waivers of APP penalties or access to postseason competition. The committee has approved this directive to provide guidance to the NCAA staff and the NCAA Division I Committee on Academic Performance Subcommittee on Appeals in reviewing APP penalty waiver requests.

Guiding Principles.

1. Requests to waive ineligibility for postseason and APP Level One, Two and Three penalties will be considered independently. The requests are filed simultaneously, but the access to postseason competition and APP penalties have different standards for relief.

2. APP penalty and postseason waiver requests involve a review of the entire athletics team's overall academic performance. The APR is a team rate and not based on the academic performance of a single student-athlete. Therefore, the review of waiver requests shall consider all student-athletes included in the team's multiyear APR. This approach considers the loss of all APR points, not just those of select students. This approach could be referred to as the "top-down approach" (e.g., start at an APR of 1000 and explain the loss of all points).

3. APR Improvement Plans are reviewed with the waiver request. Plans should be designed to assist teams in achieving APRs above the penalty benchmarks in a reasonable time by identifying and addressing issues impacting a team's APR with measurable goals, steps to achieve the stated goals and a timetable for implementation.

4. The identification of academically under-performing teams that are subject to an APP penalty includes consideration of resource level and squad size. Therefore, the staff/subcommittee/committee will generally not consider these elements in its review of APP penalty waiver or loss of access to postseason waiver requests.

Waivers of Ineligibility for Postseason Competition.

1. First Occasion Team is Ineligible for Postseason Competition. Institutions are permitted to submit a waiver request the first occasion a team is subject to postseason competition ineligibility. The committee has established a high threshold for relief in these cases and generally relief will not be provided.

   - Factors to be Considered. The staff/subcommittee will consider the following factors in reviewing such a request:

     (1) Extraordinary Mitigating Circumstances. The institution's cited mitigation must be clearly out of the control of the institution, the athletics department and the team's student-athletes. It must pertain to matters not previously addressed in the APP (e.g., small squad size, institutional mission). Finally it must have impacted the team over the multiple years that make up the four-year APR. An example of mitigation that would be considered extraordinary is a natural disaster that impact a team's APR over multiple years. An example of mitigation that would not be considered extraordinary would be head coaching change, significant leadership change at the institution, or institutional reclassification.

     (2) APR Improvement Plan. An institution's commitment to improving the penalized team's academic performance as outlined in the APR Improvement Plan must be considered in reviewing a waiver requesting relief from postseason competition ineligibility. Plans will be reviewed for focus on critical areas impacting academic success as well as other components demonstrating the institution's accountability toward meeting the stated goals of the APP (e.g., graduating student-athletes).

(3) Academic Factors. A waiver request must include a comprehensive review of the team's historical academic trends to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly event (see the list on Page No. 4). Trending will also be evaluated to determine if the team is making progress with respect to the penalty benchmark.

(4) Alternative Penalty Options. An institution may request that an alternative penalty be imposed in lieu of postseason ineligibility. The institution must include an explanation of how the alternate penalty equates to a loss of postseason access.

2. Second Occasion Team is subject to Loss of Postseason Competition. Institutions are permitted to request a waiver of a team's loss of access to postseason competition.

- Factors to be Considered. The second or subsequent time a team loses access to postseason competition, the staff/subcommittee/committee will review the request using the same factors used in considering an APP penalty waiver (see Page Nos. 4 – 7 for more information). If a team has demonstrated meaningful improvement and some of the factors in item 3-b below are present, the level of mitigation required to receive relief may be less stringent than what is required the first occasion a team was ineligible for postseason competition.

3. Notes on Outcomes. A loss of access to postseason competition waiver request will be approved, conditionally approved or denied.

a. First occasion loss of access to postseason waiver requests should be denied if the institution cannot demonstrate extraordinary mitigating circumstances as described on Page No. 2. Other factors listed in item number one above will be examined, but absent extraordinary mitigation are not likely to result in an approval.

b. Second and subsequent waivers of loss of access to postseason competition should be denied if the institution cannot demonstrate:

(1) Significant academic improvement that is sustainable;

(2) Mitigating circumstances as defined on Page No. 7;

(3) An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and measurable goals; and

(4) An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time.

APP Penalty Waivers.

Institutions are permitted to request a waiver of a team's APP penalties. The staff/subcommittee/committee will consider the following factors in reviewing such a request:

1. Academic Factors. Evaluating a team's academic performance is an important part of the APP penalty waiver process. The staff/subcommittee/committee's review of a team's academic performance may include consideration of the following elements:

   a. A comprehensive review of the team's historical APP performance, including any penalty history and academic trends to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly event. Trending will also be evaluated to determine if the team is making sustainable progress toward the penalty benchmark.

   b. The team's Graduation Success Rate and Federal Graduation Rate, if available.

   c. Eligibility and Retention. The team's eligibility and retention will be compared against the following:

      (1) All other Division I teams in the same sport.

      (2) The institution's teams.

   d. The team's academic profile including hours earned, grade-point average, eligibility and retention points.

e. The academic profile of the team when admitted to the member institution, including admissions status as compared to the general student-body and/or other student-athletes at the institution.

f. The number of graduates the team has generated over the four years that make up the multiyear rate.

g. The number of student-athletes who were not academically eligible and not retained included in the multiyear APR.

h. Other academic data elements that may be relevant to the case.

2. Other Factors. The staff/subcommittee/committee's review of a team's academic performance may also include consideration of the following elements:

a. Size of variance between the team's APR and the applicable APP penalty benchmark (930).

b. The team's single-year APRs that comprise the multiyear rate. Specifically, the number of single-year APRs above or below the penalty benchmarks (930).

c. The institution's history of implementation of its APR Improvement Plan as well as the current plan's ability to address critical issues.

d. Mitigating circumstances that have affected the team's APR (see below).

e. An institution may request that an alternative penalty be imposed in lieu of the assigned APP penalty or a penalty option from the menu offered at Level Three. Should an institution offer an alternative penalty, the staff/committee/subcommittee would consider the various factors as well as the alternate penalty in the decision. The institution must demonstrate how the alternate penalty equates to the penalty it would replace.

f. Teams asserting that they have advanced in the penalty structure due to corrections to APP data identified in an APP data review must demonstrate that the current penalty is due to a lost opportunity for the institution to identify academic issues impacting the teams academic performance; to develop an appropriate APR Improvement Plan and to have an opportunity to rectify academic issues. If the institution can demonstrate this lost opportunity to identify and correct academic issues

affecting the team's academic performance the staff and/or subcommittee/committee may consider this a mitigating circumstance warranting relief from a penalty, however all such requests will be reviewed on a case-by-case basis to allow for other factors to be reviewed as well.

3. Mitigating Circumstances. Circumstances will be considered as compelling mitigating factors if the institution can demonstrate that it had a direct correlation to the team's ability to earn eligibility/graduation and/or retention points supported by objective documentation. The institution may reference mitigation that was considered in a previous waiver request if the impact of the mitigation is evidenced in the current APR. Waiver decisions will analyze those circumstances that may be unique events resulting in academically low performing year(s) versus habitually underperforming teams. A team's APR that is negatively affected by a unique one-time circumstance, but otherwise is not historically an underperforming team, should be treated differently than a team that has a history and pattern of academic underachievement.

Circumstances not considered compelling mitigation may include, but are not limited to, the following:

a. Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement);

b. Institutional lack of understanding regarding the APP;

c. Failure to develop and implement an APR Improvement Plan;

d. Conferences and/or institutions with more stringent academic standards than NCAA Division I progress-toward-degree requirements; or

e. Circumstances submitted in a request to receive an adjustment of an individual student-athlete's APR retention and/or eligibility or graduation point if the institution received relief for those circumstances by way of an APR adjustment.

Institutions are limited to submitting information concerning mitigating circumstances only for the academic years used to calculate that team's current multiyear APR. However, the staff, subcommittee and committee reserve the right to consider any relevant information that would explain the team's historical performance.

4. Level Three Penalty Options. An institution with a team subject to Level Three penalties must self-impose penalties from a list of menu options. These penalties are in addition to the prescribed penalties. The institution may also elect to request an alternative penalty be imposed. The staff/committee will consider the institution's self-imposed penalty elements in the waiver decision. The staff/committee can also prescribe additional penalties for the team.

5. Notes on Outcomes. An APP penalty waiver request will be partially or fully approved or conditionally approved, or denied. Requests will likely be denied if the institution cannot demonstrate:

   a. Significant academic improvement that is sustainable; OR

   b. The team is performing well academically but for one or more years of APP data impacted by compelling, documented mitigating circumstances;

   c. An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and measurable goals;

   d. An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time; and

   e. Appropriate self-imposed penalties at Level Three.

Use of Conditional Approvals.

Waivers of APP penalties and ineligibility for postseason competition may receive conditional approval. A waiver that is conditionally approved does not waive the team's penalty unless the team satisfies the stated condition(s). These conditions may include, but are not limited to:

1. Acceptable implementation of the institution's written APR Improvement Plan;

2. Attendance at mandatory educational sessions;

3. Meeting or maintaining single-year eligibility and retention goals and/or, meeting or maintaining a specified single-year APR without the inclusion of delayed-graduation points;

4. Requiring the institution to implement certain elements of its APR Improvement Plan determined to be "critical" to improved academic performance;

5. Requiring the institution to demonstrate it has satisfied its commitment of resources to enhance academic support initiatives that are part of the institution's APR Improvement Plan or cited in its APP penalty waiver/hearing rationale;

6. Requiring the institution to impose limits, restrictions or penalties that are part of its APR Improvement Plan or cited in its waiver/hearing rationale (e.g., withhold a head coach from contests);

7. Requiring an institution to use the NCAA Facilitating Learning and Achieving Graduation/Graduation Risk Overview program; and

8. Requiring an institution comply with identified minimal academic profiles for entering student-athletes that are part of its APR Improvement Plan or its waiver/hearing rationale. *(Revised: 10/2008;10/2010)*

An institution/team that fails to meet the stated condition(s) by the given timeframe shall have the waiver decision converted to a denial and the APP penalty must be applied to the team. The institution must impose the applicable penalty within the prescribed period of time.

Review of Conditionally Approved Penalty Waivers.

At some point established by the committee, such as the start of the academic year following the year in which the waiver was conditionally approved, the staff verifies that all established conditions were met (e.g., single-year APR, acceptable implementation of APR Improvement Plan). If the staff concludes that the team has not satisfied the condition(s) of the penalty waiver, the subcommittee and staff may consider mitigating circumstances presented by the institution. Such reviews shall occur on a case-by-case basis, and shall include consideration of any mitigation for the team's failure to reach the target APR, as well as the totality of the team's circumstances with regard to the imposed conditions. In such cases, the staff will review factors including improvement in the single-year and multiyear APR, how close the team came to meeting the target and mitigating circumstances. This action does not change an institution's opportunity to explain why it failed to meet the condition(s) or to appeal a decision by the staff to the subcommittee. The subcommittee will hear such appeals via teleconference. The subcommittee's decision is final.

Finally, if it is determined that a conditional waiver is not satisfied and the waiver is denied, the institution must impose the resulting penalties in the time period prescribed by the committee, but generally the academic year following denial of the appeal or, if there was no appeal, following determination that the conditions were not met (e.g., determined condition was not met in 2011-12 results in the imposition of the penalties in 2012-13).

If the team is subject to a penalty in the next academic year, the team is potentially subject to the penalty level that was conditionally waived and the next penalty level if it fails to meet the conditions of the waived penalty.

APR Improvement Plans.

APR Improvement Plans are meant to encourage institutions that have a team with an APR below 930 to implement strategies to improve the academic performance, retention and graduation of the student-athletes on the team. Institutions seeking relief from an APP penalty are expected to demonstrate that the team's academic performance will improve and will achieve an APR of 930 in a reasonable period of time. Therefore, APR Improvement Plans submitted with a waiver will be reviewed as follows:

1. Institutions/teams will be accountable for identifying issues impacting the penalized team's ability to move its APR above the established penalty benchmark. The following shall be addressed:

    a. Identify any issues impacting the academic performance, retention and graduation of the team's student-athletes and develop specific and measurable goals to address the issues, steps to meet the goals, timetable for implementation and persons responsible for each step outlined in the plan.

    b. Identify specific target APR goals for the team(s) for the current academic year that will assist the team in meeting the 930 benchmark in a reasonable period of time.

    c. Identify all steps the institution has taken toward implementation of any previous APR Improvement Plan and progress toward the measurable goals.

2. If an institution fails to create and submit an acceptable APR Improvement Plan, as defined by the committee, there is a presumption that any penalty waiver request will be denied.

Summer Access to Men's Basketball Student-Athletes

	Incoming Freshman, and Two-Year and Four-Year College Transfers	**Student-Athletes Following Completion of the First Year of Collegiate Enrollment**	**Student-Athletes Following Completion of the Second Year of Collegiate Enrollment**	**Student-Athletes Following Completion of the Third Year of Collegiate Enrollment**
Requirements for Summer Access to Student-Athletes	Must be enrolled in summer school. *For incoming freshmen at national service academies participating in basic training programs, enrollment in summer school would not be necessary.	Must be enrolled in summer school **OR** If not enrolled in summer school, must present a 2.2 grade point average (GPA) and have successfully completed 30 semester/45 quarter credit hours.	Must be enrolled in summer school **OR** If not enrolled in summer school, must present a 2.2 GPA and shall have completed successfully at least 50 percent of the course requirements in the student's specific degree program	Must be enrolled in summer school **OR** If not enrolled in summer school, must present a 2.2 GPA and shall have completed successfully at least 75 percent of the course requirements in the student's specific degree program
Summer Access = Eight hours per week of weight training, conditioning and skill instruction (two-hour limit on skill instruction) for a maximum of eight weeks. Summer access may occur only when student-athlete is enrolled in summer school (e.g., six-week summer school session would permit participation in athletics activities for only six weeks), unless student-athlete meets the specified opt-out academic benchmarks.				
Effective Date: Immediate.				

On-Campus Evaluations (OCE) -- Men's Basketball Prospective Student-Athletes
Effective Date: Immediate

Who may Participate	The OCE shall involve only high-school seniors and two-year college prospects who have exhausted eligibility or four-year transfer student-athletes.
When	• The OCE shall not be conducted prior to the conclusion of the prospect's season and may be conducted no later than the opening day of the institution's fall term. • The OCE shall be conducted during a prospect's official or unofficial visit.
Details of OCE	• The OCE may be no longer than two hours in duration and may involve the institution's enrolled student-athletes. The OCE must be included in the institution's 20-hours of countable athletically related activities if it occurs during the institution's playing season or during the institution's two hour of skill instruction (as part of the eight hours per week) if conducted outside the playing season. • Current prohibitions regarding activities for enrolled student-athletes one week prior to final exams would remain applicable.
How Many	• An institution may provide only one OCE per prospect. • The rules governing OCEs apply separately to the time period in which a prospect completes high school eligibility and to the time period after the prospect enrolls in a collegiate institution.
Health and Safety Issues	Additional regulations related to the health and safety of the OCE participants (e.g., medical examinations) that currently exist in the Division II tryout model also will apply.

REPORT OF
THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION
DIVISION I COMMUNICATIONS AND COORDINATION COMMITTEE (CCC)
NOVEMBER 30, 2011, CONFERENCE CALL

***ACTION ITEMS*.**

- None.

***INFORMATIONAL ITEMS*.**

1. **Report of the Committee's August 16, 2011, Conference Call.** The committee approved the report of its August 16, 2011, conference call.

2. **Key Items from the September 2011, Division I Cabinet and October Legislative Council Meetings.** The committee received a report of the key items from the September 2011, cabinet and October Legislative Council meetings.

   a. **Administration Cabinet** – During its September meeting, the cabinet reviewed and approved the new online override voting process, which is modeled after the voting session process that occurred during the Division I Business Session at the annual NCAA Convention. The process will allow for a discussion period consistent with the one that occurred prior to the vote on the Convention floor. All active Division I and affiliate members of the Association (e.g., coaches associations) will have the opportunity to participate in the discussion period, as they did when the vote was conducted in person. The discussion period will be followed by the voting period, in which only active Division I members may participate. The online voting process is being used for the first time this fall as Division I conducts an override vote on Proposal No. 2009-100-A.

   b. **Legislative Council**. During its October meeting, the Legislative Council reviewed proposals in the 2011-12 legislative cycle through three key lenses developed by the Rules Working Group: (1) Is the rule meaningful and of consequence…is it an issue that merits a national regulation or can it simply be addressed by institutions/conferences/coaches associations? Is it really necessary? (2) Is the rule enforceable.. does it present significant challenges either in monitoring compliance as well as proving violations?, and (3) Does the rule support the success of the student-athlete, academically and/or athletically? When developing its initial position on the proposals in the 2011-12 legislative cycle, the Legislative Council indicated an intent to table a number of the proposals that did not appear to meet the test of the three lenses.

3. **Guiding Principles.** Mark Hollis, chair of the Amateurism Cabinet, reported that during discussions at its September meeting, the Amateurism Cabinet noted that a number of the guiding principles established by that cabinet could, and probably should, apply to all Division I cabinets. It was noted that the work of several of the Presidential Retreat Working Groups involve developing principles that align with the Association's enduring values. It was the sense of the group that once the working groups complete their work, the cabinets can reevaluate their guiding principles to ensure they are consistent and align with the enduring values of the Association.

4. **Update on NCAA Presidential Retreat Initiatives.** The committee received an update on actions taken by the Board of Directors during its October meeting, as well as a report regarding plans for the working groups going forward and the involvement of the Division I cabinets and councils.

   a. **Actions Taken by the Board of Directors.**

      (1) **NCAA Division I Committee on Academic Performance**.

         (a) **Initial-Eligibility Standards.** The Board adopted legislation that would increase initial-eligibility requirements, resulting in more rigorous academic standards for competition than for practice and receipt of athletically related financial aid. The Board approved an increase to the standard for immediate access to competition to a 2.300 grade-point average and an increased sliding scale. Incoming student-athletes will need to earn a test score/grade-point average that is set at approximately one-half standard deviation below the national student body mean. Student-athletes who achieve the current minimum initial-eligibility standard on the test score/grade-point average sliding scale, with at least a minimum 2.000 core course grade-point average, will continue to be eligible for athletically related financial aid during the first year of enrollment and practice during the first regular academic term of enrollment. Student-athletes can earn the opportunity to practice in the second term by passing nine-semester or eight-quarter hours. The Board approved a reqirement that prospects successfully complete 10 of the 16 total required core courses before the start of their senior year in high school. Seven of the 10 successfully completed courses must be in English, math and science. These new requirements are effective for students first entering college full time August 1, 2015, or after.

(b) Two-Year College Transfer Requirements. The Board adopted legislation to increase the transferable grade-point average from 2.000 to 2.500; limit the number of physical education activity courses to a total of two; and for nonqualifiers, requiring the completion of a core curriculum (six credits of English, three credits of math and three credits of science). The enhanced two-year college transfer requirements will be effective for student-athletes initially enrolling at a collegiate institution on or after August 1, 2012; no student-athlete currently enrolled in a two-year collegiate institution will be impacted. The Board took no action on the proposal related to the Year of Academic Readiness and agreed to leave it in the 2011-12 legislative cycle to be voted on at the January 2012 meeting of the NCAA Division I Legislative Council.

(c) Access to Championships and APP Penalty Structure. The Board approved the implementation schedule for the postseason eligibility standard, as well as a new APR three-level penalty structure. The Board established a 930 APR as a minimum academic standard to participate in Division I postseason competition. This includes a mission filter only in the first year a team fails to meet the benchmark and an improvement filter in the second year and beyond. There will be a transition time period of three years for access to the postseason. The Board also specified that all conferences must adopt a policy regarding teams that do not meet championship academic access standards with respect to automatic qualification for postseason and revenue distribution. The new postseason eligibility structure will take effect in the 2012-13 academic year, with a two-year implementation window before the benchmark moves from 900 to 930.

(2) Student-Athlete Well Being Working Group.

(a) Cost of Attendance. The Board adopted legislation that would permit a Division I student-athlete who has received institutional financial aid equal to the value of a full grant-in-aid (i.e., tuition and fees, room and board and required course-realted books) to receive additional athletically related financial aid up to the value of the institution's "cost of attendance," or up to $2,000, whichever is less. The Board decided not to revisit this amount for three years.

(b) Multiyear Grant-in-Aid. The Board adopted legislation that would permit athletics aid, up to the permissible limits, to be awarded for a period beyond the minimum of one academic year, up to the date the student-athlete exhausts eligibility to compete in all sports.

(c) Team Financial Aid Limits. The Board adopted legislation to provide that only athletically-related aid will be counted toward team limits in equivalency sports.

(d) Eligibility for Aid: Former Student-Athletes. The Board adopted legislation, effective immediately, to eliminate financial aid eligibility restrictions (five years of aid within a six-year period) to permit institutions to provide athletics aid to former student-athletes who remain at, or return to, the institution to complete their baccalaureate degree requirements.

(3) Rules Working Group. The Board endorsed a resolution that summarizes the concepts and direction outlined by the working group as they move forward with their evaluation of the rules.

b. Plans Moving Forward. The committee was informed that the Rules Working Group has developed a communication plan that includes conducting feedback gathering sessions (e.g., teleconferences) with various constituent groups. Following the initial outreach, the working group will focus on gathering feedback on specific principles and or proposals, particularly any that are generated from the group's December meeting. The working group plans to use the February cabinet meetings as an opportunity to gather additional comments on principles/proposals developed specific to bylaws for which the cabinets have oversight responsibility.

5. Division I Student-Athlete Advisory Committee Update. Katie Willett, staff liaison to the Division I Student-Athlete Advisory Committee (SAAC), reported on the committee's November 18-20, 2011, meeting in Indianapolis. It was noted that along with the regular review of legislative proposals, the Division I SAAC discussed the following:

- Text messaging and other forms of communication used in the recruiting process;
- A division-wide community service project; and
- An initiative aimed at creating an increased awareness of SAAC and how to better insert the voice of student-athletes at all levels of governance activity (i.e., campus, conference, national).

Committee Chair: Michael Alden, University of Missouri
Staff Liaison: Jacqueline Campbell, Division I Governance

Division I Communication and Coordination Committee November 30, 2011, Teleconference	
ATTENDEES	ABSENTEES
Mike Alden, University of Missouri, Leadership Council	William Chaves, Eastern Washington University, Administration Cabinet
Sarah Bobert, Marquette University – Awards, Benefits, Expenses and Financial Aid Cabinet	Scott Krapf, Division I Student-Athlete Advisory Committee
Carolyn Campbell-McGovern, Ivy League, Legislative Council	
Herman Holt, University of North Carolina, Asheville, Academic Cabinet	
Mark Hollis, Michigan State University, Amateurism Cabinet	
Ian McCaw, Baylor University, Recruiting and Athletics Personnel Issues Cabinet	
Judy Rose, University of North Carolina, Charlotte, Championships/Sports Management Cabinet	
Jacqueline Campbell, NCAA, recording secretary	
Other NCAA staff members who participated on the teleconference: David Berst, Diane Dickman, Angie Cretors, Michelle Hosick, Kevin Lennon, Steve Mallonee, Jarrett Newby, Binh Nguyen, Jobrina Perez, Carol Reep, Kris Richardson, Jennifer Roe, Alex Smith, Sharon Tufano, Katie Willett, Marcus Wilson and Leeland Zeller.	

SUPPLEMENT NO. 5

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I ADMINISTRATION CABINET SEPTEMBER 29, 2011, TELECONFERENCE

KEY ITEMS:

1. **Division I Online Override Voting Process.** The NCAA Division I Academic Cabinet approved the new online override voting process and timeline for implementation 2011 fall term.

2. **Committee Appointments.** The cabinet approved appointments to seven Division I and Association-wide committees. A list of the appointments is attached.

INFORMATIONAL ITEMS:

- **Multidivisional Membership - Compliance Review Requirement - Failure to Meet Deadline.** The cabinet reviewed the provisions of NCAA Bylaw 20.4.4, which requires an active multidivisional institution, once every four years, to engage in a compliance review conducted by an authority outside the athletics department, subject to approval by the cabinet and recommends that the NCAA Division I Legislative Council sponsor noncontroversial legislation to establish a penalty for failure to meet the deadline for completion of the compliance review and submission of the report. Specifically, the cabinet recommends that the Legislative Council adopt legislation that would impose a fine of $500 for any multidivisional institution that fails to submit the final report by the conclusion of the four-year deadline. In addition, failure to submit the final report within six months of the conclusion of the institution's deadline would result in an additional $500 fine. Finally, failure to submit the final report within one year (an additional six months) would result in the institution being placed in restricted membership for the ensuing academic year and, thus, ineligible for NCAA championship competition for that year. Restricted status would be removed the following academic year only after the report has been received and approved by the cabinet. An institution would have the opportunity to request a waiver of any penalty due to extenuating circumstances.

Cabinet Chair: *William Chaves, Big Sky Conference*
Staff Liaisons: *Jacqueline Campbell, Governance*
Steve Mallonee, Academic and Membership Affairs
Sharon Tufano, Governance

EXCERPTS FROM COMMITTEE APPOINTMENTS
NCAA DIVISION I ADMINISTRATION CABINET
SEPTEMBER 29, 2011

(All appointments are effective immediately, unless otherwise noted.)

Division I Amateurism Fact-Finding Committee (immediate vacancy).

- Doug Woolard, director of athletics, University of South Florida, Big East Conference.

Division I Awards, Benefits, Expenses and Financial Aid Cabinet (immediate vacancy - financial aid officer).

- Brian Quisenberry, associate director, financial aid, Virginia Military Institute, Big South Conference.

Division I Women's Basketball Issues Committee (immediate vacancy).

- Ken Bothof, director of athletics, University of Wisonsin-Green Bay, Horizon League.

Division I Initial Eligibility Waivers Committee (one immediate vacancy; five January 2015 vacancies; one July 2012 vacancy).

- David Reed, associate director of athletics for compliance, University of Miami (Florida), Atlantic Coast Conference. (Transcript Change Subcommittee) - January 2012 vacancy.

- Marielle VanGelder, associate director of athletics, University of Connecticut, Big East Conference. (International Student Records Subcommittee) - January 2012 vacancy.

- Bruce Edward Ellis, assistant director of athletics, Pennsylvania State University, Big Ten Conference. (International Student Records Subcommittee) - July 2012 vacancy.

- Chad Hawley, associate commissioner, Big Ten Conference. (Core Course Subcommittee) - immediate vacancy.

- Maria Peden, associate director of athletics, University of Houston, Conference USA. (Education Impacting Disabilities Subcommittee) - January 2012.

- Holly Trexler, associate director of athletics, University of the Pacific, Big West Conference. (International Student Records Subcommittee) - January 2012.

Division I Men's and Women's Tennis Committee (two immediate vacancies).

- Jeffrey Conyers, head men's and women's tennis coach, Southern University, Baton Rouge, Southwestern Athletic Conference.

- Mary Ann Austin, senior associate director of athletics, University of Missouri, Columbia, Big 12 Conference.

Division I Men's and Women's Track and Field Committee (two immediate vacancies).

- Willie Randolph, head men's and women's track coach, Central Michigan University, Mid-American Conference.

- Cinnamon Sheffield, senior associate director of athletics, University of North Texas, Sun Belt Conference.

Men's Water Polo Committee (one immediate vacancy).

- Marc Hunt, head men's water polo coach, University of California, Irvine, Big West Conference.

EXCERPTS FROM THE REPORT OF THE
NCAA DIVISION I AWARDS, BENEFITS, EXPENSES AND FINANCIAL CABINET
SEPTEMBER 19, 2011, MEETING

KEY ITEMS:

1. **Examination of Maximum Grant-in-Aid Limitations/Equivalency Versus Head Count Designations.** The NCAA Division I Awards, Benefits, Expenses and Financial Cabinet reviewed information that included an overview of statistical data provided by NCAA research staff related to Division I current participation numbers, current trends in awarding aid and models indicating possible pressure on scholarship limits. The cabinet also reviewed feedback from their campuses and conferences on whether current designations (head count or equivalency) and team financial aid limits are appropriate. After reviewing the feedback and information provided by the NCAA research staff, the cabinet agreed the topic warrants additional consideration. However, the cabinet decided to revisit the topic at its February 2012 meeting so it would have the benefit of knowing what changes to financial aid were supported by the NCAA Division I Board of Directors.

2. **Review of Equivalency Computation Method. The** cabinet reviewed the current equivalency computations legislation in Division I, including feedback cabinet members received from their campuses and conferences on suggestions for calculating equivalencies. The cabinet remains supportive of NCAA Proposal No. 2011-76 and agreed not to pursue other alternative equivalency computations methods at this time.

INFORMATIONAL ITEMS:

1. **Comments on Proposals in the 2011-12 Legislative Cycle Forwarded to the Cabinet.** The cabinet reviewed Division I legislative proposals forwarded to it for review that will be considered by the Division I membership as part of the 2011-12 legislative cycle and offered several comments, including:

    a. Proposal No. 2011-74. The cabinet agreed to support Proposal No. 2011-74, which would specify that the summer aid proportionality restriction shall not apply to a student-athlete who has exhausted his or her eligibility and is enrolled in course work acceptable toward his or her degree requirements. The cabinet agreed with the sponsor's rationale.

    b. Proposal No. 2011-81. The cabinet agreed to support Proposal No. 2011-81, which would permit and institution or conference to pay actual and necessary expenses for a student-athlete to attend a conference-sponsored life skills program (e.g., leadership, personal development, conflict resolution). The cabinet agreed with the sponsor's rationale.

Cabinet Chair:	*Sarah Bobert, Marquette University, Big East Conference*
Staff Liaisons:	*Kris Richardson, Academic and Membership Affairs*
	Shauna Cobb, Academic and Membership Affairs
	Danielle Teetzel, Academic and Membership Affairs

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I AMATEURISM CABINET SEPTEMBER 28-29, 2011, MEETING

KEY ITEMS:

1. **National Professional Sports Counseling Panel.** The cabinet continued its comprehensive review of agent activities and other issues that impact elite student-athletes. The cabinet emphasized the importance of providing adequate education about these issues to student-athletes. The cabinet supports the concept of creating a national sports counseling panel that will serve a two-prong purpose: 1) to advise institutions on how to best education and serve as a resource to elite student-athletes considering a potential professional career; and 2) to advise student-athletes in all sports about their prospects of playing professionally, in addition to other issues that arise in athletes' transition from the collegiate to professional ranks.

2. **National Agent Registration Program.** The cabinet supports the concept of a national agency registration program. The cabinet believes such a program would provide institutions information about agents that would otherwise be unavailable. The cabinet also recognized the value that such a program could provide to the NCAA enforcement staff.

3. **Definition of Amateurism and Guiding Principles for the Amateurism Cabinet**. The cabinet reviewed the definition of "amateurism", in addition to the guiding principles of the cabinet, and decided to update the principles to reflect the realities of today's collegiate model. The cabinet also discussed the criticism that the organization has received as it relates to the fundamental principle of amateurism and wants to strategize effective ways to communicate principle moving forward.

Cabinet Chair: *Mark Hollis, Michigan State University, Big Ten Conference*
Staff Liaisons: *Rachel Newman Baker, Enforcement*
Angie Cretors, Enforcement
Jobrina Perez, Academic and Membership Affairs
Marcus Wilson, Enforcement

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I LEADERSHIP COUNCIL OCTOBER 12, 2011, MEETING

ACTION ITEMS:

1. **Men's Basketball Recruiting Model.** The NCAA Division I Leadership Council continued its discussion of previously developed concepts to be included in a men's basketball recruiting model. The Leadership Council agreed to recommend that the NCAA Division I Board of Directors take final action on a men's basketball recruiting model that provides for earlier and increased access to prospective student-athletes by Division I coaches.

2. **Summer Access to Student-Athletes**. During its discussions regarding a men's basketball recruiting model, the Leadership Council raised the issue of men's basketball coaches having access to their current student-athletes during the summer in order to build better relationships and to further develop athletics skills. The Leadership Council agreed to recommend that the Board of Directors take final action on its recommendation to permit entering and continuing student-athletes to engage in summer athletics development (eight hours of conditioning per week, of which no more than two hours can be devoted to skill instruction), regardless of enrollment in summer school.

3. **Definition of an Agent**. The Leadership Council reviewed Proposal No. 2011-23, which would modify the definition of an agent to include an individual who, directly or indirectly, represents or attempts to represent an individual for the purpose of marketing his or her athletics ability or reputation for financial gain, or seeks to obtain any type of financial gain or benefit from securing a prospective student-athlete's enrollment at an educational institution or from a student-athlete's potential earnings as a professional athlete. The Leadership Council expressed its support for the proposal and agreed to recommend that the NCAA Division I Legislative Council use its authority to adopt the proposal as noncontroversial legislation.

INFORMATIONAL ITEMS:

1. **Update on Presidential Retreat Initiatives.** The Leadership Council received an update regarding the work of the NCAA Division I Committee on Academic Performance (CAP) and the four working groups established as a result of discussions during the retreat. The Council expressed the following concerns:

    a. That there may be unintended consequences with current student-athletes who want to negotiate a multi-year financial aid agreement, and, if not successful, choose to

transfer to another institution and be immediately eligible for competition. This could negatively impact a team's Academic Performance Rate (APR).

b. That the Association may receive negative feedback from the media and the public if there is a $2,000 limit on miscellaneous expenses that student-athletes may receive above the value of a full grant-in-aid, rather than allowing aid up to the actual full cost of attendance.

c. That when considering enhancements to the initial-eligibility and two-year college transfer requirements, CAP should be mindful of the potential impact on minority prospective student-athletes.

d. That there be consistent and regular communication with all Division I presidents and other constituent groups as the working groups develop their recommendations.

Council Chair: *Mike Alden, University of Missouri*
Staff Liaisons: *S. David Berst, Governance*
Jacqueline Campbell, Governance
Kevin Lennon, Academic and Membership Affairs

EXCERPTS FROM THE REPORT OF THE
NCAA DIVISION I LEGISLATIVE COUNCIL MEETING
OCTOBER 17-18, 2011, MEETING

INFORMATIONAL ITEMS:

1. **Update on Presidential Retreat Initiatives.** The NCAA Division I Legislative Council received an update from NCAA President Mark Emmert regarding the work of the NCAA Division I Committee on Academic Performance and the four working groups established as a result of discussions during the presidential retreat. In light of the continuing work of the working groups and the potential for significant changes to Division I legislation, the Legislative Council discussed broad concepts related to the legislative proposals in the 2011-12 cycle and offered feedback to the working groups in a variety of areas. The Legislative Council noted that, during its January meeting, it will likely table proposals that are related to pending recommendations of the working groups.

2. **NCAA Division I Board of Directors Resolution - The Division I Legislative Process.** The Legislative Council noted that the work of the presidential retreat working groups will have a significant impact on the legislative process. In particular, depending on the ultimate result of the work of the working groups, the Legislative Council's recommendation regarding two overlapping two-year legislative cycles could require further review or prove unnecessary. Therefore, the Legislative Council will revisit the subject after the work unrelated to the presidential retreat has been completed.

Council Chair: *Carolyn Campbell-McGovern, Ivy League*
Council Liaisons: *Lynn Holzmann, Academic and Membership Affairs*
Steve Mallonee, Academic and Membership Affairs
Binh Nguyen, Academic and Membership Affairs
Leeland Zeller, Academic and Membership Affairs

**EXCERPTS FROM THE REPORT OF THE
NCAA DIVISION I RECRUITING AND ATHLETICS PERSONNEL ISSUES CABINET
SEPTEMBER 13-14, 2011, MEETING**

INFORMATIONAL ITEMS:

1. Nonlegislative.

a. **Consideration of Proposals Related to Limitations on the Number of Noncoaching Staff Members.** The cabinet continued its discussion related to a request from the Legislative Council to explore potential revisions or alternatives to pending proposals which would establish limits on noncoaching staff with responsibilities related to football and basketball. Specifically, the cabinet discussed whether the pending proposals appropriately address competitive equity and financial resource issues and concerns related to monitoring and enforcement. The cabinet noted that restricting the activities of noncoaching staff members (e.g., attending practice) has the potential for unintended consequences, such as eliminating a noncoaching staff member's access to the coaching staff for administrative or student-athlete well-being purposes. In addition, such restrictions may limit a staff member's ability to gain professional development.

b. **Priority Item - Football Recruiting Issues.** The cabinet continued its review of issues related to the current football recruiting environment. The cabinet noted ongoing concerns regarding (1) the involvement of scholastic and nonscholastic third-party individuals in the recruiting process; (2) 7-on-7 events being hosted at institutional facilities; (3) permitting unofficial visits in conjunction with "tours" made by "7-on-7" club programs; and (4) hiring nonscholastic coaches as institutional campus.

c. **Revisions of Terms Associated with Recruiting Periods.** The cabinet continued its review of a request by the SEC to sponsor legislation related to the revision of terms associated with recruiting periods. The cabinet is supportive of the concept to redefine the current recruiting periods (i.e., contact, evaluation, quiet and dead), as off-campus, on-campus and dead, in an effort to clarify the types of activities that are permissible during each period. The cabinet noted that additional information and feedback is needed prior to sponsoring legislation to determine support or opposition as well as potential unintended consequences. The cabinet agreed to seek feedback from coaches associations of sports that are most likely to be affected by the concept. The cabinet will discuss this matter further as its February 2012 meeting.

d. **Men's Basketball Recruiting Model.** At the request of the NCAA Division I Leadership Council, the cabinet reviewed the council's preliminary draft of the men's basketball recruiting model. The cabinet noted that many of the recommendations in the areas of communication with prospective student-athletes, off-campus contacts, official visits and tryouts are similar to the concepts the cabinet reviewed in its examination of the recruiting model for all sports. In the area of communication with prospective student-athletes, the cabinet prefers to establish July 1 at the beginning of the prospective student-athlete's junior year in high school as the permissible start date for communication. The cabinet noted that the July 1 date would only eliminate one phone call in the month of June as currently proposed in the council's model and still provides an opportunity for coaches to communication with prospective student-athletes prior to their participation in summer certified events. Further, in the area of off-campus contacts, the cabinet is generally supportive of permitting contacts during a prospective student-athlete's junior year in high school. However, it recommends that the council consider establishing a separate number of permissible contacts that may occur in the junior year in addition to the three contacts that may occur in the senior year, as opposed to a maximum of three contacts combined during the junior and senior years. The cabinet believes that in order to effectively use the additional time permitted for contacts during the junior year, institutions should also be afforded additional contact opportunities.

Cabinet Chair: *Ian McCaw, Baylor University, Big 12 Conference*
Staff Liaisons: *Charnele Kemper, Academic and Membership Affairs*
Jennifer Roe, Academic and Membership Affairs
Jackie Thurnes, Enforcement Services
Leeland Zeller, Academic and Membership Affairs

REPORT OF THE NCAA DIVISION I STUDENT-ATHLETE ADVISORY COMMITTEE

The NCAA Division I Student-Athlete Advisory Committee (SAAC) submits the following report from its November 18-20, 2011, meeting.

KEY ITEMS.

1. **Legislative Proposals.** The committee reviewed and discussed select proposals in the current legislative cycle related to student-athlete well-being, including proposals dealing with recruiting, amateurism, eligibility and financial aid. The position of the Division I SAAC on the selected proposals is included as an attachment to this report (attachment).

2. **SAAC Identity Initiative**. The committee discussed general awareness and recognition of the SAAC throughout the membership, including perception of the committee's role and responsibilities. The committee considered initiatives designed to education the membership, student-athletes and the general public regarding its identity and work.

ACTION ITEMS.

1. **Legislative Items.**

   See attachment.

2. **Nonlegislative Items.**

   None.

INFORMATIONAL ITEMS.

1. **New members.** The committee welcomed three new members: William Brown, men's golf, Prairie View A&M University, Southwestern Athletic Conference; Maddie Salamone, women's lacrosse, Duke University, Atlantic Coast Conference; and Jacob Yowell, men's track and field, University of California, Irvine, Big West Conference.

2. **Guest speakers.** The committee welcomed several guest speakers from the NCAA staff to discuss issues involving student-athlete well-being:

a. Scott Bearby, associate general counsel and managing director of legal affairs, provided an update on litigation involving the association and discussed building awareness about the role of the SAAC.

b. Jackie Campbell, director of Division I, updated the committee on Division I governance issues, including recently adopted legislation regarding cost of attendance, financial aid and men's basketball.

c. Mark Emmert, NCAA President, provided an update on the Presidential Working Groups and emphasized the role of the student-athletes' voice in the process.

d. Tiandra Finch, NCAA intern, provided an overview of the NCAA student-athlete affairs department and discussed postgraduate scholarship and employment opportunities for student-athletes.

e. David Knopp, managing director of corporate and broadcast alliances, discussed the advertisement of impermissible nutritional supplements during NCAA events.

f. Kathleen McNeely, vice president of administration and chief financial officer, discussed the resource allocation working group and indicated that the group will reconsider its initial recommendations related to budget and resources, including reduction in regular season competitions, elimination of the non-championship segment and foreign travel as well as limits on non-coaching staff members.

g. Greg Shaheen, interim executive vice president of championships and alliances, spoke to the committee about the championships structure, efforts to improve aspects of all NCAA championships and ways to enhance the voice of the student-athlete in the process.

h. Jenn Strawley and Stephanie Castera, director and assistant director of academic and membership affairs, gave a presentation about new legislation adopted by the Board of Directors regarding initial-eligibility standards, two-year transfer requirements and the academic-progress rate.

i. Dana Thomas, assistant director of social media strategies, discussed how to manage social media and strategies for student-athletes to protect their online profiles.

j. Mary Wilfert, associate director of health and safety, updated the committee on the transgender student-athlete policy adopted by the association.

3. **Community Service.** The committee visited a local community center and worked with Samaritan's Feet to provide shoes to disadvantaged Indianapolis residents. The committee discussed the possibility of forming a partnership between Samaritan's Feet and the Division I SAAC, and will continue to engage in conversation with representatives from Samaritan's Feet about this opportunity.

4. **Cabinet and committee reports.** SAAC members who serve on Division I councils, cabinets and committees reviewed key items from reports of the most recent meetings they attended.

5. **Faculty Athletics Representative Symposium**. SAAC member Eugene Daniels updated the committee on the FAR Symposium, which included discussions related to recruiting issues, drug education and financial aid.

6. **2011 Student-Athlete Leadership Forum.** SAAC members Cassandra Lloyd, Alex Mendez and Logan Roberts provided the committee an overview of their experience at the 2011 Student-Athlete Leadership Forum, which took place November 3-6, 2011, in Chicago, Illinois.

7. **Joint SAAC.** The committee met jointly with the Division II and Division III SAACs for a professional development session and also received an update from John Williams, director of championships, regarding the communications structure developed to provide the SAACs with a voice in the championships and alliances department.

8. **Project Team updates.** The committee received updates from SAAC project teams, including the media team, the service team and the student-athlete voice team regarding their respective initiatives.

9. **Division I SAAC Award of Excellence.** The committee discussed the Division I SAAC Award of Excellence and determined that the honor will be awarded once a year rather than each semester.

10. **Attendance.** Attendance for the November meeting:

Conference	School	Name	Sport	Present
America East Conference	University of Maryland, Baltimore County	Curtis Schickner	Baseball	Yes
Atlantic 10 Conference	University of Rhode Island	Tristany Leikem	Women's tennis	Yes
Atlantic Coast Conference	Duke University	Maddie Salamone	Women's lacrosse	Yes
Atlantic Sun Conference	Stetson University	Carolyn Boyd	Softball	Yes
Big 12 Conference	Baylor University	Logan Roberts	Men's track and field	Yes
Big East Conference	University of South Florida	Alex Mendez	Baseball	Yes
Big South Conference	Winthrop University	Matthew Horn	Men's soccer	Yes
Big Sky Conference	University of Northern Colorado	Natasha Law	Women's volleyball	Yes
Big Ten Conference	University of Wisconsin, Madison	Lauren Cochlin	Women's soccer	Yes
Big West Conference	University of California, Irvine	Jacob Yowell	Men's track and field	Yes
Colonial Athletic Conference	Virginia Commonwealth University	Jessica Williams	Women's track and field	Yes
Conference USA	Southern Methodist University	Kelvin Beachum	Football	No
Horizon League	Wright State University	Cassandra Lloyd	Indoor track and field	Yes
Ivy Group	Cornell University	Ben Swinford	Baseball	Yes
Metro Atlantic Athletic Conference	Siena College	Kaitlyn Carew	Women's swimming	Yes

Mid-American Conference	Eastern Michigan University	Kaitlyn Vincek	Women's volleyball	Yes
Mid-Eastern Athletic Conference	North Carolina A&T State University	Carvell Copeland	Baseball	Yes
Missouri Valley Conference	Illinois State University	Scott Krapf	Men's track and field	Yes
Mountain West Conference	Colorado State University	Eugene Daniels	Football	Yes
Northeast Conference	Long Island University-Brooklyn	Nicholas Conklin	Men's soccer	Yes
Ohio Valley Conference	Jacksonville State University	Chelsea Pelletier	Women's soccer	Yes
Pacific -12 Conference	Oregon State University	Kevin McShane	Men's basketball	No
Patriot League	Lafayette College	Doug Prusoff	Lacrosse	No
Southeastern Conference	Mississippi State University	DJ Looney	Football	No
Southern Conference	Western Carolina University	Chris Everett	Football	No
Southland Conference	Northwestern State University	Yaser Elqutub	Football	No
Southwestern Athletic Conference	Prairie View A&M University	William Brown	Men's golf	Yes
The Summit League	Western Illinois University	Brooke Stittleburg	Women's volleyball	No
Sun Belt Conference	University of Arkansas, Little Rock	Rachael Maina	Women's soccer	Yes
West Coast Conference	St. Mary's College of California	Missy White	Women's volleyball	No
Western Athletic Conference	University of Hawaii	Jessica Stacy	Women's swimming	Yes

Others:				
Legislative Council	Stanford University	Beth Goode, Senior Woman Administrator/ Senior Associate Athletics Director	Pacific 12 Conference	Yes
Leadership Council	University of Miami (Ohio)	Susan Lipnickey, Faculty Athletic Representative	Mid-American Conference	Yes
Leadership Council	Southern Illinois University at Carbondale	Harold Bardo, Faculty Athletic Representative	Missouri Valley Conference	Yes

11. **Future meeting schedule.**

a. January 10-14, 2012, in conjunction with NCAA Convention, Indianapolis.

b. Spring 2012, teleconference.

c. July 19-22, 2012, Indianapolis.

d. Fall 2012, Legislative webinar.

Committee Chair: Scott Krapf, Illinois State University, Missouri Valley Conference
Committee Vice-Chair: Eugene Daniels, Colorado State University, Mountain West Conference
Staff Liaisons: Katie Willett, Student-Athlete Affairs
Kelly Groddy, Academic and Membership Affairs
Brandy Hataway, Academic and Membership Affairs
Tim Nevius, Enforcement

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I LEGISLATIVE COUNCIL MEETING OCTOBER 17-18, 2011

***INFORMATIONAL ITEMS*.**

1. **Update on Presidential Retreat Initiatives.** The NCAA Division I Legislative Council received an update from NCAA President Mark Emmert regarding the work of the NCAA Division I Committee on Academic Performance and the four working groups established as a result of discussions during the presidential retreat. In light of the continuing work of the working groups and the potential for significant changes to Division I legislation, the Legislative Council discussed broad concepts related to the legislative proposals in the 2011-12 cycle and offered feedback to the working groups in a variety of areas. The Legislative Council noted that, during its January meeting, it will likely table proposals that are related to the pending recommendations of the working groups.

2. **Legislative Actions.**

   a. **Legislation Recommended as Emergency or Noncontroversial; Modification of Wording; and Review of Previously Tabled Proposals.** The Legislative Council's actions related to legislation recommended as emergency or noncontroversial; a modification of wording; and previously tabled proposals are listed in Attachment A and voting results are in Attachment B.

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

4. **Official Interpretation.** Based on the Legislative Council's review of NCAA Proposal No. 2011-42, it issued the following interpretation:

   Departments Outside Athletics Hosting Nonathletics High School, Preparatory School or Two-Year College Personnel. The Legislative Council determined that an institutional department outside the athletics department (e.g., president's office, admissions) may host nonathletics high school, preparatory school or two-year college personnel (e.g., guidance counselors, principals) in conjunction with a home intercollegiate athletics event and may provide such individuals reasonable expenses (e.g., food, refreshments, parking, room) and a nominal gift, provided the visit is not related to athletics recruiting and there is no

involvement by the institution's athletics department in the arrangements for the visit, other than providing (in accordance with established policy) free admissions to an athletics event.

[References: NCAA Bylaws 13.8.1 (entertainment restrictions) and 13.8.2 (material benefits)]

5. **NCAA Division I Board of Directors Resolution – The Division I Legislative Process.** The Legislative Council noted that the work of the presidential retreat working groups will have a significant impact on the legislative process. In particular, depending on the ultimate result of the work of the working groups, the Legislative Council's recommendation regarding two overlapping two-year legislative cycles could require further review or prove unnecessary. Therefore, the Legislative Council will revisit the subject after the work related to the presidential retreat has been completed.

Council Chair: *Carolyn Campbell-McGovern, Ivy League*
Council Liaisons: *Lynn Holzman, Academic and Membership Affairs*
Steve Mallonee, Academic and Membership Affairs
Binh Nguyen, Academic and Membership Affairs
Leeland Zeller, Academic and Membership Affairs

3. Review of Previously Tabled Proposals.

NCAA Proposal Number	Title	Source	Effective Date	Intent	LGC Action
2010-58-C	ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL -- NATIONAL SERVICE ACADEMY EXCEPTION	Mountain West Conference	August 1, 2011; effective beginning with the summer 2012.	In men's basketball, to establish a summer academic preparation and college acclimatization model, as specified, including exceptions for national service academies.	No action. Proposal remains tabled, pending review of the men's basketball recruiting model by the NCAA Division I Board of Directors.

REPORT OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I LEADERSHIP COUNCIL JANUARY 12, 2012, MEETING

ACTION ITEM.

- **Men's Basketball Recruiting.** At the request of the NCAA Division I Board of Directors, the Leadership Council reviewed remaining issues related to the Division I men's basketball recruiting model regarding: (1) Involvement of coaches with enrolled men's basketball student-athletes during the summer months for weight training, conditioning and skill-related instruction; and (2) On-campus evaluations (OCE) of men's basketball prospective student-athletes.

  a. Summer Access to Enrolled Student-Athletes. The Leadership Council agreed to recommend that the NCAA Division I Board of Directors approve a summer access model that permits institutional staff members to conduct or supervise summer athletics activites in accordance with specified requirements (i.e., enrollment in summer school, opt-out academic benchmarks). [Note: See Attachment A for details of the new summer access model.]

  b. On-Campus Evaluations for Prospective Student-Athletes. The Leadership Council agreed to recommend that the Division I Board of Directors approve on-campus evaluations (OCE) for prospective student-athletes under specified conditions. [Note: See Attachment B for details of on-campus evaluations.]

INFORMATION ITEMS.

1. **Report of October 12, 2011, Leadership Council Meeting**. The Leadership Council approved the report of its October 12, 2011, meeting.

2. **NCAA President's Report.** President Emmert noted the need to address institutional integrity and shared responsibility, particularly in determining the appropriate role for decentralizing rules and for the nature of rules institutions should be held accountable. In this regard, President Emmert noted that at the request of the Transforming Intercollegiate Athletics Collegiate Model Rules and Enforcement Working Groups, he plans to create another working group to discuss institutional integrity and shared responsibility. In addition, in order to enhance the Association's communication efforts, new membership and external outreach initiatives are underway to educate and inform the Association's many audiences, establish bi-directional communications with the NCAA and to foster advocacy on the NCAA's behalf.

3. Update on Presidential Retreat Initiatives. The Leadership Council received an update regarding the work of the four Transforming Intercollegiate Athletics Working Groups.

a. Student-Athlete Well-Being Working Group. The group was reminded that Proposal Nos. 2011-96 – "Miscellaneous Expense Allowance" and 2011-97 – "Multi-year Grants in Aid" will be reconsidered by the Board of Directors at its next regularly scheduled meeting on January 14, 2012. The Leadership Council discussed the working group's proposed modifications to Proposal No. 2011-96 – "Miscellaneous Expense Allowance," which would modify the provisions for the $2,000 miscellaneous expense allowance and rescind the portion of the proposal that provided that all nonathletics financial aid will no longer count toward team limits. The working group also recommended that the Board of Directors reaffirm its original action to adopt Proposal No. 2011-97 – "Multi-year Grants in Aid," which would result in an online override vote by the Division I active member institutions and conferences. The Leadership Council noted the membership's concern with the effective dates of these proposals and the process by which they were developed.

b. Transforming Intercollegiate Athletics Resource Allocation Working Group. The group discussed the Board of Directors Consent Package of Action Items from the Resource Allocation Working Group. The Leadership Council expressed concern regarding several of the recommendations and suggested that a broader agenda be developed for future consideration.

c. Transforming Intercollegiate Athletics Collegiate Model -- Rules Working Group. The group was informed that guided by the October 2011 resolution endorsed by the Board of Directors, the Rules Working Group has continued its discussion regarding a new regulatory culture and review of specific principle-based outcomes and operational bylaws. The working group will request that the Board take the following actions at its January 14, 2012, meeting: (1) Support the general approach outlined for a new regulatory approach; (2) Endorse a moratorium on legislation for the 2012-13 legislative cycle (unless part of the presidential reform agenda); and (3) Support the creation of a new group to address issues of institutional integrity.

d. Transforming Intercollegiate Athletics Collegiate Model -- Enforcement Working Group. The group was informed that the Enforcement Working Group will update the Board on its work regarding a violation and penalty structure, as well as the enforcement process and concept of shared responsibility.

4. NCAA Division I Women's Basketball Issues Committee Request. The Leadership Council reviewed a request from the Division I Women's Basketball Issues Committee that the Council conduct a comprehensive review of the women's basketball recruiting model,

much like the rececntly completed review of the men's basketball recruiting model. The Council agreed to conduct such a review.

5. **Update from Leadership Council's Agent Subcommittee.** Rachel Newman, NCAA managing director of enforcement, updated the Council regarding:

   a. The status of the work of the Leadership Council Agent Subcommittee and how that aligns with the work of the Bylaw 12 subgroup of the Transforming Intercollegiate Athletics Collegiate Model Rules Working Group;

   b. The Uniform Athlete Agent Act (UAAA) Summit conducted in Washingon, D.C. on November 17, 2011, and

   c. The formation of an NCAA Football Focus Group within the NCAA enforcement group.

6. **Criteria for Conference Membership in Division I Governance/Championships Structure.** The Leadership Council received a presentation from several representatives of the Great West Conference regarding a possible waiver of NCAA Bylaws 20.02.5.1 and 20.02.5.4 so that the Great West Conference would immediately be recognized as an active Division I multi-sport conference. The Leadership Council requested that staff provide more detailed information regarding the Great West Conference and the chronology of its efforts to meet the requirements to become an active Division I multi-sport conference for the Council's review at its April 12, 2012, meeting.

7. **Men's Basketball Competition Committee Sportmanship Initiative.** Byron Hatch, NCAA director of championships alliances, informed the Leadership Council of the Men's College Basketball Officiating, LLC (MCBO) Competition Committee's plan to address on-court sportsmanship and behavior of coaches, players and officials in an effort to elevate the image of the sport and positively impact the game environment. The Council applauded the committee's efforts and expressed its support for the plan.

8. **Report from the Division I Student-Athlete Advisory Committee (SAAC).** Scott Krapf, chair of the Division I SAAC, presented a report of the committee's priorities for the upcoming year. As this was the final meeting Scott Krapf would attend as chair of the Division I SAAC, the Leadership Council thanked him for his service and wished him well with his future endeavors.

9. Future Meetings.

a. April 12, 2012, Indianapolis, Indiana.

b. October 2012, TBD, Indianapolis, Indiana.

Leadership Council chair: Mike Alden, University of Missouri
Staff Liaisons: S. David Berst, Division I governance
Jacqueline Campbell, Division I governance
Kevin Lennon, academic and membership affairs

Division I Leadership Council January 12, 2012, Meeting	
ATTENDEES	**ABSENTEES**
Mike Alden, University of Missouri, Big 12 Conference	Clyde McCoy, University of Miami, Atlantic Coast Conference
Lindsey Babcock, Atlantic Coast Conference (alternate)	
Sandy Barbour, University of California, Pacific-12 Conference	
Harold Bardo, Southern Illinois University, Carbondale, Missouri Valley Conference	
Mike Bitter, Stetson University, Atlantic Sun Conference	
Dave Blank, Elon University, Southern Conference	
McKinley Boston, Jr., New Mexico State University, Western Athletic Conference	
Peg Bradley-Doppes, University of Denver, Sun Belt Conference	
Morgan J. Burke, Purdue University, Big Ten Conference	
Janet Cone, University of North Carolina, Asheville, Big South Conference	
Joan Cronan, University of Tennessee, Southeastern Conference	
Beth Debauche, Ohio Valley Conference	

Peter Fields, Montana State University-Bozeman, Big Sky Conference	
Chet Gladchuk, United States Naval Academy, Patriot League	
Robin Harris, Ivy League	
Jack Hayes, Hofstra University, Colonial Athletic Association	
Amy Huchthausen, America East Conference	
R.C. Johnson, University of Memphis, Conference USA	
Lisa Kelleher, University of Nevada, Las Vegas, Mountain West Conference	
Scott Krapf, Division I Student-Athlete Advisory Committee	
Myndee Kay Larsen, Summit League	
Jonathan LeCrone, Horizon League	
Susan Cross Lipnickey, Miami University, Mid-American Conference	
Janet Lucas, University of California, Riverside, Big West Conference	
John Marinatto, Big East Conference	
John McCutcheon, University of Massachusetts, Atlantic 10 Conference	
Noreen Morris, Northeast Conference	
Derrick Ramsey, Coppin State University, Mid-Eastern Athletic Conference	
John Ritschdorff, Marist College, Metro Atlantic Athletic Conference	
Duer Sharp, Southwesterm Athletic Conference	
Ky Snyder, University of San Diego, West Coast Conference	
Bobby Williams, Sam Houston State University, Southland Conference	
NCAA staff liaisons in attendance: David Berst, Jacqueline Campbell, Kevin Lennon	
Other Guests in attendance: Eugene Daniels, vice-chair of the Division I SAAC; Jim Haney, executive director, National Association of Basketball Coaches (NABC); Matthew Holland, president, Utah Valley University; Jim Hollis, chair of the NCAA Division I Amateurism	

Cabinet; Michael Jacobson, director of athletics, Utah Valley University; Robert Nelsen, president, University of Texas, Pan American, and Alexis Schug, associate athletic director, New Jersey Institute of Technology.
Other NCAA staff members who were in attendance for portions of the meeting: Scott Bearby, Mark Emmert, Byron Hatch, Lynn Holzman, Michelle Hosick, Greg Johnson, Kevin Lennon, Steve Mallonee, Jarrett Newby, Rachel Newman, Chad Radford, Donald Remy, Wallace Renfro, Stacey Osoburn, Robert Vowels, Bob Williams, Monica Woods and Chuck Wynne.

Summer Access to Men's Basketball Student-Athletes

	Incoming Freshman, and Two-Year and Four-Year College Transfers	**Student-Athletes Following Completion of the First Year of Collegiate Enrollment**	**Student-Athletes Following Completion of the Second Year of Collegiate Enrollment**	**Student-Athletes Following Completion of the Third Year of Collegiate Enrollment**
Requirements for Summer Access to Student-Athletes	Must be enrolled in summer school. *For incoming freshmen at national service academies participating in basic training programs, enrollment in summer school would not be necessary.	Must be enrolled in summer school, **OR** If not enrolled in summer school, must present a 2.2 grade point average (GPA) and have successfully completed 30 semester/45 quarter credit hours.	Must be enrolled in summer school, **OR** If not enrolled in summer school, must present a 2.2 GPA and shall have completed successfully at least 50 percent of the course requirements in the student's specific degree program.	Must be enrolled in summer school, **OR** If not enrolled in summer school, must present a 2.2 GPA and shall have completed successfully at least 75 percent of the course requirements in the student's specific degree program.
Summer Access = Eight hours per week of weight training, conditioning and skill instruction (two-hour limit on skill instruction) for a maximum of eight weeks. Summer access may occur only when student-athlete is enrolled in summer school (e.g., six-week summer school session would permit participation in athletics activities for only six weeks), unless student-athlete meets the specified opt-out academic benchmarks.				
Effective Date: Immediate.				

On-Campus Evaluations (OCE) -- Men's Basketball Prospective Student-Athletes
Effective Date: Immediate

Who may Participate	The OCE shall involve only high school seniors and two-year college prospects who have exhausted eligibility or four-year transfer student-athletes.
When	• The OCE shall not be conducted prior to the conclusion of the prospect's season and may be conducted no later than the opening day of the institution's fall term. • The OCE shall be conducted during a prospect's official or unofficial visit.
Details of OCE	• The OCE may be no longer than two hours in duration and may involve the institution's enrolled student-athletes. The OCE must be included in the institution's 20-hours of countable athletically related activities if it occurs during the institution's playing season or during the institution's two hour of skill instruction (as part of the eight hours per week) if conducted outside the playing season. • Current prohibitions regarding activities for enrolled student-athletes one week prior to final exams would remain applicable.
How Many	• An institution may provide only one OCE per prospect. • The rules governing OCEs apply separately to the time period in which a prospect completes high school eligibility and to the time period after the prospect enrolls in a collegiate institution.
Health and Safety Issues	Additional regulations related to the health and safety of the OCE participants (e.g., medical examinations) that currently exist in the Division II tryout model also will apply.

NCAA Division I Legislative Council
Actions, Preliminary Positions, Points to Consider and Comments Related to
2011-12 Legislative Cycle Proposals Sponsored by the Division I Academic Cabinet

Proposal Number	Title	Intent	Actions/Preliminary Positions/Points to Consider/Comments
Proposal No. 2011-44	RECRUITING -- LETTER-OF-INTENT PROGRAMS, FINANCIAL AID AGREEMENTS -- SUBMISSION OF TRANSCRIPT TO ELIGIBILITY CENTER BEFORE SIGNING	To specify that an institution shall not permit a high school prospective student-athlete (other than a prospective student-athlete who attends a secondary school in a foreign country) to sign a National Letter of Intent or an institution's written offer of athletically related financial aid until the NCAA Eligibility Center has received an official high school transcript for each high school the prospective student-athlete has attended through his or her sixth semester (or equivalent) of enrollment.	No position. • Noted the proposal will assist in identifying academic issues earlier and also may result in an increase in early academic certifications. • Expressed concern regarding the administrative burden placed on institutions to ensure that prospective student-athletes submit timely transcripts.
Proposal No. 2011-65	ELIGIBILITY -- TWO-YEAR COLLEGE TRANSFERS -- YEAR OF ACADEMIC READINESS AT TWO-YEAR COLLEGE	To establish a year of academic readiness for two-year college transfers, as specified.	Preliminary opposition. • Expressed concern regarding logistical issues in the tracking/monitoring the application of the legislation. • Noted that the proposed increase in two-year college transfer regulations may be sufficient to address concerns regarding lack of academic preparedness on transfer to a four year institution.

Proposal Number	Title	Intent	Actions/Preliminary Positions/Points to Consider/Comments
Proposal No. 2011-69	ELIGIBILITY -- TRANSFER REGULATIONS -- 2-4 AND 4-2-4 COLLEGE TRANSFERS	To revise the two-year college and 4-2-4 college transfer requirements, as specified.	Noted that Board of Directors is expected to take action on the proposal at its October meeting.
Proposal No. 2011-70	ELIGIBILITY AND COMMITTEES -- 2-4 AND 4-2-4 TRANSFERS -- WAIVERS -- PROGRESS-TOWARD-DEGREE WAIVERS COMMITTEE	To increase, from eight to 14, the number of members of the NCAA Division I Progress-Toward-Degree Waivers Committee; further, to specify that the duties of the Progress-Toward-Degree Waivers Committee shall include oversight of the process for reviewing requests for waivers of the 2-4 and 4-2-4 transfer requirements.	Noted that Board of Directors is expected to take action on the proposal at its October meeting.

NCAA Division I Legislative Council
Actions, Preliminary Positions, Points to Consider and Comments Related to
2011-12 Legislative Cycle Proposals Reviewed by the Division I Academic Cabinet

Proposal Number	Title	Intent	Actions/Preliminary Positions/Points to Consider/Comments
Proposal No. 2011-26	AMATEURISM, RECRUITING, ELIGIBILITY AND AWARDS, BENEFITS AND EXPENSES -- WORLD UNIVERSITY CHAMPIONSHIPS	To include the World University Championships in all bylaws that apply to the World University Games.	Preliminary support.
Proposal No. 2011-63	ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- GRADUATE STUDENT/POSTBACCALAUREATE PARTICIPATION -- POSTSEASON EVENT FOLLOWING LAST TERM OF ELIGIBILITY	To specify that a student-athlete who is eligible during the term in which degree work is completed (or is eligible as a graduate) remains eligible for any postseason event that begins within 60 days after the end of the term in which the student completes the requirements for the degree (or graduate eligibility).	Preliminary support.

Proposal Number	Title	Intent	Actions/Preliminary Positions/Points to Consider/Comments
Proposal No. 2011-64	ELIGIBILITY -- SEASONS OF COMPETITION: FIVE-YEAR RULE -- FIVE SEASONS OF ELIGIBILITY -- FOOTBALL	In football, to specify that a student-athlete shall not engage in more than five seasons of intercollegiate competition and may only engage in a fifth season at an institution at which the student-athlete previously used a season of competition.	FCS- Preliminary opposition. • Expressed concerns regarding the requisite increase in financial aid to cover the five seasons of competition and the potential impact on timely graduation. • Noted the additional year applies only to football and not other sports. FBS- Preliminary opposition.
Proposal No. 2011-66	ELIGIBILITY -- SEASONS OF COMPETITION -- MINIMUM AMOUNT OF COMPETITION -- EXCEPTION -- NONCHAMPIONSHIP SEGMENT COMPETITION -- SOFTBALL	In softball, to permit a student-athlete to compete in an institution's non-championship segment without using a season of competition, as specified.	• Preliminary recommendation to table in January pending the recommendations of the presidential retreat collegiate model working groups. • Expressed support to permit student-athletes to engage in limited competition during the non-championship segment without using a season of competition if the Resource Allocation Working Group agrees to support some competition opportunities for student-athletes during the non-championship segment.
Proposal No. 2011-67	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ADVANCED PLACEMENT -- INTERNATIONAL CERTIFICATION	To specify that for purposes of fulfilling the advanced placement requirements for initial eligibility, "similar proficiency examination," must be an advanced or higher level, nationally administered proficiency exam with a uniform grading scale that is taken after high school graduation; further, to specify that an institution shall use the NCAA Eligibility Center to determine the initial eligibility of an international student-athlete pursuant to the advanced placement criteria.	Preliminary support.

Proposal Number	Title	Intent	Actions/Preliminary Positions/Points to Consider/Comments
Proposal No. 2011-68	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT-HOUR REQUIREMENTS -- ADDITIONAL REQUIREMENTS -- FOOTBALL -- EXCEPTION -- TEAM ACADEMIC PROGRESS RATE	In football, to specify that a student-athlete shall not be subject to the eligibility penalty for failure to 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, provided the institution's Academic Progress Rate for football is 965 or higher as of the first day of classes of the fall term in which the penalty would otherwise apply.	FCS- Preliminary opposition. FBS- Preliminary opposition.
Proposal No. 2011-71	ELIGIBILITY -- TRANSFER REGULATIONS -- FOUR-YEAR COLLEGE TRANSFERS -- ONE-TIME TRANSFER EXCEPTION -- WOMEN'S ICE HOCKEY	To specify that the one-time transfer exception to the four-year transfer residence requirement shall not be applicable to student-athletes in women's ice hockey.	No position. Noted that intra-conference transfer rules may sufficiently address the issue.
Proposal No. 2011-72	ELIGIBILITY -- OUTSIDE COMPETITION -- EXCEPTION -- USA FENCING NATIONAL CHAMPIONSHIPS	In fencing, to specify that a student-athlete may compete during the academic year as a member of a USA Fencing member club team at the USA Fencing National Championships.	Preliminary support.

Proposal Number	Title	Intent	Actions/Preliminary Positions/Points to Consider/Comments
Proposal No. 2011-74	FINANCIAL AID -- SUMMER FINANCIAL AID -- ENROLLED STUDENT-ATHLETES -- PROPORTIONALITY RESTRICTION -- EXHAUSTED ELIGIBILITY EXCEPTION	To specify that the summer aid proportionality restriction shall not apply to a student-athlete who has exhausted his or her eligibility and is enrolled in course work acceptable toward his or her degree requirements.	Preliminary support.
Proposal No. 2011-81	AWARDS, BENEFITS AND EXPENSES -- OTHER TRAVEL EXPENSES PROVIDED BY THE INSTITUTION -- CONFERENCE-SPONSORED LIFE SKILLS PROGRAM	To permit an institution or conference to pay actual and necessary expenses for a student-athlete to attend a conference-sponsored life skills program (e.g., leadership, personal development, conflict resolution).	Preliminary support.

Recent Interpretations of Interest to the NCAA Division I Academic Cabinet

Title: Credits Earned from another Institution during an Interim Term – Football (I)

Date Issued: December 21, 2011

Date Published: December 21, 2011

Type: Staff Interpretation

Item Ref: d

The academic and membership affairs staff confirmed that credits taken at another institution during the regular academic year in an interim term (e.g., J-term, mini-term) completed before the beginning of the following term (spring semester or winter quarter) may not be used to satisfy the six-hour requirement or the nine-semester/eight-quarter hour requirement. However, these credits may be used to satisfy the 27/40-hour requirement, 18/27-hour and the percentage-toward degree requirements, provided the credits are acceptable for degree-credit at the certifying institution.

[References: NCAA Division I Bylaws 14.4.3.1 (fulfillment of credit-hour requirements), 14.4.3.1.6 (additional requirements -- football), 14.4.3.1.6.1 (regaining eligibility for two contests), 14.4.3.1.6.2 (regaining full eligibility -- one-time exception), 14.4.3.4.7 (credit from other institutions), and an official interpretation (12/20/06, Item No. 1)

Title: 4-4 Transfer -- Fulfillment of Nonqualifier Residency Requirement for Practice and Financial Aid (I)

Date Issued: November 9, 2011

Date Published: November 21, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff determined that a nonqualifier who attends two four-year institutions during his or her first year of enrollment (e.g., one semester at each, one quarter at one and two quarters at the other) may combine the terms of enrollment at the two institutions to fulfill the one-year residence requirement for practice and athletically related financial aid.

[References: NCAA Division I Bylaws 14.02.13.1 (academic year of residence), 14.3.4 (residence requirement -- nonqualifier), 14.5.5 (four-year college transfers), 14.5.5.1.2 (attendance for less than one academic year) and a staff interpretation (03/31/11, Item No. a)]

Title: Incomplete Grades and Fulfillment of Credit-Hour Requirements (I)

Date Issued: August 10, 2011

Date Published: November 7, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff determined that when applying credit-hour requirements, a course taken during the summer but completed during the academic year must be counted during the summer and not during the academic year.

[References: NCAA Division I Bylaws 14.4.3.1 (fulfillment of credit-hour requirements), 14.4.3.1.4 (application of rule), 14.4.3.1.6 (additional requirements -- football), 14.4.3.4.5 (incomplete grades) and a staff interpretation (2/28/96, Item No. a), which has been archived]

Title: Application of Progress-Toward-Degree Requirements for Two Majors in the Same Degree Program (I)

Date Issued: August 10, 2011

Date Published: August 29, 2011

Type: Staff Interpretation

Item Ref: b

The academic and membership affairs staff determined that when certifying progress-toward-degree requirements for a student-athlete who has declared two majors within the same degree program an institution may, but is not required to, include course requirements applicable to both majors for purposes of calculating percentage of degree (i.e., increase the number of credit hours in the denominator), provided the student-athlete would be permitted to graduate without

completing both majors (i.e., upon completion of one major or the other). Further, if an institution chooses to include only the requirements necessary to graduate with one of the majors in the percentage-of-degree calculation, then the institution must count only credits applicable to that major when determining fulfillment of the credit-hour requirements. Finally, if an institution includes course requirements applicable to both majors when calculating percentage of degree (i.e., increases the number of credit hours in the denominator), then credits earned toward either major may be used to meet credit-hour requirements.

[References: NCAA Division I Bylaws 14.4.3.1 (fulfillment of credit-hour requirements), 14.4.3.1.7 (hours earned or accepted for degree credit), and 14.4.3.2 (fulfillment of percentage of degree requirements); and staff interpretations (2/3/95, Item No. a), which has been archived, and (11/10/89, Ref No. e)]

Title: Calculation of the Temporary Certification Period (I)

Date Issued: August 3, 2011

Date Published: August 24, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff confirmed that the temporary certification period begins with a student-athlete's participation in any countable athletically related activity and shall be counted as consecutive days.

[References: NCAA Division I Bylaws 12.1.1.1.3.1 (temporary certification); 14.3.5.1.1 (temporary certification, recruited student-athlete); 14.3.5.1.2 (temporary certification, nonrecruited student-athlete); 14.5.4.5.6.1 (temporary certification, recruited two-year college transfer); 14.5.4.5.6.2 (temporary certification, nonrecruited two-year college transfer); 17.02.1 (countable athletically related activities), and 17.1.6.2 (weekly hour limitations -- outside of playing season); and a staff interpretation (10/21/94, Item No. b), which has been archived]

Title: No Time Limitation for High School Graduation (I)

Date Issued: August 10, 2011

Date Published: August 18, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff confirmed there is no time limitation for high school graduation.

[References: NCAA Division I Bylaws 14.3.1 (eligibility for financial aid, practice and competition), 14.3.1.2.1 (core-curriculum time limitation) 14.3.5.2 (high school graduate); and an official interpretation (2/11/04, Item No. 1), which has been archived]

Title: Nonqualifiers Participating in Promotional Activities (I)

Date Issued: November 18, 2011

Date Published: January 6, 2012

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff determined that a nonqualifier may participate in a promotional activity during his or her first academic year in residence provided the activity does not involve a countable athletically related activity.

[References: NCAA Division I Bylaws 12.5.1.1 (institutional, charitable, education or nonprofit promotions); 14.3.2.1 (nonqualifier); 14.3.2.1.1 (eligibility for aid, practice and competition); 14.3.4 (residence requirement); 16.10.1.7 (charitable, educational or nonprofit activities); staff determination [Reference: 11/08/11, Item No. 1]; and staff interpretation [Reference: 01/03/89, Item No. g] which has been archived]

Title: Credits Earned from Another Institution During an Interim Term – Football (I)

Date Issued: December 21, 2011

Date Published: December 21, 2011

Type: Staff Interpretation

Item Ref: d

The academic and membership affairs staff confirmed that credits taken at another institution during the regular academic year in an interim term (e.g., J-term, mini-term) completed before the beginning of the following term (spring semester or winter quarter) may not be used to satisfy the six-hour requirement or the nine-semester/eight-quarter hour requirement. However, these credits may be used to satisfy the 27/40-hour requirement, 18/27-hour and the percentage-toward degree requirements, provided the credits are acceptable for degree-credit at the certifying institution.

[References: NCAA Division I Bylaws 14.4.3.1 (fulfillment of credit-hour requirements), 14.4.3.1.6 (additional requirements -- football), 14.4.3.1.6.1 (regaining eligibility for two contests), 14.4.3.1.6.2 (regaining full eligibility -- one-time exception), 14.4.3.4.7 (credit from other institutions), and an official interpretation (12/20/06, Item No. 1)

Title: 4-4 Transfer -- Fulfillment of Nonqualifier Residency Requirement for Practice and Financial Aid (I)

Date Issued: November 9, 2011

Date Published: November 21, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff determined that a nonqualifier who attends two four-year institutions during his or her first year of enrollment (e.g., one semester at each, one quarter at one and two quarters at the other) may combine the terms of enrollment at the two institutions to fulfill the one-year residence requirement for practice and athletically related financial aid.

[References: NCAA Division I Bylaws 14.02.13.1 (academic year of residence), 14.3.4 (residence requirement -- nonqualifier), 14.5.5 (four-year college transfers), 14.5.5.1.2 (attendance for less than one academic year) and a staff interpretation (03/31/11, Item No. a)]

Title: Incomplete Grades and Fulfillment of Credit-Hour Requirements (I)

Date Issued: August 10, 2011

Date Published: November 7, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff determined that when applying credit-hour requirements, a course taken during the summer but completed during the academic year must be counted during the summer and not during the academic year.

[References: NCAA Division I Bylaws 14.4.3.1 (fulfillment of credit-hour requirements), 14.4.3.1.4 (application of rule), 14.4.3.1.6 (additional requirements -- football), 14.4.3.4.5 (incomplete grades) and a staff interpretation (2/28/96, Item No. a), which has been archived]

Title: Application of Progress-Toward-Degree Requirements for Two Majors in the Same Degree Program (I)

Date Issued: August 10, 2011

Date Published: August 29, 2011

Type: Staff Interpretation

Item Ref: b

The academic and membership affairs staff determined that when certifying progress-toward-degree requirements for a student-athlete who has declared two majors within the same degree program an institution may, but is not required to, include course requirements applicable to both majors for purposes of calculating percentage of degree (i.e., increase the number of credit hours in the denominator), provided the student-athlete would be permitted to graduate without completing both majors (i.e., upon completion of one major or the other). Further, if an institution chooses to include only the requirements necessary to graduate with one of the majors in the percentage-of-degree calculation, then the institution must count only credits applicable to that major when determining fulfillment of the credit-hour requirements. Finally, if an institution includes course requirements applicable to both majors when calculating percentage of degree (i.e., increases the number of credit hours in the denominator), then credits earned toward either major may be used to meet credit-hour requirements.

[References: NCAA Division I Bylaws 14.4.3.1 (fulfillment of credit-hour requirements), 14.4.3.1.7 (hours earned or accepted for degree credit), and 14.4.3.2 (fulfillment of percentage of

degree requirements); and staff interpretations (2/3/95, Item No. a), which has been archived, and (11/10/89, Ref No. e)]

Title: Calculation of the Temporary Certification Period (I)

Date Issued: August 3, 2011

Date Published: August 24, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff confirmed that the temporary certification period begins with a student-athlete's participation in any countable athletically related activity and shall be counted as consecutive days.

[References: NCAA Division I Bylaws 12.1.1.1.3.1 (temporary certification); 14.3.5.1.1 (temporary certification, recruited student-athlete); 14.3.5.1.2 (temporary certification, nonrecruited student-athlete); 14.5.4.5.6.1 (temporary certification, recruited two-year college transfer); 14.5.4.5.6.2 (temporary certification, nonrecruited two-year college transfer); 17.02.1 (countable athletically related activities), and 17.1.6.2 (weekly hour limitations -- outside of playing season); and a staff interpretation (10/21/94, Item No. b), which has been archived]

Title: No Time Limitation for High School Graduation (I)

Date Issued: August 10, 2011

Date Published: August 18, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff confirmed there is no time limitation for high school graduation.

[References: NCAA Division I Bylaws 14.3.1 (eligibility for financial aid, practice and competition), 14.3.1.2.1 (core-curriculum time limitation) 14.3.5.2 (high school graduate); and an official interpretation (2/11/04, Item No. 1), which has been archived]

NCAA Research

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

NCAA Research Staff

October 2011

NCAA Research

Executive Summary

NCAA Research

Federal Graduation Rate (FGR) vs. Graduation Success Rate (GSR)

- FGR assesses only first-time full-time freshmen in a given cohort and only counts them as academic successes if they graduate from their institution of initial enrollment within a six-year period. It makes no accommodation for transfers into or out of an institution. The rate is very limited because it ignores the large number of transfer students in higher education, but it is still the only rate that allows a direct comparison between student-athletes and the general student body.
- GSR begins with the federal cohort, and adds transfer students, mid-year enrollees, and non-scholarship students (in specified cases) to the sample. Student-athletes who leave an institution while in good academic standing before exhausting athletics eligibility are removed from the cohort of their initial institution. This rate provides a more complete and accurate look at actual student-athlete success by taking into account the full variety of participants in Division I athletics and tracking their academic outcomes.

NCAA Research

Comparison of Graduation-Success Rates and Federal Graduation-Rate Cohorts

(2001-2004 Entering Classes)

	Federal Rate	GSR
Enrolled (Under Federal Definition)	76,536	76,536
Enrolled as Frosh in January	0	2,190
Two-Year College Transfers	0	9,278
Four-Year College Transfers	0	7,927
Non-Scholarship Athletes (Only at Schools Not Offering Aid)	0	8,882
Total Enrolled	76,536	**104,813 (+36.9%)**
Allowable Exclusions (Death, Military, Church Mission, etc.)	261	357
Left Eligible	0	19,339
Total Denominator	**76,275**	**85,117 (+11.6%)**

NCAA Research

Summary of GSR Trends Between 2003 and 2004 Cohorts

- There were larger than normal GSR increases from 2003 to 2004 in many subgroups. While a small portion of these increases are attributable to the inclusion of Ivy League schools for the first time, a large portion of the increases were real changes in graduation rates. The timing of these increases is coincident with changes in IE, PTD and the establishment of APR.
- Overall, the GSR for the 2004 cohort was at 82 percent - three percentage points higher than any previous cohort.
- Rates for male student-athletes increased by five percentage points in the most recent year, while those for females were up by two percentage points.
- The GSR for African-American student-athletes increased by four percentage points, while that for white student-athletes was up three percentage points in the past year.

NCAA Research

Summary of GSR Trends Between 2003 and 2004 Cohorts

- There were some specific sub-group differences worth noting:
  - The GSR for baseball increased by almost eight percent in one year. The academic reforms in that sport (e.g. scholarship limits, eligibility changes) appear to have had a significant, positive impact on GSR.
  - The GSR for men's basketball increased two percentage points to 68 percent, the highest rate recorded in that sport. African-Americans in the sport increased by a percentage point to 61 percent.
  - In the sport of football in the Football Bowl Subdivision (FBS), the overall rate stayed constant at 69 percent. In the Football Championship Subdivision (FCS), the overall rate increased by seven percentage points to 72 percent. The inclusion of Ivy League schools had a significant effect on the latter change.
  - Several other men's sport groups showed large increases including cross country/track, ice hockey, soccer and tennis.

NCAA Research

Comparison of Graduation-Success Rates from Entering Classes of 2003 and 2004

Single-Year Trends For Select Groups of Student-Athletes

Student-Athlete Group	2003 GSR	2004 GSR
Overall	79%	82%
White	84%	87%
African-American	64%	68%
White Males	78%	83%
African-American Males	59%	62%
White Females	90%	92%
African-American Females	76%	80%

NCAA Research

Comparison of Graduation-Success Rates from Entering Classes of 2003 and 2004

Ten-Year Trends For Select Sport Groups

Student-Athlete Group	2003 GSR	2004 GSR
Men's Basketball	66%	68%
White Men's Basketball	82%	84%
African-American Men's Basketball	60%	61%
Football (FBS)	69%	69%
White Football (FBS)	82%	81%
African-American Football (FBS)	61%	61%
Women's Basketball	85%	86%
White Women's Basketball	90%	93%
African-American Women's Basketball	79%	80%

NCAA Research

Summary of Federal Graduation-Rate Differences Between Student-Athletes and Student Body 2004 Cohort

- Overall, student-athletes in the entering class of 2004 at Division I institutions equaled their highest rate in history – 65 percent. That is two percentage points higher than the general student body at Division I institutions.
- When looked at by subgroups based on gender and ethnicity, only rates for white males student-athletes are below the corresponding rates for white males within the student body (by one point). Of note:
  - African-American male student-athletes graduate at a 12 percentage point higher rate than African-American males in the student body (50 percent to 38 percent).
  - African-American female student-athletes outpace their student body counterparts by 20 percentage points (66 percent to 46 percent).
- In the sports of men's basketball and FBS football, the overall rates lag behind the rates of males in the student body. However, the rates for the African-Americans in those sports are higher than African-American males in the student body (by three points in basketball and four points in FBS football).

NCAA Research

Comparison of Federal Graduation Rates Between Student-Athletes and Student Body For Select Groups in 2004 Entering Class

Student-Athlete Group	Student-Athlete Graduation Rate	Student Body Graduation Rate
Overall	65%	63%
White	68%	66%
African-American	55%	44%
White Males	62%	63%
African-American Males	50%	38%
White Females	74%	68%
African-American Females	66%	46%

NCAA Research

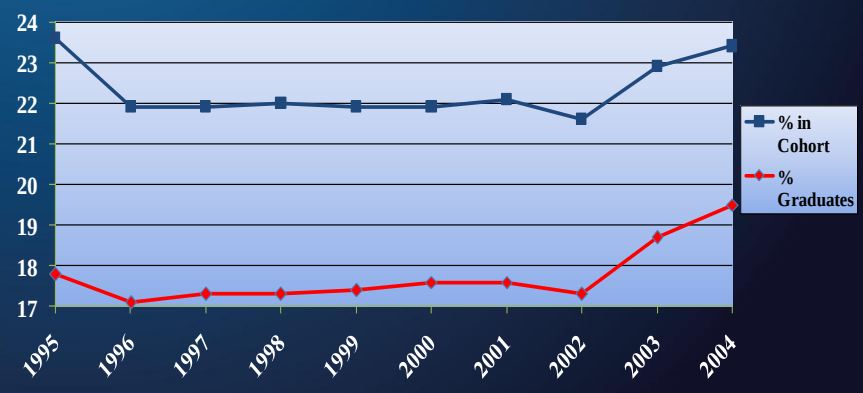
Access and Success of African-American Student-Athletes - Outcomes

- Changes in initial-eligibility standards that were implemented in 2003 were designed to be more inclusive of minority and low-income student-athletes, while maximizing the graduation rates of all student-athletes. In other words, the initial-eligibility rules were modified to shift emphasis to a student's grades in 16 core academic courses and provide a more efficient evaluation of a student-athlete's likely success in college. By 2004, we see approximately 400 more African-American student-athletes in the cohort, and approximately 400 more African-American graduates when compared to the years before the changes.

- There have been significant gains in the graduation rates of African-American student-athletes in the high profile sports of FBS football (five percentage point increase) and men's basketball (four percentage point increase) since 2002. Overall, African-American GSRs are up five percentage since these changes were implemented.

NCAA Research

Proportion of African-American Student-Athletes Among GSR Cohort and GSR Graduates 1995-2004



Four-Class Graduation-Success Rates (GSR)

Average GSRs for Division I Student-Athletes in 2000-03 Cohorts vs. 2001-04 Cohorts

	2000-03 Cohorts	2001-04 Cohorts
Division I Overall	79%	80%
Division I Men	72%	73%
Division I Women	87%	88%
Division I Football Bowl Subdivision	80%	80%
Division I Football Championship Subdivision	76%	78%
Division I (No Football)	81%	82%

NCAA Research

Graduation-Success Rates for Division I Men's Sports

Four-Class Averages for 2000-03 Cohorts vs. 2001-04 Cohorts

SPORT	Four-Class Average 2000-03 Cohorts	Four-Class Average 2001-04 Cohorts
Baseball	70%	72%
Basketball	65%	66%
Cross Country/Track	74%	76%
Fencing	84%	86%
Football (FBS)	67%	67%
Football (FCS)	64%	66%
Golf	81%	81%
Gymnastics	87%	88%
Ice Hockey	79%	82%
Lacrosse	88%	88%
Rifle	75%	79%
Skiing	82%	88%
Soccer	77%	79%
Swimming	85%	85%
Tennis	84%	86%
Volleyball	74%	76%
Water Polo	85%	85%
Wrestling	72%	73%

NCAA Research

Graduation-Success Rates for Division I Women's Sports

Four-Class Averages for 2000-03 Cohorts vs. 2001-04 Cohorts

SPORT	Four-Class Average 2000-03 Cohorts	Four-Class Average 2001-04 Cohorts
Basketball	83%	84%
Bowling	72%	77%
Crew	92%	92%
Cross Country/Track	85%	85%
Fencing	91%	93%
Field Hockey	93%	94%
Golf	88%	88%
Gymnastics	93%	92%
Ice Hockey	88%	88%
Lacrosse	94%	94%
Rifle	74%	79%
Skiing	95%	94%
Soccer	89%	89%
Softball	86%	86%
Swimming	91%	91%
Tennis	89%	89%
Volleyball	88%	88%
Water Polo	88%	91%

NCAA Research

Trends in Single-Year Graduation Success Rates (GSR)

NCAA Research

Summary of GSR Trends Between 2003 and 2004 Cohorts

- There were larger than normal GSR increases from 2003 to 2004 in many subgroups. While a small portion of these increases are attributable to the inclusion of Ivy League schools for the first time, a large portion of the increases were real changes in graduation rates. The timing of these increases is coincident with changes in IE, PTD and the establishment of APR.
- Overall, the GSR for the 2004 cohort was at 82 percent - three percentage points higher than any previous cohort.
- Rates for male student-athletes increased by five percentage points in the most recent year, while those for females were up by two percentage points.
- The GSR for African-American student-athletes increased by four percentage points, while that for white student-athletes was up three percentage points in the past year.

NCAA Research

Summary of GSR Trends Between 2003 and 2004 Cohorts

- There were some specific sub-group differences worth noting:
  - The GSR for baseball increased by almost eight percent in one year. The academic reforms in that sport (e.g. scholarship limits, eligibility changes) appear to have had a significant, positive impact on GSR.
  - The GSR for men's basketball increased two percentage points to 68 percent, the highest rate recorded in that sport. African-Americans in the sport increased by a percentage point to 61 percent.
  - In the sport of football in the Football Bowl Subdivision (FBS), the overall rate stayed constant at 69 percent. In the Football Championship Subdivision (FCS), the overall rate increased by seven percentage points to 72 percent. The inclusion of Ivy League schools had a significant effect on the latter change.
  - Several other men's sport groups showed large increases including cross country/track, ice hockey, soccer and tennis.

NCAA Research

Summary of GSR Trends Between 1995 and 2004 Cohorts

- Differences in GSR between the 1995 and 2004 cohorts are notable due to the fact that initial-eligibility rules changed in 1996 and again in 2003. There are some significant differences in GSRs between these cohorts:
  - The overall rate is eight percentage points higher for the 2004 cohort than for the 1995 cohort.
  - The major changes were seen in the African-American groups. African-American males saw their graduation rates increase by eleven percentage points while females increased by nine percentage points.
  - The rate for men's basketball increased by 12 percentage points over that timeframe, with a 15 percentage point increase for African-Americans in men's basketball.
  - For FBS football, there has been an overall increase of six percentage points. African-Americans have seen their graduation rates improve by eight percentage points in that timeframe, while white FBS football student-athletes saw an increase of four percentage points.

NCAA Research

Comparison of Graduation-Success Rates from Entering Classes of 2003 and 2004

Single-Year Trends For Select Groups of Student-Athletes

Student-Athlete Group	2003 GSR	2004 GSR
Overall	79%	82%
White	84%	87%
African-American	64%	68%
White Males	78%	83%
African-American Males	59%	62%
White Females	90%	92%
African-American Females	76%	80%

NCAA Research

Comparison of Graduation-Success Rates from Entering Classes of 2003 and 2004

Ten-Year Trends For Select Sport Groups

Student-Athlete Group	2003 GSR	2004 GSR
Men's Basketball	66%	68%
White Men's Basketball	82%	84%
African-American Men's Basketball	60%	61%
Football (FBS)	69%	69%
White Football (FBS)	82%	81%
African-American Football (FBS)	61%	61%
Women's Basketball	85%	86%
White Women's Basketball	90%	93%
African-American Women's Basketball	79%	80%

NCAA Research

Comparison of Graduation-Success Rates from Entering Classes of 1995* and 2004

Ten-Year Trends For Select Groups of Student-Athletes

Student-Athlete Group	1995 GSR	2004 GSR
Overall	74%	82%
White	81%	87%
African-American	56%	68%
White Males	76%	83%
African-American Males	51%	62%
White Females	89%	92%
African-American Females	71%	80%

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

NCAA Research

Comparison of Graduation-Success Rates from Entering Classes of 1995* and 2004

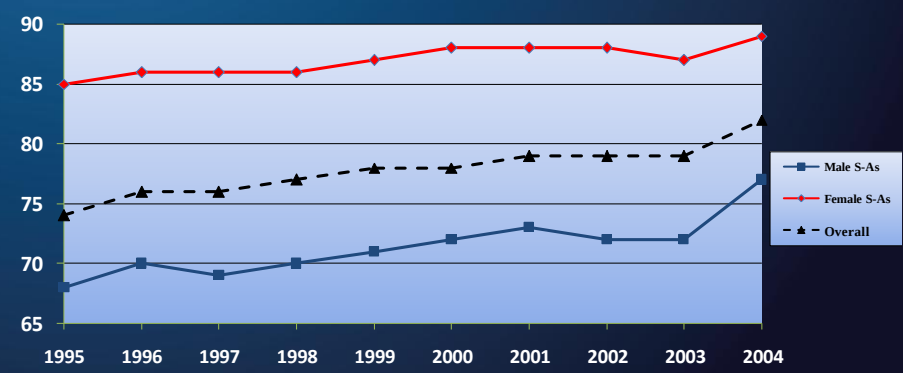
Ten-Year Trends For Select Sport Groups

Student-Athlete Group	1995 GSR	2004 GSR
Men's Basketball	56%	68%
White Men's Basketball	76%	84%
African-American Men's Basketball	46%	61%
Football (FBS)	63%	69%
White Football (FBS)	76%	81%
African-American Football (FBS)	53%	61%
Women's Basketball	80%	86%
White Women's Basketball	87%	93%
African-American Women's Basketball	70%	80%

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

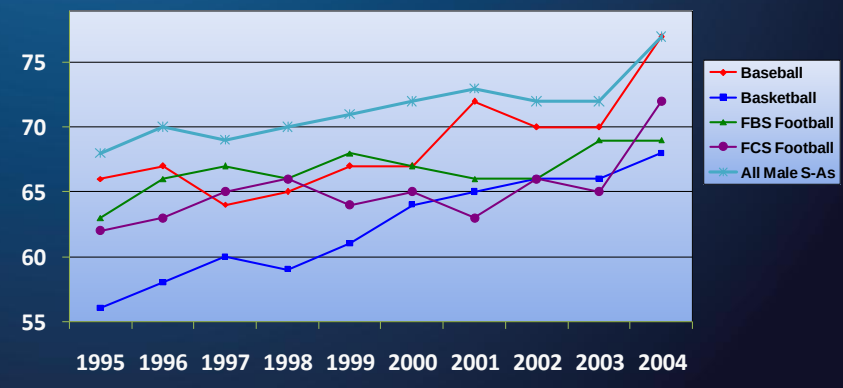
NCAA Research

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

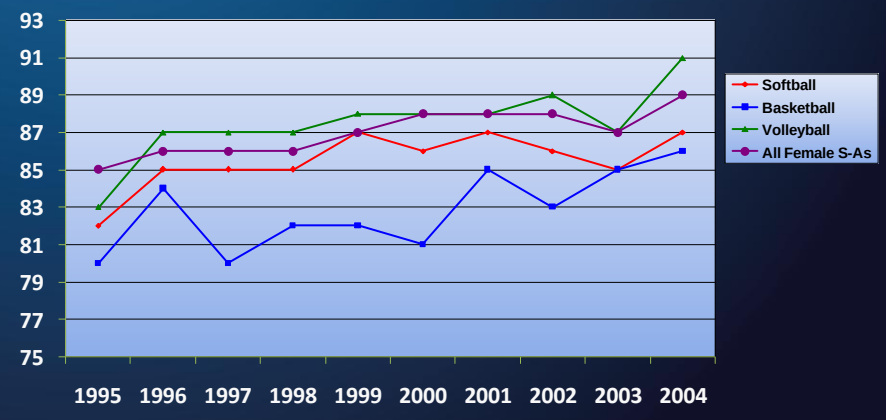


NCAA Research

Ten-Year Trends in GSR for Division I Men's Basketball and Baseball, and Football
1995-2004



Ten-Year Trends in GSR for Division I Women's Basketball, Softball and Volleyball
1995-2004



Graduation-Success Rate Trends for Division I Men's Sports

1995 to 2004 Entering Cohorts

SPORT	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Baseball	65.3%	66.7%	63.9%	64.7%	66.7%	67.3%	71.7%	69.9%	69.6%	77.4%
Basketball	55.8%	58.7%	59.5%	59.0%	60.7%	63.6%	65.0%	65.5%	66.4%	67.7%
CC/Track	72.1%	74.0%	72.6%	73.6%	75.9%	73.5%	75.4%	74.6%	72.8%	78.3%
Fencing	100%	82.4%	86.7%	90.0%	88.9%	84.6%	81.0%	81.0%	100%	89.4%
Football (FBS)	63.1%	65.6%	66.7%	65.5%	67.6%	66.7%	66.4%	65.9%	69.2%	68.6%
Football (FCS)	62.0%	63.4%	64.6%	65.7%	64.2%	65.1%	62.7%	65.7%	64.7%	72.1%
Golf	77.0%	77.0%	76.4%	77.6%	79.0%	80.6%	79.6%	80.6%	83.5%	82.4%
Gymnastics	76.4%	80.4%	92.7%	91.8%	81.4%	84.8%	86.7%	85.7%	89.5%	92.2%
Ice Hockey	78.0%	81.5%	83.0%	82.3%	89.3%	79.1%	80.1%	79.2%	81.0%	88.5%
Lacrosse	91.2%	92.0%	89.3%	85.0%	87.4%	90.2%	90.9%	83.0%	88.0%	89.3%
Rifle	84.2%	67.9%	70.8%	73.1%	84.0%	82.8%	77.8%	80.0%	82.6%	83.3%
Skiing	84.2%	100%	100%	68.4%	94.7%	76.9%	88.2%	85.0%	77.8%	90.5%
Soccer	74.3%	77.5%	74.9%	80.4%	78.4%	75.4%	80.1%	77.7%	77.9%	82.6%
Swimming	81.0%	81.7%	81.8%	81.1%	82.3%	84.3%	86.0%	81.3%	84.6%	87.7%
Tennis	84.7%	82.1%	82.9%	83.3%	81.9%	81.9%	84.5%	86.5%	80.1%	88.3%
Volleyball	72.9%	74.0%	63.0%	84.1%	84.0%	84.5%	80.9%	67.3%	72.9%	87.2%
Water Polo	94.6%	86.0%	85.4%	86.7%	80.0%	87.1%	91.7%	85.7%	80.3%	87.0%
Wrestling	61.5%	71.6%	63.3%	70.4%	70.7%	73.8%	70.2%	71.8%	73.4%	74.2%
Overall	**67.6%**	**69.6%**	**69.1%**	**69.8%**	**70.9%**	**71.6%**	**72.7%**	**72.1%**	**72.0%**	**76.7%**

NCAA Research

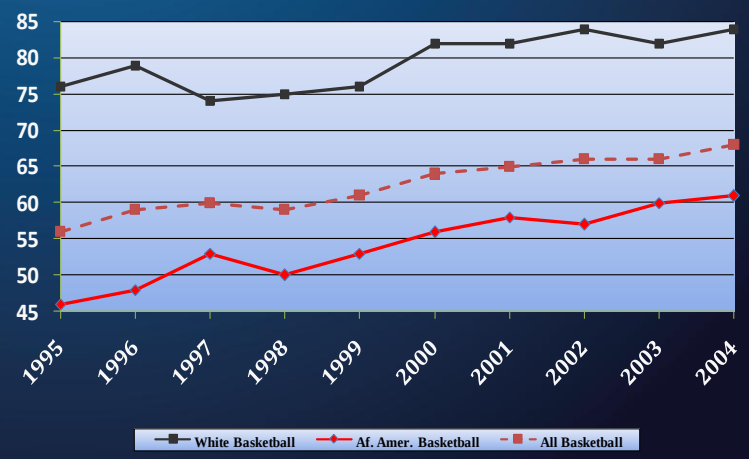
Graduation-Success Rate Trends for Division I Women's Sports

1995 to 2004 Entering Cohorts

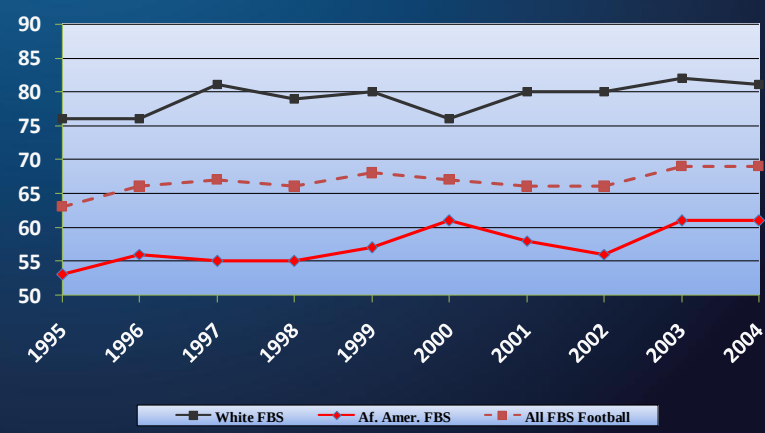
SPORT	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Basketball	79.8%	83.7%	79.9%	81.5%	81.9%	81.0%	85.3%	82.8%	84.8%	85.9%
Bowling	100%	100%	90.9%	50.0%	69.2%	68.2%	78.6%	86.4%	63.3%	81.8%
Crew	89.6%	89.7%	88.9%	89.2%	88.5%	91.8%	91.9%	92.0%	92.0%	91.9%
CC/Track	82.4%	82.8%	82.1%	83.1%	83.3%	84.6%	85.6%	85.3%	82.9%	86.1%
Fencing	86.7%	92.9%	100%	94.7%	88.9%	89.3%	87.0%	100%	88.5%	94.2%
Field Hockey	92.9%	93.7%	91.7%	95.5%	93.3%	93.1%	93.0%	94.1%	92.4%	95.4%
Golf	88.3%	90.6%	84.2%	86.5%	89.3%	88.2%	86.4%	89.4%	87.7%	88.2%
Gymnastics	93.1%	92.4%	89.0%	97.1%	96.1%	94.6%	92.5%	92.8%	91.4%	91.3%
Ice Hockey	85.7%	100%	85.0%	83.3%	89.3%	96.8%	87.1%	89.8%	89.7%	94.1%
Lacrosse	93.9%	93.0%	95.1%	92.9%	92.7%	94.9%	95.7%	92.9%	93.9%	94.5%
Rifle	66.7%	90.0%	78.6%	62.5%	83.3%	80.0%	80.0%	82.1%	73.1%	83.3%
Skiing	100%	93.8%	86.4%	95.8%	100%	100%	96.0%	95.0%	90.9%	92.3%
Soccer	86.1%	86.7%	88.3%	86.6%	89.4%	89.9%	89.3%	88.6%	87.7%	91.1%
Softball	82.3%	84.5%	84.6%	84.8%	86.5%	86.0%	87.3%	85.7%	85.4%	86.7%
Swimming	90.8%	91.1%	90.8%	90.6%	90.3%	91.1%	90.2%	91.7%	90.7%	91.5%
Tennis	85.7%	88.4%	87.6%	88.8%	88.5%	89.4%	90.3%	88.5%	89.9%	90.3%
Volleyball	83.2%	86.6%	87.0%	87.4%	87.8%	88.0%	88.1%	89.2%	86.7%	90.6%
Water Polo	100%	80.8%	88.7%	81.7%	89.6%	81.0%	91.0%	91.0%	91.4%	91.6%
Overall	**84.9%**	**86.3%**	**85.6%**	**86.1%**	**87.2%**	**87.5%**	**88.2%**	**87.9%**	**87.1%**	**89.3%**

NCAA Research

Graduation-Success Rates of Division I Men's Basketball Players by Race/Ethnicity



Graduation-Success Rates of FBS Football Players by Race/Ethnicity



Academic Access and Success of African-American Student-Athletes 1995-2004

NCAA Research

Access and Success of African-American Student-Athletes - Background

- There was a noticeable drop in the number and proportion of African-American student-athletes in the GSR cohort when Proposition 16 was fully implemented in 1996. The proportion of African-American students in the GSR cohort stayed fairly constant between 1996 and 2002.

- The goals of the academic reforms that were initially implemented in 2003 were to "maximize graduation rates while minimizing adverse impact on low-income and minority student-athletes." The current data do not allow for us to thoroughly understand impacts on low-income students, but we can track the effects on African-American student-athletes.

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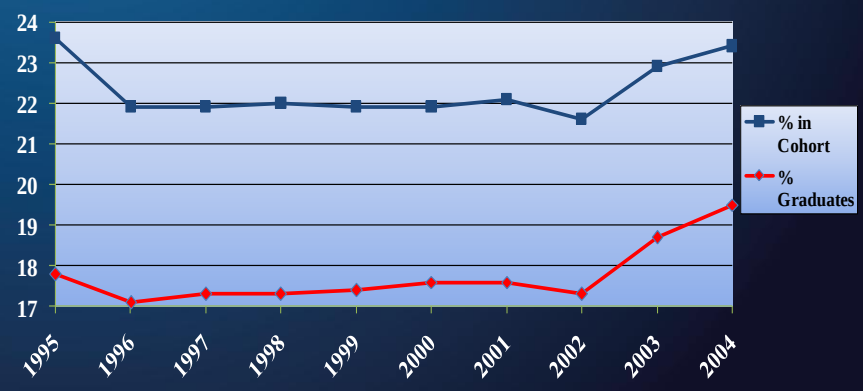
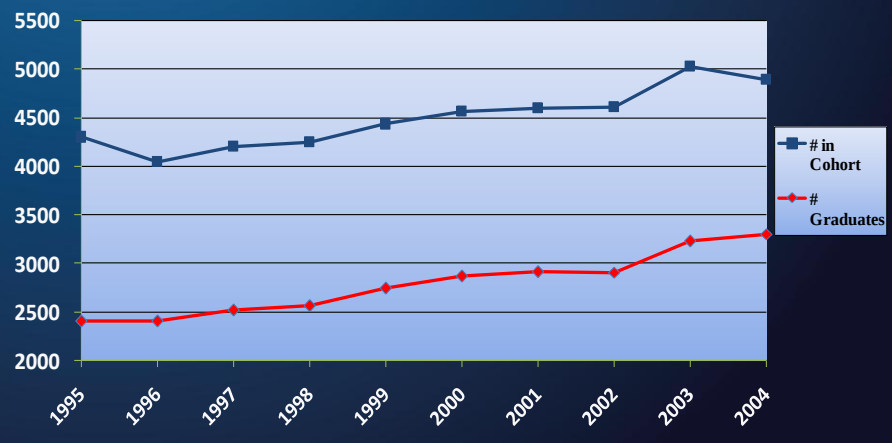
Proportion of African-American Student-Athletes Among GSR Cohort and GSR Graduates 1995-2004



Number of African-American Student-Athletes Among GSR Cohort and GSR Graduates 1995-2004



Access and Success of African-American Student-Athletes - Outcomes

- Changes in initial-eligibility standards that were implemented in 2003 were designed to be more inclusive of minority and low-income student-athletes, while maximizing the graduation rates of all student-athletes. In other words, the initial-eligibility rules were modified to shift emphasis to a student's grades in 16 core academic courses and provide a more efficient evaluation of a student-athlete's likely success in college. By 2004, we see approximately 400 more African-American student-athletes in the cohort, and approximately 400 more African-American graduates when compared to the years before the changes.

- There have been significant gains in the graduation rates of African-American student-athletes in the high profile sports of FBS football (five percentage point increase) and men's basketball (four percentage point increase) since 2002. Overall, African-American GSRs are up five percentage since these changes were implemented.

NCAA Research

Trends in Federal Graduation Rates

NCAA Research

Federal Graduation Rates for Division I Men's Sports

Four-Class Averages for 2000-03 Cohorts vs. 2001-04 Cohorts

SPORT	Four-Class Average 2000-03 Cohorts	Four-Class Average 2001-04 Cohorts
Baseball	47%	48%
Basketball	48%	48%
Cross Country/Track	60%	61%
Fencing	76%	77%
Football (FBS)	55%	56%
Football (FCS)	54%	54%
Golf	63%	65%
Gymnastics	78%	84%
Ice Hockey	63%	62%
Lacrosse	73%	73%
Rifle	71%	66%
Skiing	74%	70%
Soccer	58%	58%
Swimming	72%	72%
Tennis	65%	65%
Volleyball	64%	66%
Water Polo	71%	72%
Wrestling	56%	56%

NCAA Research

Federal Graduation Rates for Division I Women's Sports

Four-Class Averages for 2000-03 Cohorts vs. 2001-04 Cohorts

SPORT	Four-Class Average 2000-03 Cohorts	Four-Class Average 2001-04 Cohorts
Basketball	64%	64%
Bowling	54%	56%
Crew	80%	81%
Cross Country/Track	70%	71%
Fencing	87%	81%
Field Hockey	81%	81%
Golf	72%	72%
Gymnastics	82%	81%
Ice Hockey	77%	75%
Lacrosse	83%	82%
Skiing	66%	65%
Soccer	71%	71%
Softball	70%	70%
Swimming	77%	76%
Tennis	70%	70%
Volleyball	70%	70%
Water Polo	77%	75%

NCAA Research

Summary of Federal Graduation-Rate Differences Between Student-Athletes and Student Body 2004 Cohort

- Overall, student-athletes in the entering class of 2004 at Division I institutions equaled their highest rate in history – 65 percent. That is two percentage points higher than the general student body at Division I institutions.
- When looked at by subgroups based on gender and ethnicity, only rates for white males student-athletes are below the corresponding rates for white males within the student body (by one point). Of note:
  - African-American male student-athletes graduate at a 12 percentage point higher rate than African-American males in the student body (50 percent to 38 percent).
  - African-American female student-athletes outpace their student body counterparts by 20 percentage points (66 percent to 46 percent).
- In the sports of men's basketball and FBS football, the overall rates lag behind the rates of males in the student body. However, the rates for the African-Americans in those sports are higher than African-American males in the student body (by three points in basketball and four points in FBS football).

NCAA Research

Summary of Federal Graduation-Rate Trends 1984 to 2004

- Graduation-rates data were first collected using the federal methodology for the entering class of 1984. Between 1984 and 2004, there were significant changes in the graduation rates of many student-athlete groups:
  - The overall graduation rate has increased from 52 percent to 65 percent.
  - The rate for African-American student-athletes has increased by 20 percentage points over that time period (35 percent to 55 percent). The African-American males increased by 17 percentage points (33 percent to 50 percent), and the African-American females increased by 21 percentage points (45 percent to 66 percent).
  - In men's basketball, the overall rate increased by seven percentage points. The federal rate for white men's basketball student-athletes is up by three percentage points, while the rate for African-Americans has increased by 11 percentage points.
  - The overall rate for football at the FBS level increased by nine percentage points. The rate for white student-athletes has increased by nine points, and the rate for African-Americans in that sport has increased by 15 percentage points.

NCAA Research

Summary of Federal Graduation-Rate Trends 2003 vs. 2004

- There were a few notable differences in federal graduation rate between the 2003 and 2004 cohorts.
  - The rate in men's basketball decreased by two percentage points to 45 percent.
  - The rate for FBS football remained at 56 percent. The rate among African-American football players at FBS institutions increased by one percentage point to 50 percent.
  - The federal rate in baseball increased two percentage points to 48 percent.
  - The observed drop in the federal rate for men's basketball is not unanticipated. Given the significant retention problems observed in the APR data for that sport, one could assume that federal graduation rates (which are driven largely by retention) would lag.

NCAA Research

Comparison of Federal Graduation Rates Between Student-Athletes and Student Body For Select Groups in 2004 Entering Class

Student-Athlete Group	Student-Athlete Graduation Rate	Student Body Graduation Rate
Overall	65%	63%
White	68%	66%
African-American	55%	44%
White Males	62%	63%
African-American Males	50%	38%
White Females	74%	68%
African-American Females	66%	46%

NCAA Research

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

For Matched Gender-Ethnicity Groups in 2004 Entering Class

Student-Athlete Group	Student-Athlete Graduation Rate	Student Body Graduation Rate
Men's Basketball	45%	60%
White Men's Basketball	56%	63%
African-American Men's Basketball	41%	38%
Football (FBS)	56%	64%
White Football (FBS)	66%	66%
African-American Football (FBS)	50%	46%
Women's Basketball	64%	65%
White Women's Basketball	66%	68%
African-American Women's Basketball	62%	46%

NCAA Research

Comparison of Federal Graduation Rates from Entering Classes of 1984* and 2004

21-Year Trends for Select Groups of Student-Athletes

Student-Athlete Group	1984 Graduation Rate	2004 Graduation Rate
Overall	52%	65%
White	59%	68%
African-American	35%	55%
White Males	55%	62%
African-American Males	33%	50%
White Females	66%	74%
African-American Females	45%	66%

*1984 was the first cohort for which federal graduation-rate data were collected.

NCAA Research

Comparison of Federal Graduation Rates from Entering Classes of 1984* and 2004

21 Year Trends for Select Sport Groups

Student-Athlete Group	1984 Graduation Rate	2004 Graduation Rate
Men's Basketball	38%	45%
White Men's Basketball	53%	56%
African-American Men's Basketball	29%	41%
Football (FBS)	47%	56%
White Football (FBS)	56%	66%
African-American Football (FBS)	35%	50%
Women's Basketball	57%	63%
White Women's Basketball	66%	67%
African-American Women's Basketball	42%	62%

*1984 was the first cohort for which federal graduation-rate data were collected.

NCAA Research

Comparison of Federal Graduation Rates from Entering Classes of 2003 and 2004

Student-Athlete Group	2003 Graduation Rate	2004 Graduation Rate
Overall	64%	65%
White	68%	68%
African-American	53%	55%
White Males	61%	62%
African-American Males	48%	50%
White Females	74%	74%
African-American Females	64%	66%

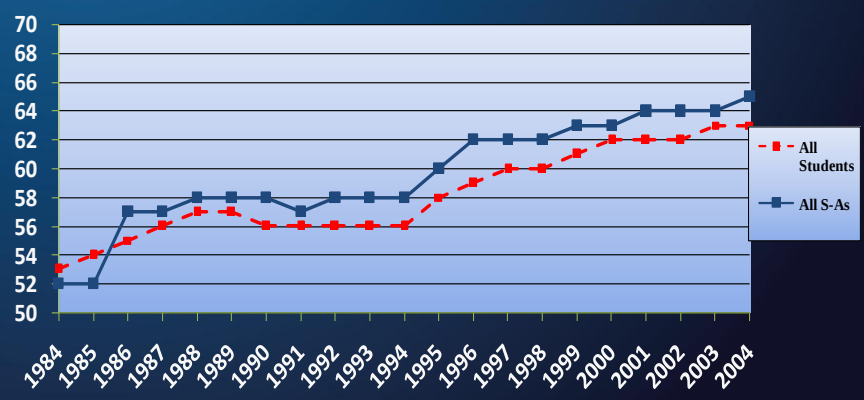
NCAA Research

Comparison of Federal Graduation Rates from Entering Classes of 2003 and 2004

Student-Athlete Group	2003 Graduation Rate	2004 Graduation Rate
Men's Basketball	47%	45%
White Men's Basketball	53%	56%
African-American Men's Basketball	43%	41%
Football (FBS)	56%	56%
White Football (FBS)	67%	66%
African-American Football (FBS)	49%	50%
Women's Basketball	64%	63%
White Women's Basketball	64%	67%
African-American Women's Basketball	62%	62%

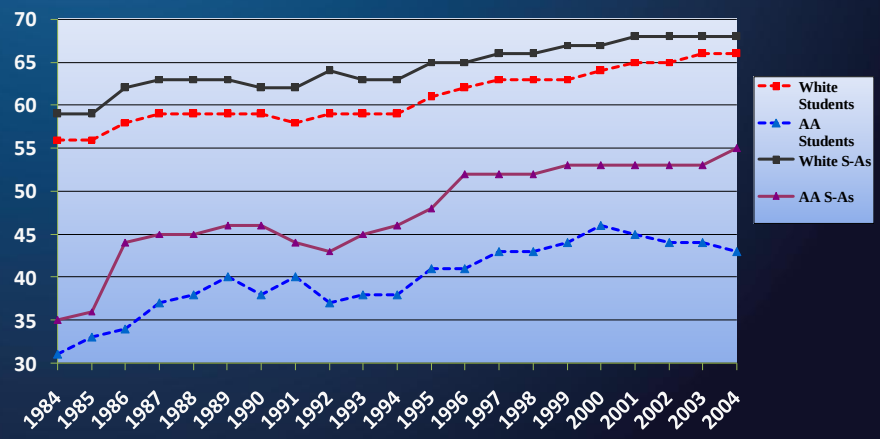
NCAA Research

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

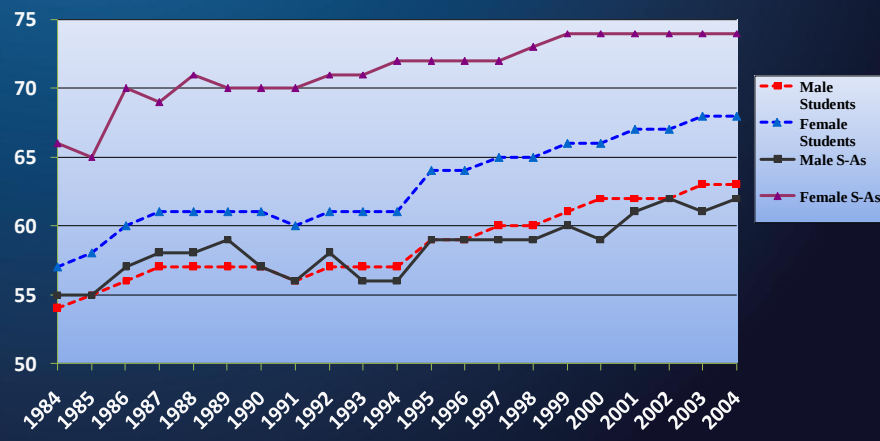


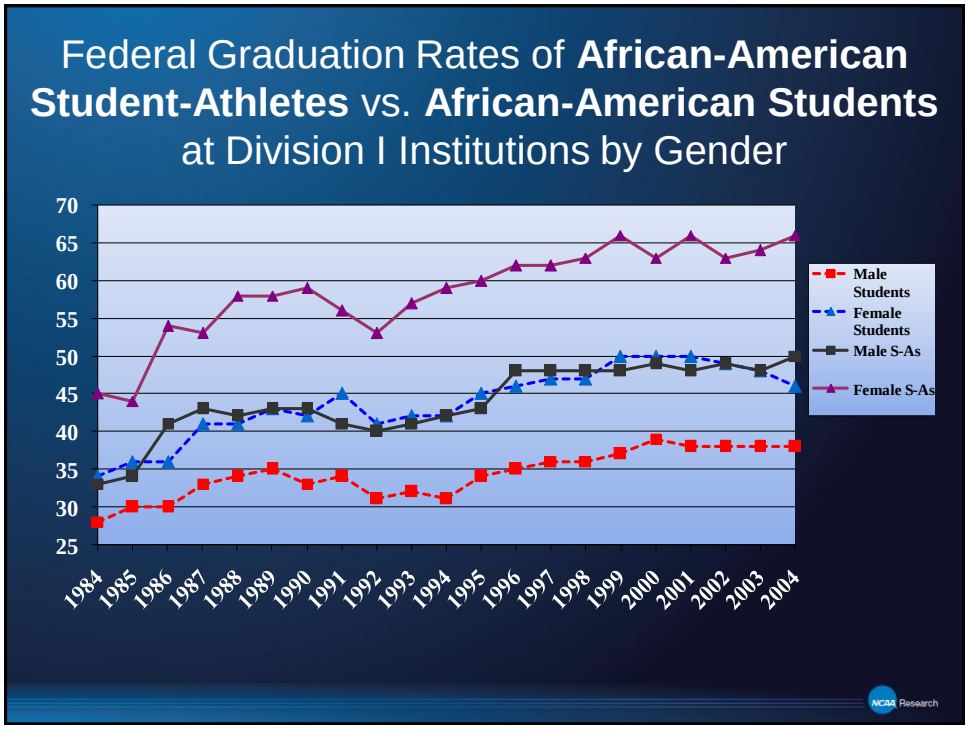
NCAA Research

Federal Graduation Rates of All Student-Athletes vs. All Students at Division I Institutions by Race/Ethnicity



Federal Graduation Rates of **White Student-Athletes** vs. **White Students** at Division I Institutions by Gender




Federal Graduation Rates of African-American Student-Athletes vs. African-American Students at Division I Institutions by Gender
70
65
60
55
50
45
40
35
30
25
1984
1985
1986
1987
1988
1989
1990
1991
1992
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
Male Students
Female Students
Male S-As
Female S-As
NCAA Research

REPORT OF THE NCAA INTERNATIONAL STUDENT RECORDS COMMITTEE NOVEMBER 3-4, 2011, MEETING

ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

1. Review the reports of the NCAA International Student Records Committee's March meeting and May teleconference.

The committee approved the reports from its March 3-4 meeting and its May 27 teleconference.

2. Kenya Certificate of Secondary Education (KCSE).

Students from Kenya typically graduate in October or November after completing KCSE examinations. They receive exam results (via exam slips) in February or March of the following year, but do not receive an official KCSE from the Kenya National Examination Council (KNEC) until one year after completing KCSE examinations. This delay creates uncertainty regarding prospective student-athletes' initial academic eligibility and amateurism certification status.

The committee determined official transcripts may be used to determine a prospective student-athlete's date of high school graduation; however, the committee affirmed that a final academic certification for a prospective student-athlete from Kenya cannot be completed without a KCSE received directly from the KNEC. In making this determination, the committee noted that an earlier determination of a prospective student-athlete's date of high school graduation provides more timely notice of potential amateurism penalties during the recruiting process. Further, the committee noted that due to concerns regarding the authenticity of academic documents and with confirming students' identities, the committee will continue to require the KCSE directly from the KNEC before completing a prospective student-athlete's final academic certification.

Finally, the committee noted that the NCAA Guide to International Academic Standards for Athletics Eligibility shall be updated accordingly.

3. Hong Kong Diploma of Secondary Education (HKDSE).

In 2012, the HKDSE will begin replacing the Hong Kong Certificate of Education and the Hong Kong Advanced Level Examination (HKALE). The HKALE will still be offered for the 2012 exam cohort.

The committee categorized the HKDSE as a category two document and noted the HKDSE is awarded after successful completion of the three-year, senior-secondary curriculum and the public assessment, and provides access to postsecondary study. The committee also noted that a prospective student-athlete may choose three subject examinations on the HKDSE that are not "core." Therefore, the HKDSE leaving examinations, on their own, do not satisfy the core-course distribution.

The committee reviewed documentation from the Hong Kong Examination and Assessment Authority and approved the following grading scales:

Category A Examinations:

Grade	U.S. Grade Equivalent	Quality Points
5	A	4
4	B	3
3	C	2
2	D	1
1	D	1 (lowest passing grade)
Ungraded	F	0

Category B Examinations:

Grade	U.S. Grade Equivalent	Quality Points
Attained with Distinction	C	2
Distinction	D	1 (lowest passing grade)
Unattained	F	0

Category C Examinations:

Grade	U.S. Grade Equivalent	Quality Points
A	A	4
B	B	3
C	B	3
D	C	2
E	C	2 (lowest passing grade)
Ungraded	F	0

The committee determined that the Guide to International Academic Standards shall be updated immediately; however, the grading scales are applicable to prospective student-athletes who initially enroll at an NCAA member institution on or after August 1, 2012.

4. Liberia.

The committee approved a country profile for Liberia to be included in the Guide to International Academic Standards, effective immediately.

In addition, the committee noted that all countries that administer the West African Examinations Council (WAEC) exam shall use the same grading scale, as follows:

	Nigeria	**Ghana**	**Sierra Leone**	**Gambia**	**Liberia**
1 (excellent)	A	A	A	A	A
2 (very good)	A	A	A	A	A
3 (good)	B	B	B	B	B
4 (credit)	B	B	B	B	B
5 (credit)	C	C	C	C	C
6 (credit)	C	C	C	C	C
7 (pass)	D	D	D	D	D
8 (pass)	D	D	D	D	D
9 (fail)	F	F	F	F	F

The committee noted that using the same grading scale for all countries that administer the WAEC exam provides consistency. In addition, the grade of four has consistently been assigned a U.S. equivalent grade of B, which benefits prospective student-athletes. The committee determined that this grading scale is effective immediately and shall be reflected in the Guide to International Academic Standards.

The committee also noted that prospective student-athletes who do not sit for the WAEC examination in Liberia will be subject to their upper-secondary school's grading scale.

5. Philippines grading scale.

The committee confirmed that the lowest passing grade in the Philippines is a C. In addition, the committee approved the following grading scale:

Numeric Grade	**U.S. Grade Equivalent**	**Quality Points**
95-100	A	4
85-94	B	3

75-84	C	2
0-74	F	0

In approving the grading scale, the committee noted significant and consistent evidence from a wide range of credential evaluators indicates that an A range of 90 to 100 is unreasonable, and that a more appropriate A range is 95 to 100. The committee determined that the revised grading scale shall be applicable to prospective student-athletes who initially enroll at an NCAA member institution on or after August 1, 2012, and that the Guide to International Academic Standards shall be updated accordingly.

6. Nigeria grading scale.

The committee confirmed that the Nigerian grading scale for the WAEC school certificate shall be consistent with other countries that offer the WAEC examination (see Item No. 4) and noted that the Guide to International Academic Standards shall be updated accordingly.

7. Scottish Vocational Qualification (SVQ) Level 3.

The committee reviewed the Scottish Credit and Qualifications framework and confirmed that the SVQ Level 3 shall remain a category three document. Based on its research, the committee noted that the SVQ Level 3 does not equate to higher or advanced higher qualifications. Further, the committee noted that the SVQ Level 3 is not a universal academic program (i.e., a standard track) equivalent to secondary school and does not provide access to admission at a university in Scotland.

8. Three-year degrees.

The committee confirmed that NCAA member institutions have sole discretion to determine whether a foreign postsecondary baccalaureate (e.g., a three-year baccalaureate degree) is equivalent to a U.S. baccalaureate degree.

Pursuant to NCAA Divisions I and II Bylaw 14.1.9.2 and NCAA Division III Bylaw 14.1.9.1, the committee will continue to review the remaining eligibility of students who have earned a foreign postsecondary degree that is identified as a baccalaureate degree but is not equivalent to a U.S. baccalaureate on a case-by-case basis. However, the committee noted that the NCAA staff or member institutions are in a better position to determine eligibility in these scenarios.

9. Denmark grading scale.

The committee approved the following grading scales for Denmark:

Ten-Point Scale:

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Exceptionally Independent and Excellent Performance	13	A	4
Independent and Excellent Performance	11	A	4
Excellent, but not Particularly Independent Performance	10	B	4
Good Performance, a little Above Average	9	C	3
Average Performance	8	C	2
Mediocre Performance, Slightly Below Average	7	D	2
Just Acceptable Performance	6	D	2 (lowest passing grade)
Hesitant and Not Satisfactory Performance	5	F	0
Very Hesitant, Very Insufficient and Unsatisfactory Performance	3	F	0
Completely Unacceptable Performance	0	F	0

Seven-Point Scale:

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent Performance	12	A	4
Very Good Performance	10	B	4
Good Performance	7	C	3
Fair Performance	4	D	2
Minimum Acceptable/Adequate Performance	02	D	1 (lowest passing grade)
Inadequate Performance	00	F	0
Unacceptable Performance	-3	F	0

In approving the grading scales for Denmark, the committee noted recommendations from The National Recognition Information Centre for the United Kingdom, World Higher Education Database, Electronic Database for Global Education, the Danish Ministry of Education and the European Credit Transfer and Accumulation System.

The committee determined that the Guide to International Academic Standards shall be updated accordingly. In addition, the committee determined that the revised grading scale shall be applicable to prospective student-athletes who initially enroll at an NCAA member institution on or after August 1, 2012.

10. China.

The committee determined that prospective student-athletes from China are required to submit the China Qualifications Verification (CQV) for the Certificate of Results of General Examination for High School Graduates (HUIKAO). The CQV is a third-party service started under the joint leadership of the Ministry of Education of the People's Republic of China and the Academic Degrees Committee of the State Council, which verifies the authenticity and validity of academic credentials for students in China.

In making this determination, the committee noted that requiring the CQV protects against academic fraud by certifying the authenticity of documents based on industry standards. The committee noted further that use of the CQV has been confirmed by World Education Service and Educational Credential Evaluators.

The committee also noted that the CQV is not required for prospective student-athletes from the provinces of Guangdong, Hunan, Hubei, Shanxi and Shanghai, which do not offer the HUIKAO examination. Finally, prospective student-athletes from any other province who cannot produce a CVQ must provide documentation from an educational authority that the CVQ is not offered in a particular area.

The committee determined that the Guide to International Academic Standards shall be updated accordingly.

11. Further Education and Training Awards Council (FETAC) Level 5 Certificate.

The committee categorized the FETAC Level 5 Certificate as a category two credential that must be achieved within two years of the Irish Junior Certificate. The committee noted that the FETAC Level 5 Certificate is an alternative to the senior certificate and has academic content that has been deemed core. Thus, the FETAC Level 5 Certificate would verify proof of graduation and the courses listed as core would be used in the prospective student-athlete's academic certification. However, the committee noted that the FETAC Level 5 Certificate would not advance a prospective student-athlete's graduation date more than two years from the on-time achievement of the Irish Junior Certificate.

Finally, the committee determined that the country profile for Ireland in the Guide to International Academic Standards shall be updated with the FETAC grading scale, which

shall be the same grading scale that is used for the United Kingdom's Business and Technology Education Council program (Distinction = A, Merit = B and Pass = C).

12. Italy.

The committee determined that "Certifica" shall be added to Italy's template in the Guide to International Academic Standards under the listing of category one documents. The committee noted that the Certifica is a reliable preliminary indication of results and certifies that a student has graduated and passed the examination. In addition, the committee noted that based on the Certifica, which must include grades, the NCAA Eligibility Center can determine date of graduation and the prospective student-athlete's grade-point average, which is beneficial to the prospective student-athlete.

13. Kosovo.

The committee determined that there are no category one documents in Kosovo. In addition, the committee determined that there does not need to be a unified grading scale for all former Yugoslavian countries at this time. However, the committee will conduct further research regarding the grading scales for all former Yugoslavian countries and reconsider each of the scales during its March 2012 meeting. Finally, the committee determined that the country template for Kosovo will not be added to the Guide to International Academic Standards until further research regarding the country's grading scale is conducted.

14. NCAA Legislative update.

The committee reviewed the changes to the NCAA Division I initial-eligibility standards adopted by the NCAA Division I Board of Directors in October 2011. In its review of the new initial-eligibility standards for competition (new sliding scale and core-course progression), the committee noted the following:

a. Individual grading scales in the Guide to International Academic Standards do not need to be revised as a result of the changes to the Division I sliding scale for competition~~.~~;

b. Template language in the Guide to International Academic Standards will need to be revised to reflect that the Division I sliding scale for competition will begin at a minimum core-course grade-point average of 2.300 (instead of 2.000); and

c. The committee strongly recommended that prospective student-athletes whose initial-eligibility certification is based solely on international credentials shall be exempt from the 10 core-course requirement. The committee noted that due to complexities of international educational systems, this core-course requirement is extremely difficult to calculate for most international prospective student-athletes. Further, due to the varying lengths of international academic programs, it will be difficult to determine the equivalent of the beginning of the seventh semester. In addition, the committee noted that most international countries have progressions built into their curriculum, even if students are only assessed at the conclusion of their educational path.

15. Review of future meeting dates.

a. Thursday and Friday, March 1-2, 2012; Indianapolis, Indiana.

(1) Wednesday, February 29 – Travel to meeting.
(2) Thursday, March 1 – Full committee in morning and afternoon.
(3) Friday, March 2 – Full committee in morning.
(4) Friday, March 2 – Return travel after noon Eastern time.

b. Thursday and Friday, November 1-2, 2012; Indianapolis, Indiana.

(1) Wednesday, October 31 – Travel to meeting.
(2) Thursday, November 1 – Full committee in morning and afternoon.
(3) Friday, November 2 – Full committee in morning.
(4) Friday, November 2 – Return travel after noon Eastern time.

Committee Chair: *Chris Foley, Indiana University-Purdue University, Indianapolis, The Summit League*
Committee Liaisons: *Steve Clar, Academic and Membership Affairs*
Doug Healey, Academic and Membership Affairs

REPORT OF THE NCAA HIGH SCHOOL REVIEW COMMITTEE OCTOBER 3-4, 2011, MEETING

***ACTION ITEMS*.**

1. Legislative Items.

NCAA Divisions I and II.

- None.

2. Nonlegislative Items.

NCAA Divisions I and II.

- Evaluation of academic rigor in initial-eligibility standards.

  (1) Recommendation. The NCAA Eligibility Center staff and NCAA staff discussed the varying levels of academic rigor observed in the core course review and prospective student-athlete review processes. The NCAA High School Review Committee recommended that the NCAA Division I Academic Cabinet consider including standards for academic rigor in any new initial-eligibility standards proposed by the cabinet.

  (2) Rationale. The NCAA High School Review Committee noted academic rigor varies greatly in the high school environment, especially in the areas of credit and course recovery. The High School Review Committee believes it would benefit student-athletes to ensure that a defined minimum level of academic rigor was included in each course used in the initial-eligibility certification.

  (3) Student-Athlete Impact. Would help ensure that prospective student-athletes are prepared for the academic rigor of collegiate coursework by measuring the academic rigor of the high school coursework used in the initial-eligibility certification.

- **NCAA High School Review Committee Core-Course Review Policies and Procedures**

  (1) Recommendation. The High School Review Committee reviewed its policies and procedures and recommended that the staff incorporate additional proposed language and edits suggested by the High School

Review Committee in the areas of information sharing with authorities and NCAA Eligibility Center staff participation in the appeal process. The High School Review Committee also recommended that the staff further investigate concepts concerning the involvement of member institutions in the core course appeal process. Finally, the High School Review Committee recommended that the staff use information collected in past reviews as it pertains to current high school review investigations. The staff will present all revisions to the High School Review Committee for its final approval during an upcoming teleconference.

(2) Rationale. None.

(3) Estimated Budget Impact. None.

(4) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

Association-wide.

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

a. The NCAA Eligibility Center staff provided the High School Review Committee with information on overall numbers and trends in core-course review.

b. The NCAA Eligibility Center staff presented summary information about the high school review process.

c. The NCAA Eligibility Center staff presented an update on the educational efforts of the staff to build collaboration and share information with other national groups who encounter similar issues to the NCAA Eligibility Center.

d. The NCAA Eligibility Center staff reviewed the questionnaires used by the Eligibility Center in its core course and high school reviews. The High School Review Committee made recommendations to the staff on how to improve the questionnaires for use in the review and appeal processes.

2. Current trends in high school education.

a. Competency-based learning.

- The High School Review Committee and the NCAA Eligibility Center staff discussed definitions of competency-based learning as well as current applications and recent trends in competency-based learning. The High School Review Committee requested that the NCAA Eligibility Center staff include examples of competency-based learning models for discussion in upcoming teleconferences.

b. Credit-by-examination and flexible credit programs.

- The High School Review Committee and the NCAA Eligibility Center staff discussed recent trends in credit by exam and flexible credit curricula. The discussion included review of the current interpretation regarding credit-by-exam. The committee did not take a formal position on the issue. The committee will continue to review this issue and monitor whether the NCAA is in the correct position with respect to its treatment of credit-by-exam courses.

c. Expansion of course offerings for English 4.

- The High School Review Committee reviewed recent appeals of alternative English 4 courses. The High School Review Committee requested that the NCAA Eligibility Center staff continue to evaluate these courses on a case by case basis.

3. Update from the NCAA Student Records Review Committee.

- A liaison to the NCAA Student Records Review Committee presented an update on the prospective student-athlete review process. The academic and membership affairs staff shared trends, processing numbers and recent actions with credit-recovery coursework and grade-recovery coursework.

4. Review of NCAA Division I Legislative Proposals.

- The High School Review Committee received an update from the NCAA staff regarding proposed legislation in Division I that may impact the work of the committee if adopted.

5. Discussion of the volume of documents in core course and high school review appeals.

- The High School Review Committee, the NCAA Eligibility Center staff and the NCAA staff discussed the volume of documents included in some appeals, and the potentially negative effect that a voluminous submission can have on the appellate process. The High School Review Committee recommended that the NCAA Eligibility Center staff work with the high schools to identify a representative sample of documents that exemplifies the issues of the case, and that a standard documentation template be created for all appeals.

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

Academic Certification Update*

Final Certifications

	Academic Year / Recruiting Cycle	
	2010-2011	2011-2012
Qualifier	79,664	76,476
Non-Qualifier	10,204	8,913

Early Academic Qualifiers

	Academic Year / Recruiting Cycle	
	2010-2011	2011-2012
EAQs	12,865	22,407

Preliminary Certifications

	Academic Year / Recruiting Cycle	
	2011-2012	2012-2013
# of PSAs	13,696	9,396

Registrations

	Academic Year / Recruiting Cycle	
	2011-2012	2012-2013
# of PSAs	187,584	139,228

Institutional Request Lists

	Academic Year / Recruiting Cycle	
	2011-2012	2012-2013
# of PSAs	101,526	43,584

*as of January 12, 2012

A Scale That Slides ... Too Much?

Inside Higher Ed
January 9, 2012
By Allie Grasgreen

As part of its latest move to strengthen athletic eligibility rules, in October, the National Collegiate Athletic Association's Division I Board of Directors raised from 2.0 to 2.3 the minimum grade point average that an incoming freshman must have in order to compete. But if the findings of new research hold true, it might not make much of a difference.

To determine initial eligibility, the NCAA uses a sliding scale whereby a student can make up for poor standardized test scores with comparatively high grade point averages, or vice versa. But with no minimum SAT or ACT scores in place, students can theoretically bomb their standardized tests and still play if their grades are high enough.

And that sliding scale is the reason why thousands of athletes have been admitted to college without the basic skills they need to succeed academically -- skills as basic as knowing how to read -- says Gerald S. Gurney, co-author of a study being presented Tuesday at the annual NCAA convention in Indianapolis.

"Those who have gained their eligibility by virtue of high school grades are coming in, actually, with significantly lower academic skills and need significant remediation," Gurney, an assistant professor of adult and higher education at the University of Oklahoma and longtime academic administrator in Oklahoma's athletics department who has called for tougher eligibility standards before, said in an interview. "My conclusion is that the NCAA's sliding scale got it wrong. They're letting in students who really ought not to be at a four-year institution."

Gurney and study co-author Carla A. Winters, an academic counselor in the university's athletic department, administered the Wide Range Achievement Test (WRAT), which measures test takers' most basic reading and math skills, to 109 specially admitted athletes who enrolled at Oklahoma from 2007-9. They broke the students into two groups: those who scored below the previous standardized test minimum scores of 17 on the ACT and 820 on the SAT, and those who did not. The former group comprised 21 students; the latter, 88.

In three out of four WRAT categories -- word recognition, sentence comprehension and spelling -- there were statistically significant differences in scores between the two groups of athletes; math is the only area where no difference was apparent. This suggests that at least some athletes being admitted below the old threshold and through the sliding scale system did poorly on standardized tests not because of cultural bias, but because they lacked essential knowledge, Gurney says.

"It is troubling for the authors to think that students who may be significantly deficient in reading and other basic academic skills are achieving the same high

school GPA as students without that deficiency," the study reads. Which of course raises a question: How is that happening? Gurney and Winters point to grade inflation, citing research finding that in general, the average amount of grade inflation ranges from 0.20 to 0.26 of a grade point on a 4.0 GPA scale.

However, NCAA officials dispute Gurney's assessment.

"We've been looking through big, national databases for 20 years at issues related to initial eligibility and predictors of academic success, and a couple things are clear no matter how we look at it," said Todd Petr, managing director of research at NCAA. One, high school grades "remain clearly the better predictor of eventual academic success" than test scores alone -- with a combination of grades and test scores (in other words, a sliding scale), being a "somewhat better" predictor. And two, a minimum test score would give standardized tests too much value under the NCAA's statistical model, which weighs grades more heavily than tests in predicting academic success.

Before 2003, the NCAA required minimum standardized test scores as well as GPAs, but the association nixed the former and left the scale in place after a lawsuit against it charged that the system discriminated against minority athletes, who typically do less well on the SAT. The NCAA won that lawsuit, which was filed in 1996, but eliminated the minimum score anyway.

The NCAA said at the time that the scale wasn't solely in response to the lawsuit. Regardless, admitting students who score exceptionally low on standardized tests isn't doing them any favors, Gurney said. It puts them in a setting where they struggle to perform academically, but under NCAA Academic Progress Rate rules, they must continuously move toward their degree. Dealing with that every day, with the knowledge that you're less cable than your peers, and perhaps incapable over all, can also be mentally damaging for athletes, which is why psychological supports within athletic departments have become more common, and academic support has "boom[ed]."

"The perfect storm is, you let in students with less preparedness and then expect more from them on the progress-to-degree end," Gurney says. "And then what do you expect? These students are going to panic; they're going to cheat." (An Inside Higher Ed analysis found that the number of colleges that the NCAA punished for serious academic rules violations nearly doubled in the 2000s, as compared to the decade prior.)

The NCAA points out that its standards don't dictate whether a university can admit a student -- only whether it can't. So if an institution feels a given student isn't fit for college, no one's stopping it from denying admission. Jennifer Strawley, director of academic and membership affairs at NCAA, also points out that across the board, Gurney is talking about a very small group of athletes. In 2009-10, she said, more than 25,000 freshmen met the initial eligibility rules. Only 81 of them scored below 700 on the SAT, and four scored below 600. (The number of athletes who scored below 800, closer to the mark Gurney uses, was not available.)

“There just aren’t students that live in this area that he references,” Strawley said.

But Gurney thinks the NCAA should reconsider its thinking.

“Academic reform has hurt the integrity of the university significantly, in balance, by virtue of letting in students who really should be remediated at community colleges,” Gurney said. “The people who are charged with working with these students are the ones that have to live with these rules, and I don’t believe that a college president or a faculty athletics rep or anyone in their governance structure has ever sat face-to-face with a student-athlete who can’t read. So my advice to the NCAA would be, start listening to those who actually do their bidding.”

Academic Performance and the BCS

Inside Higher Ed
September 29, 2011
By John Lombardi, Elizabeth Capaldi and Craig Abbey

Nothing captures our national enthusiasm for sports more than rankings.

We love them, consume them, argue about them, reject them, and embrace them. The industry of sports ranking keeps many print publication alive, and serves to inform tailgate celebrations throughout the college sports season with the illusion of substantive, scientific calibration of our sports enthusiasm. Among the many rankings, we of course have the BCS system that generates a list of what are presumably the best football teams in America, using methodologies praised by those whose teams score high and attacked by those whose teams fail to make the cut.

Those of us who inhabit the core of the university's academic environment share the enthusiasm for measuring and evaluating the quality of our institutions, although we have less enthusiasm for the endless ranked lists that appear in popular publications.

While some dote on the U.S. News rankings, which like their BCS counterpart rely on hugely unreliable opinion surveys, we, however, prefer our own system for evaluating the Top American Research Universities that recognizes the importance of successful performance among highly competitive institutions without requiring a simple top to bottom ranking that often distorts more than it informs.

For over ten years, The Center for Measuring University Performance, now located at Arizona State University, has produced an annual report on the Top American Research Universities that uses objective data on nine measures to put universities into categories according to their performance.

We measure research, of course, by the amount of research expenditures of each university in two categories: Total Research that includes all sources, and Federal Research that includes the peer reviewed research activities sponsored by the Federal government. In addition we collect information on Endowment, Annual Giving, National Academy Membership, Faculty Awards, Doctoral degrees awarded, Postdoctoral Fellowships supported, and average SAT scores of entering students. For a full discussion of all these measures, see the most recent edition of The Top American Research Universities (2010) available online.

Our interest in intercollegiate athletics is long-standing as college sports form such a significant element in so many prominent and successful research universities, and we published a discussion of that phenomenon some years ago in The Sports Imperative in America's Research Universities (2003) available online.

Given the recent attention to conferences and possible conference realignments, as well as national media attention to the academic quality of the universities in each conference, we thought it might be interesting to use our data to construct an index to the academic distinction of the universities in the six major BCS conferences. In our annual report, we group universities into clusters based on their performance among the top 25 or the second 25 on our measures.

A university that is in the top 25 on all nine of our measures, scores a 9 while a university that is in the second category falling between 26 and 50 in national rank would earn a 4.5. Some institutions fall into the top 25 on some measures and the second 25 on others. If they have six measures in the top 25 and three measures in the second 25, we would assign them an academic distinction score of 6 plus 1.5 or 7.5.

By combining these indexes of academic performance for the members of the conferences, we can produce a reliable indicator of the combined academic distinction of the institutions in each of the six BCS conferences.

It will come as no real surprise to those who watch our academic landscape to discover that the Big 10 leads the field with an academic distinction index of 55, followed closely by the Pac-12 with 48. The ACC falls some distance behind with an index of 28.5 and the SEC a significant distance away at 14, followed closely by the Big-Twelve and the Big East at 12.

As a reference, we also constructed an index for the Ivy League, to put all this into perspective. This premier academic conference would fall into second place, after the Big-10 and before the Pac-12.

Although the decisions about conference alignments and realignments turn primarily on issues of television, audiences, institutional athletic comparability, and of course money, the quality of an institution's athletic conference is one of the elements that helps universities create and sustain a reputation for high quality, much prized by prospective students and alumni.

As these data show, high powered academics and high powered athletics coexist in many first rank institutions. However, we also conclude that having a first rate athletic program is no guarantee of high-powered academics but that many first-rate research universities have no difficulty sustaining outstanding athletic programs.

Nothing captures our national enthusiasm for sports more than rankings. We love them, consume them, argue about them, reject them, and embrace them. The industry of sports ranking keeps many print publication alive, and serves to inform tailgate celebrations throughout the college sports season with the illusion of substantive, scientific calibration of our sports enthusiasm. Among the many rankings, we of course have the BCS system that generates a list of what are presumably the best football teams in America, using methodologies praised by those whose teams score high and attacked by those whose teams fail to make the cut.

Those of us who inhabit the core of the university's academic environment share the enthusiasm for measuring and evaluating the quality of our institutions, although we have less enthusiasm for the endless ranked lists that appear in popular publications.

While some dote on the U.S. News rankings, which like their BCS counterpart rely on hugely unreliable opinion surveys, we, however, prefer our own system for evaluating the Top American Research Universities that recognizes the importance of successful performance among highly competitive institutions without requiring a simple top to bottom ranking that often distorts more than it informs.

For over ten years, The Center for Measuring University Performance, now located at Arizona State University, has produced an annual report on the Top American Research Universities that uses objective data on nine measures to put universities into categories according to their performance.

We measure research, of course, by the amount of research expenditures of each university in two categories: Total Research that includes all sources, and Federal Research that includes the peer reviewed research activities sponsored by the Federal government. In addition we collect information on Endowment, Annual Giving, National Academy Membership, Faculty Awards, Doctoral degrees awarded, Postdoctoral Fellowships supported, and average SAT scores of entering students. For a full discussion of all these measures, see the most recent edition of The Top American Research Universities (2010) available online.

Our interest in intercollegiate athletics is long-standing as college sports form such a significant element in so many prominent and successful research universities, and we published a discussion of that phenomenon some years ago in The Sports Imperative in America's Research Universities (2003) available online.

Given the recent attention to conferences and possible conference realignments, as well as national media attention to the academic quality of the universities in each conference, we thought it might be interesting to use our data to construct an index to the academic distinction of the universities in the six major BCS conferences. In our annual report, we group universities into clusters based on their performance among the top 25 or the second 25 on our measures.

A university that is in the top 25 on all nine of our measures, scores a 9 while a university that is in the second category falling between 26 and 50 in national rank would earn a 4.5. Some institutions fall into the top 25 on some measures and the second 25 on others. If they have six measures in the top 25 and three measures in the second 25, we would assign them an academic distinction score of 6 plus 1.5 or 7.5.

By combining these indexes of academic performance for the members of the conferences, we can produce a reliable indicator of the combined academic distinction of the institutions in each of the six BCS conferences.

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Army linebacker Andrew Rodriguez wins 'Academic Heisman'

USA Today
December 6, 2011
By Ellen J. Horrow

Army linebacker Andrew Rodriguez won the William V. Campbell Trophy on Tuesday as the nation's top senior scholar athlete at the 54th National Football Foundation Annual Awards Dinner in New York.

The award, also known as the "Academic Heisman," combines academic success, football performance and exemplary community leadership. Rodriguez received a 24-inch, 25-pound bronze trophy and a $25,000 post-graduate scholarship from the National Football Foundation.

"We are thrilled to honor Andrew as the nation's top scholar-athlete," said NFF President & CEO Steven J. Hatchell. "Given his considerable commitments to the U.S. military and his outstanding performance in the classroom while accomplishing everything he has as a football player makes him the clear choice as the best scholar-athlete in college football."

Carrying a 4.14 GPA as a mechanical engineering major, Rodriguez ranks third in a class of 1,052 cadets. He has posted 21 A-plus grades and recorded six terms with a GPA of 4.0 or higher. On the field, Rodriguez is the team captain and has 140 career tackles in 23 career games. He has one more game remaining, Saturday against Navy in Landover, Md., at FedEx Field, home of the Washington Redskins.

Rodriguez is Army's first Campbell Trophy winner and the school's 14th NFF National Scholar-Athlete.

"Andrew Rodriguez and the 2011 National Scholar-Athlete Class represent all that is right about college football," said NFF Chairman Archie Manning, whose sons Peyton (Campbell winner) and Eli were NFF National Scholar-Athletes in 1997 and 2003, respectively.

The Campbell Trophy was first awarded in 1990. It is named in honor of Bill Campbell, the chairman of Intuit and former player and head coach at Columbia.

The 15 other finalists from all divisions of college football each receive an $18,000 scholarship.

The other finalists were: Georgia kicker Drew Butler, Michigan State quarterback Kirk Cousins, Delta State quarterback Micah Davis, Navy guard John Dowd, Northwestern State linebacker Yaser Elqutub, South Dakota running back Chris Ganious, Colorado School of Mines quarterback Clay Garcia, Northern Illinois quarterback Chandler

Harnish, Kansas State defensive back Tysyn Hartman, South Florida offensive lineman Chaz Hine, Purdue linebacker Joe Holland, Washington State receiver Jared Karstetter, Texas A&M quarterback Ryan Tannehill, Dubuque receiver Michael Zweifel and Yale quarterback Patrick Witt.

At BCS schools, players tend to pursue same major

The Associated Press
September 5, 2011
By Paul Newberry

When Jay Finch arrived at Georgia Tech, he wasn't just interested in being a lineman for the Yellow Jackets football team. He wanted to study architecture, too.

Then he talked with some student advisers, who gave him a dose of reality.

"They were like, 'You can expect anywhere from 100 to 120 hours of studio time,'" Finch recalled. "I said, 'Oh, like in a month.' And they were like, 'No, in a week.' And I was like, 'On top of football?'"

With that, Finch hopped aboard the M Train.

At Georgia Tech, where the famous fight song proclaims "I'm a heck of an engineer," nearly 70 percent of the football team (43 of 62 players) has chosen to major in management, a business degree dubbed the "M Train" by those on campus who consider it an easier route to a diploma than the school's renowned engineering program.

But the Yellow Jackets are hardly the only school where players tend to congregate in the same fields of study. There are four others universities where at least half the sophomores, juniors and seniors playing football are pursuing the same degree, The Associated Press found in a survey of the 68 schools in the conferences which receive automatic bids to the Bowl Championship Series, plus Notre Dame and Big East-member-to-be TCU.

At Vanderbilt, it's human and organizational development (35 of 59). At UCLA, history is a big draw (27 of 47). At Wake Forest, there's been a gridiron run on the communications department (34 of 60). At Baylor, upset winners over TCU on the opening weekend of this season, expect to find a lot of big guys in general studies (27 of 53).

This is not mere coincidence, of course. While it's natural for a selected group of students — in this case, male athletes — to be interested in the same classroom subjects, it's also apparent many are drawn to courses that are more accommodating to their Saturday pursuit.

"I wanted to dedicate myself more toward football," conceded Finch, a sophomore center. "Yeah, I did take a little bit of the easier road. Management is still hard. You've still got to go to class.

"But," he added, "at least I'm not up 'til 3 in the morning drawing."

The trend is so prevalent it has its own name — clustering — and extends far beyond Georgia Tech, Vanderbilt, UCLA, Wake Forest and Baylor.

The AP survey, compiled from media guides, university websites and information provided by the schools, showed at least half the football players with declared majors at a dozen other universities are bunched in two fields of study. At 22 schools, 50 percent or more are pursuing a degree from a group of three majors.

That means more than half of the schools at the core of major college football — 39 of 68 teams — have some level of clustering.

At a recent summit hosted by NCAA President Mark Emmert, where a rash of rule-breaking was the main focus, university presidents quietly discussed the impact that clustering has on the academic experience for student-athletes.

While the governing body has no intention of mandating more diversity in the selection of majors, it is looking at compiling more data on what players are studying, hoping it can be used to improve athletes' academic experience.

"We're not going to say certain majors are out of bounds. We're not going to say you have to take certain majors," said Kevin Lennon, the NCAA's vice president of academic and membership affairs. "Those are personal decisions that every student-athlete has to make, just like any student."

The situation puts into focus one of the ever-present conflicts in big-time college sports: winning games, making money and keeping the boosters happy vs. providing athletes with a quality education and keeping up school standards.

Georgia Tech, for instance, receives more requests from the football team than any other for special admissions — enrollment for those who don't meet the standards applied to the overall student body. But officials at the Atlanta school point out management is one of the most rigorous business programs in the country, requiring everyone to take two calculus courses and two lab sciences.

"There's always going to be that tension," said Anderson Smith, the senior vice provost for academic affairs. "You've got to recruit who the best players are. But it's a much more heterogeneous population than what we have applying to Georgia Tech as regular students."

Vanderbilt is considered the toughest academic school in the football-crazy Southeastern Conference, which is usually cited as the reason the Commodores perennially wind up at the bottom of the league standings. And yet 35 of 59 non-freshmen were going for the same degree.

By the way, what is human and organizational development anyway?

"Leadership is one of the things that we focus on, and we have a very active and engaged student body," said Beth Shinn, who chairs the department. "My guess is any club or sorority you would look at would have an overrepresentation of HOD people."

In fact, human and organization development is the most popular major on campus among all students, including three of the last six student government presidents, according to Shinn. It's a wide-ranging field, requiring courses in calculus, economics, statistics and social sciences, as well as psychology, sociology, anthropology, political science and public policy.

"Our students are prepared for a vast variety of careers," Shinn said. "We don't do basket-weaving, thank you."

Chris Marve can attest to that. The senior linebacker is actually pursuing a double-major, combining human and organizational development with sociology. As part of his HOD curriculum, he interned over the summer at a Nashville law firm and has his sights on becoming an attorney.

"This major is definitely not just an athlete's major," Marve said. "People who come here are very intelligent and have a very high intellect, so it's not an easy major at all even though a lot of athletes do sign up for it. I think it's the most powerful major you can leave out of here with."

The majors winning the popularity contest vary from school to school.

At Cincinnati, 40 players picked criminal justice as their major. At Mississippi State, 30 players have declared in kinesiology. Sports administration is the choice of 28 players at LSU. Twenty-one Iowa players are majoring in interdepartmental studies, while 20 players Clemson went with sociology.

"We used to call 'em Mickey Mouse courses. They exists at every university," said Murray Sperber, who teaches at the University of California, Berkeley, is a professor emeritus at Indiana University and author of the book, "Beer & Circus: How Big-time College Sports Is Crippling Undergraduate Education."

"As an educator, my concern is: Are they getting a meaningful education?"

Some athletes seem baffled by the whole process of sorting out a major.

The vast majority of Florida players start out in social and behavioral sciences, which is actually a broad area of study that leads to choosing a major and getting a degree.

Tight end Trey Burton, a sophomore, wants to pursue a career in business. He isn't sure why he started out in social and behavioral sciences.

"I have no clue," he said. "I guess they just give you that when you get here and that's what you start out with. I really don't even know what that is. What is it? Social and behavioral? I don't even know what that is, to be honest with you."

Sperber believes the Academic Progress Rate, a landmark program set up by the NCAA to compel schools to move student-athletes into meaningful courses and show they are moving toward a degree, has actually led to more clustering of majors.

Schools can be stripped of scholarships if not enough players are making the grade. Therefore, he said, advisers tend to steer players toward less-demanding classes.

"The whole APR stuff puts a tremendous amount of pressure on academic advisers. It puts pressure on athletes to choose their major very early. It's the law of unintended consequences," Sperber said. "You think of a good defense, and immediately the offense is thinking of ways to get around it."

The NCAA makes no apologies for the APR, saying it has led to tougher academic standards and ensured that athletes from all sports graduate at a rate that matches or exceeds the student body as a whole.

"We need to remind ourselves that before the reform effort, some students weren't getting a degree at all," Lennon said. "The APR is incredibly significant. We have more young people moving toward a degree. We have many more getting degrees. That's the most important thing."

The NCAA has also done extensive research that shows the vast majority of athletes — more than eight in 10 — are satisfied with their choice of major.

And if they aren't, Myron Rolle advises them to make it a priority to take control of their academic careers.

The former Florida State star earned a Rhodes scholarship while starting at strong safety for the Seminoles. He took a year off from football to study at Oxford and is now trying to make it in the NFL. Ultimately, he hopes to become a neurosurgeon.

"I took a very proactive approach immediately when I got to school that I wanted to be in a certain major and I needed tutors and I needed this time for my teachers after class to be able to succeed and flourish," Rolle said.

"You have a lot of young kids, 18- and 19-year-olds, who want to do exactly what the coach says to get on the field. They go to college with the dreams of winning a national championship and being the best player they can be.

"But ultimately, after you're done with your school, you want to say, What did I gain from this school? Did I gain an education?"

The best NCAA coaches are teachers, so why shouldn't they all have to try?

The Washington Post
October 13, 2011
By Sally Jenkins

The best college coaches are real teachers. The trick is to get rid of the clowns who think they're paid seven figures to watch film and run slush funds. If an NCAA Division I coach isn't capable of teaching a class to the general student body, they shouldn't be employed.

Coaches are at once overpaid yet underappreciated as instructors. We should ask more of them — and in the process, make it harder for college presidents to rationalize hiring frauds.

It doesn't seem like too much to insist that Nick Saban, in return for his millions in yearly salary, be capable of devising an academically worthwhile and coherent lecture course, with a syllabus and reading list, that's offered each semester to all Alabama undergraduates.

A few years ago, Duke asked the question, why should Mike Krzyzewski's teaching on leadership be restricted to a handful of ballplayers? After all, corporations pay good money to hear Krzyzewski lecture. The result was the Coach K Center on Leadership and Ethics, a program at Duke's business school through which Krzyzewski does some teaching and writing for MBA students each offseason. How about we export that concept throughout college athletics, and ask coaches to share their coaching with all students?

"I don't think there's any question that the principles they teach, whether leadership or organization, would be wildly popular and really useful to anyone," says Jay Bilas, the former Duke player and ESPN broadcaster.

"Every coach will tell you, 'Hey, I love to teach,' " says Kara Lawson, the former Tennessee basketball player who is an ESPN broadcaster and WNBA player. "That's at the core of any coach, because you can't be successful in that environment if you aren't at heart a teacher."

Last week in this space, I proposed that varsity athletes should be allowed to major in sport-performance, similar to kids who major in dance or music or theater, because we need to fundamentally shift how we think about college athletics, and treat them as intellectually worthwhile exercises. The NCAA's stated "mission" of integrating athletics with academics doesn't have to be a lip-service farce; let's really do it. Let's recognize the deep interest that athletes have in learning a craft. While we're at it, let's recognize that coaches — the good ones — teach subjects with valuable content. If we did, we'd feel a lot better about their presence on campus.

This doesn't mean athletes should be absolved from core curriculum requirements in composition, literature, foreign language, history, economics, math and science. A major is simply an emphasis. It doesn't mean letting coaches lead exaggerated gym classes, either, with multiple-choice exams that include questions on the definition of "offsides." It means emphasizing the teaching content of athletics and making coaches — all varsity coaches, from lacrosse to tennis — answerable to academic deans and faculty senates.

People who like to refer to "the academy" will insist that sports has nothing to teach, that it's an intellectually worthless recreation, and no argument will win them over. But ask any athlete who studied under a good coach, and they will tell you that some of the most effective and inspired teaching they received in four years came from their coaches.

Bilas and Lawson were pretty good models for student-athletes. Bilas majored in political science at Duke, and then received a law degree. He contends basketball was not only intellectually challenging but required as much immersion as law school did.

"I don't see any difference in terms of the time and the focus and the mental energy," Bilas said. "It's not better because it's athletics, but it's certainly not worse either. And you don't see people going through the library and saying, 'You're spending way too much time in here.' It seems like the academy can live with that."

Lawson majored in business and finance, but she credits Tennessee Coach Pat Summitt with teaching her more about communication than she learned in her public speaking classes. All of Summitt's teams have to read books about organizational success and executive decision-making, and prepare weekly reports on them — and are responsible for a teaching a chapter to their teammates.

"The stuff you have to remember, the concepts that you have to get down, are difficult, and it's actually harder than studying for a test," Lawson says. "When you study for a test, we all used to cram and then dump it off 24 hours later, but you can't do that in sports. Your recall in sports at the collegiate level has to be instantaneous. And for that to happen, you can't just study it; you have to own it. And there's a big difference between studying something and owning it."

Isn't that kind of ownership what all teachers wish they could embed in their students?

The best college coaches teach sport as a set of problems and how to tease out the solutions. They don't just teach content and skill, but how to transfer it into real-world performance through study, organization and communication under pressure. They ask, what happens if you follow a strategy to its logical conclusion? What are the consequences of making things up as you go along? Why do things break down? What are effective fallback principles when skill or strategy breaks down? What are the traits of successful organizations across professional boundaries?

Not all college coaches are great teachers, of course, any more than every member of the English faculty is. Some coaches would no doubt mail in their lectures, or bore people, or dish off their teaching responsibilities to their assistants or to grad students.

Emphasizing the teaching aspect of coaching wouldn't cure the ills of college sport or eradicate academic fraud. Cheating is a vice, like smoking, that won't go away. But we can at least sharpen our mind-sets and identify what it is we really want from college athletics, and get the emphasis right.

Teams chosen for bowls show improved graduation rates, but racial gap remains wide

The Associated Press
December 5, 2011

A study released Monday of the 70 Football Bowl Subdivision schools that will participate in the upcoming college football bowl season showed continued academic progress, but that the gap between white and African-American players continues to persist.

The report by the University of Central Florida's Institute for Diversity and Ethics in Sport notes an overall Graduation Success Rate improvement from 67 percent to 68 percent for students on the 70 bowl teams.

A total of 97 percent of schools had at least a 50 percent GSR for football teams, up 6 percent from 2010.

Also, for the second straight year 99 percent of schools received a score higher than the target 925 on the NCAA's four-year Academic Progress Rate. Teams with a four-year APR of 925 or below face penalties including loss of scholarships.

"If I was an advisor of athletes on a college campus, I would feel good about myself overall," said primary study author Richard Lapchick. "One of the things about the report is that if you do well, it helps you stand out. If don't do well, hopefully the motivation is to continue to do better."

Lapchick hopes a lot of effort will go toward closing the racial disparity in graduation rates.

While the average GSR for African-American players rose from 60 percent to 61 percent from a year ago, it remains far behind the average for white players, which increased from 80 percent to 81 percent. In addition, 26 percent of the bowl teams (18 of 70) graduated fewer than half of their African-American players, while none graduated fewer than half of their white players.

If the schools with the highest overall GSR among bowl teams were paired in the national championship game, the matchup would feature Northwestern and Notre Dame.

But unlike past years, when BCS title game teams often had less than stellar academic credentials, both of this year's participants — LSU and Alabama — rank high, with APRs of 966 and 963, respectively.

LSU graduates 77 percent of its players overall and 91 percent and 69 percent of its white and African-American players, respectively. Alabama graduates 69 percent of its players overall 89 percent and 62 percent of its white and African-American players.

Lapchick said that, based on the poor overall record of bowl teams a decade ago, he wouldn't have thought that the teams competing in the national championship would have such strong academic credentials this fast.

"That brought a big smile to my face," he said.

In March, U.S. Secretary of Education Arne Duncan along with Lapchick and NAACP president and CEO Ben Jealous were critical of some of the poor graduation rates and APRs from schools that qualified for the men's NCAA basketball tournament. A Knight Commission analysis showed 10 of the 68 teams in the men's tournament last season didn't meet the NCAA's APR goal of being on track to graduate at least 50 percent of their players.

Duncan called for the NCAA to ban basketball teams with graduation rates below 40 percent from competing in the NCAA tournament.

The NCAA Board of Directors responded and during an August meeting voted to raise the APR standard across Division I to 930. It includes a provision that bans all teams below that from participating in the postseason, including all NCAA tournaments and football bowl games.

Previously, only when a school fell below a 900 APR had it been considered to be doing poor enough to receive a postseason ban.

If the new 930 APR standard had been in place for in March, 12 schools would not have qualified for the men's NCAA basketball tournament and seven teams, including Michigan and Louisville, would not have been eligible to play in this season's bowls.

Lapchick said he and Duncan would like to see the APR standard reflect a 60 percent graduation rate, but that the 930 threshold (equivalent to 50 percent) is a great start.

"Now there's pressure on the two of things coaches treasure— losing scholarships and not going to NCAA tournament or making bowl appearance. No coach wants to be subject to that," Lapchick said.

The GSR measures graduation rates at Division I schools after four years, and includes students transferring into the institutions. The GSR also allows schools to subtract student-athletes who leave prior to graduation as long as they would have been academically eligible to compete if they remained.

Campbell Trophy rewards academic, athletic excellence

USA Today
December 5, 2011
By Matt Owings

The William V. Campbell Trophy, known as the academic Heisman, will be awarded Tuesday in New York by the National Football Foundation and College Football Hall of Fame. The 16 finalists have won $18,000 each in scholarships. The winner gets an extra $7,000. Finalists are judged on athletic, academic and leadership abilities and are chosen by the NFF awards committee, news media, College Football Hall of Fame members and athletic administrators. The finalists:

P Drew Butler, Georgia

Telecommunication arts major, 3.62 grade-point average

Résumé: First-team All-American in 2009, first-Team Academic All-American in 2010, and four-time SEC Academic Honor Roll honoree ... The 2009 recipient of Ray Guy Award, given to the nation's top punter, averaging 48.1 yards on 56 punts. He was a finalist in 2010 and 2011. Helped the No. 14 Bulldogs to a 10-2 record and the SEC East title ... Volunteers at the Bulldogs Battling Breast Cancer annual golf tournament, Habitat for Humanity, Boys and Girls Club and as a reader in area elementary schools.

QB Kirk Cousins, Michigan State

Kinesiology, 3.68

Résumé: Three-time Academic all-Big Ten ... Second two-time captain in school history. He is the winningest quarterback in school history and the only one to beat Michigan three times. Has passed for 3,016 yards with 24 touchdowns in 2011. Led the No. 9 Spartans to a 10-2 record and Big Ten Leaders Division title ... Volunteers in Sparrow Hospital pediatric ward, Athletes in Action sports ministry and numerous reading initiatives.

QB Micah Davis, Delta State (Miss.)

Chemistry, 4.00

Résumé: Graduated in 2010 summa cum laude with perfect GPA and is enrolled in MBA program ... NCAA Elite 88 Award winner, two-time member of Academic All-Gulf South Honor Roll and the Athletic Director's Hall of Fame ... 2011 Harlon Hill Trophy candidate for top Division II player. Passed for 3,423 yards and 22 touchdowns in 2011 entering national semis. ... Holds school season records for passing yards (4,097) and total offense (4,289) with 33 touchdown passes and seven TD runs ... Volunteers reading at elementary schools and with Relay for Life.

G John Dowd, Navy

Mechanical engineering, 3.91

Résumé: In 2010, he became the fifth first-team Academic All-American in school history ... Helped clear way for Ricky Dobbs in 2009 as he set FBS record for rushing TDs by quarterback. The Midshipmen finished 10-4 in 2010 with one of the nation's top rushing offenses ... Perfect record against Army during career ... Devotes significant time to various community outreach programs through Navy athletics.

LB Yaser Elqutub, Northwestern State

Scientific inquiry, 3.85

Résumé: Former walk-on was Championship Subdivision Academic All-Star in 2010. Presidential Honors Award recipient 2009-11. First Team Academic All-Conference ... Had 69 tackles, one sack and a forced fumble in 2010, earning a honorable mention all-Southland Conference. In 2011, he had 55 tackles with one forced fumble ... Earned Southland Conference's Steve McCarthy Citizenship Award in 2010 and has represented the league three times on the NCAA Student-Athlete Advisory Committee.

RB Chris Ganious, South Dakota

Psychology, 3.81

Résumé: Named a CoSIDA/ESPN Second Team Academic All-American in 2010, two time First Team Academic All-Great West Conference pick, and a two-time FCS ADA Academic All-Star ... League's second-leading rusher in 2010 after leading the conference in 2009. Ranks third in school history in rushing. Was named team's Most Valuable Freshman in 2008. Rushed 117 times for 471 yards and three touchdowns and caught 14 passes for 106 yards in 2011 ... Volunteers for Children's Home and Aid Rice Center and is a frequent visitor to local nursing homes.

QB Clay Garcia, Colorado School of Mines

Mechanical engineering, 3.91

Résumé: Ranks among the top 10 active Division II quarterbacks in multiple career categories. Named a finalist for Harlon Hill Trophy and a unanimous two-time First Team Academic All-Rocky Mountain Conference pick and First Team Academic All-American in 2010. Graduated summa cum laude in 2010 and is pursuing graduate degree in material mechanics ... Has passed for 3,118 yards with 20 touchdowns in 2011. Also rushed for four scores this season ... Helped design and build a fuel-cell driven car, and volunteers for Children's Hospital Toy Drive.

QB Chandler Harnish, Northern Illinois

Business management, 3.65

Résumé: Three-time Academic All-MAC honoree, named a Victory Scholar in NIU's Academic Excellence Program, and has twice been selected as the MAC Scholar-Athlete of the Week ... Led team to a 9-3 mark and the MAC West Division championship. On track to become only quarterback in school history to lead the Huskies to four bowl games. First Team All-MAC in 2010. Became 11th player in FBS history to pass and rush for 200 yards in a game. Thrown for 2,942 yards and 26 touchdowns and has rushed for 1,382 yards and 11 touchdowns in 2011.... Often visits underprivileged children and local retirement homes. Helped with clothing drives at local battered women's shelter.

DB Tysyn Hartman, Kansas State

Finance, 3.57

Résumé: Three-time academic all-Big 12. Graduated in 3½ years. Qalified for the Big 12 Commissioner's Honor Roll every semester ... Captain in junior and senior years, accumulating more than 220 tackles and 10 interceptions in his career. Helped the Wildcats reach the top 12 of the BCS standings this season for the first time since 2003, recording 57 tackles, three interceptions and a forced fumble ... Volunteered with Adopt-a-Family initiative and the Special Olympics. Participates in Reach to Achieve program with a local elementary school.

OL Chaz Hine, South Florida

Business management, 3.86

Résumé: Two-time Big East all-academic. Former walk-on is South Florida's first-ever Campbell finalist ... Played guard for first three years before moving to center in 2011 and has helped South Florida to three consecutive bowl victories in his career ... Accomplished opera singer and founding member of the Student Coalition Against Homelessness and Poverty.

LB Joe Holland, Purdue

Movement & sport science, 3.96

Résumé: Three-time academic all-Big Ten. Second-team Academic All-American in 2010 ... Recorded more than 280 tackles in career, and has never made fewer than 73 in a season. Led team in tackles in 2011. ... Volunteers weekly at local retirement home, participates in Fellowship of Christian Athletes and spent time as a camp counselor for special needs children and adults.

WR Jared Karstetter, Washington State

Zoology, 3.61

Résumé: Pac-10 All-Academic First Team honors in 2010 and Second Team honors as a sophomore in 2009. He has been a member of WSU Athletics All-American Team for the past three years… Started all four years and ranks intop 10 in school history for catches and TD catches. Had 60 catches for 700 yards and six touchdowns in 2011 … Aspiring to be a dentist. Served as peer academic counselor at WSU and frequently visits Shriner's Children's Hospital.

LB Andrew Rodriguez, Army

Mechanical engineering, 4.14

Résumé: Stands at No. 3 out of 1,052 cadets in his class at West Point … Led team with career-high 85 tackles in 2009, adding two interceptions and five pass breakups. Missed 2010 season with what was thought to be career-ending back injury, but returned to start in 2011, intercepting a pass and recovering two fumbles … Completed West Point chain of command detail this summer and was chosen to participate in the West Point Academic Development Program with the Army in Italy.

QB Ryan Tannehill, Texas A&M

Biology, 3.63

Résumé: Three-time first-team academic all-Big 12 scholar. Graduated cum laude and plans to study medicine after his football career… Began career as all-conference wide receiver, but moved to quarterback in 2010. Only player in FBS history with more than 3,000 passing yards and 1,500 receiving yards in career. Has thrown for 3,415 yards and 28 touchdowns in 2011 … Has helped lead a fundraiser to purchase Christmas presents for children residing at Twin City Mission in College Station.

QB Patrick Witt, Yale

History, 3.91

Résumé: A 2011 Rhodes Scholarship finalist … In 2010, led Ivy League in passing yards (2,216), yards a game (264.2), attempts (351), completions (212) and completion percentage (60.4), claiming second-team all-Ivy honors. Passed for 2,368 yards and 17 TDs in 2011 … Staff reporter for Yale Daily News. Works as a high school mentor and volunteers with Habitat for Humanity and Safe Haven Homeless Shelter.

WR Michael Zweifel, Dubuque (Iowa)

Health, wellness & recreation, 3.90

Résumé: Two-time Academic All-Iowa Intercollegiate Athletic Conference honoree and was honored by Who's Who Among College Students in 2010 … Set Division III record for season receptions (140) and all-division mark for career receptions (453) in 2011. Also racked up 1,915 yards and 25 touchdowns. Team

captain as a junior and senior … Serves as a representative at NCAA Student Leadership Conference and facilitated Kid's Athletics Day in Dubuque.

Division I Colleges Increase Athletics Spending at Far Faster Rate Than Academic Spending

The Chronicle of Higher Education
October 24, 2011
By Libby Sander

Athletic programs in the Football Bowl Subdivision spent on athletes at a rate that far outpaced academic spending per student during a recent five-year period, according to new research reported by the Knight Commission on Intercollegiate Athletics.

Spending per athlete grew by 50 percent in the FBS during the five-year period, while academic spending per student increased by 22 percent, according to the report, which was produced by the Delta Cost Project and is slated for release on Monday morning at the commission's meeting here.

The pattern was similar among programs in the Football Championship Subdivision, which—as we reported back in June—saw spending on athletics grow at nearly twice the rate of academic spending.

In Division I programs without football teams, the dollar amounts were more modest, but athletic spending, which grew by 31 percent, still outstripped academic spending twofold.

At the conference level, median athletic spending in the FBS exceeded academic spending by three to nearly 12 times. The league with the greatest gap between the two was the Southeastern Conference, where median academic spending per student was $13,471 in 2009 while athletic spending per athlete was a whopping $156,833. The smallest disparity was in the Mid-American Conference, whose median athletics outlay of $48,185 was roughly five times its spending on students in 2009.

When It Comes to Academics, Football Crushes Basketball

Forbes
January 5, 2012
By James Marshall Crotty

Whoa, Nellie, it seems that the NCAA has realized that too much weight has been put on the athlete portion of 'student-athlete.' Ya think?

As a result, this past October, the NCAA passed new measures – to be implemented in 2012-2013 that would penalize college athletic programs that underachieve in the classroom. Incoming freshmen must have at least a 2.3 GPA in core courses (up from 2.0). Transfers must maintain a 2.5 GPA. Moreover, there will be a reduction in the number of physical education credits that can count towards eligibility.

More important, NCAA will ban teams from postseason play if they fail to reach a 930 APR (Academic Progress Rate) a roughly 50% graduate rate – for a four-year rolling average.

According to a recent study by the University of Central Florida's Institute for Diversity and Ethics in Sport, 99% of the seventy Bowl-eligible football teams in 2011 were above the 925 APR cut line. My Alma mater of Northwestern University had the highest APR at 993, which is even more impressive given that Northwestern routinely ranks higher academically than all but one other Bowl-eligible team (Stanford). Meanwhile, Louisville (908) was the only college football program that failed to reach the cut line.

Of the 10 teams that make up this year's BCS (Bowl Championship Series) bowl games the premier bowl games in college football as determined by the BCS monopoly nine have APR scores over 940. The lone exception is the University of Michigan (928). While LSU and Alabama ended up ranked number one and two respectively in the final 2011 BCS poll, in the APR Rankings of BCS teams, they would fall back to four (966) and five (963) respectively, behind Clemson (977), Stanford (977), and Wisconsin (967).

Here's Crotty's APR Rankings for 2011 BCS Qualifiers: 1. Clemson (977) tied with Stanford (977); 3. Wisconsin (967); 4. LSU (966); 5. Alabama (963); 6. West Virginia (962); 7. Virginia Tech (955); 8. Oklahoma State (942); 9. Oregon (941); 10. Michigan (928)

In a more education-focused college football world, the national championship would be determined by a combination of BCS and APR rankings. That would get the attention of athletic directors. If such a model were in place this year, Stanford and Clemson would be heading down to New Orleans for the national championship game, not LSU and Alabama. If the national championship simply featured the two Bowl-eligible schools with the highest APR's, the championship game would pit Northwestern (993) against Rutgers (988).

According to the NCAA, college football's four-year APR is 946, which is two points higher than last year's. Last season's BCS national champion, Auburn University, had a multiyear APR of 940.

In contrast to college football, last season's NCAA Men's Basketball Tournament was littered with teams 12 to be exact that would fall short of the new academic requirements. This academic "Dirty Dozen" includes the eventual national champions, the University of Connecticut Huskies, whose APR score was a measly 826 for the 2009-2010 school year. The program's two-year average after a reported APR rating of 975 in 2010-2011 would be 900.5 and its four-year average would be 888.5. At this rate, both are too low for Connecticut to be eligible for the 2013 NCAA tournament.

However, the rest of the Final Four teams all had respectable APR scores for the 2009-2010 academic year. Butler University, who became national darlings following their improbable runs to the title game two years in a row, had a perfect APR score of 1000. The University of Kentucky maintained a 974 APR. Meanwhile, Virginia Commonwealth University had an APR of 949.

While some deduce that college basketball's woeful APR ratings are a good reason not to have a college football playoff, it is unlikely that March Madness is the reason that basketball players fail to graduate. It probably has more to do with the academic drive of college basketball players (most of whom think they will be making their living playing basketball) versus college football players (most of whom know they will not), and institutional failures to educate big name athletes (who colleges fear will bolt if academic standards are too high). Moreover, there are a far higher percentage of college basketball players who leave to the professional game after one or two years.

Meanwhile, NCAA schools like Connecticut are scrambling to improve their APR rankings, including summer school for returning athletes, academic boot camps for incoming freshmen athletes, a reduction in transfer athletes, making it easier for those leaving early to the pros to return later to get their degrees, and making sure athletes are academically eligible when they leave early.

While these minor repairs are welcome, the ultimate solution requires a bigger agreement. If the NCAA and professional sports leagues could agree on a rule that prevented any athlete from playing in a pro sport before they received their college degree, or at least before they turned 21, we would see dramatic improvement in school APR scores. Moreover, we would see colleges fully embrace their primary mandates comprehensive liberal arts education for intelligent participation in a 21st century republic, and graduating students with demonstrated competency in a non-athletic real world skill instead of their incidental, yet growing, mandate, which is to be a lucrative development league for corporate-dominated professional sports.

Many Faculty Reps Attribute 'Clustering' to NCAA's Academic Requirements

The Chronicle of Higher Education
September 25, 2011
By Libby Sander

A majority of faculty-athletics representatives at the nation's biggest college sports programs say they believe athletes cluster in certain academic majors because of scheduling issues, and because of the NCAA's progress-toward-degree requirements, according to the preliminary results of a forthcoming NCAA survey.

"That clearly is a concern," said Michael Miranda, the NCAA's associate director of research, who presented the early findings to faculty-athletics representatives from Football Bowl Subdivision programs gathered here for their annual meeting. "If people's behaviors are being influenced by the rules that we're writing ... we have to look at them. We're intrigued by that one, and we'll take a closer look at that."

The preliminary report is distilled from a broader NCAA survey of all faculty-athletics representatives, and included responses from more than two-thirds of all faculty reps at FBS institutions. The survey was conducted during the 2010-11 academic year and drew responses from 658 representatives across all three NCAA divisions. (Results of the full survey are expected to be published later this fall.)

In addition to polling faculty reps about athletes' academic choices, the survey also solicited demographic details about the group.

At the FBS level, 64 percent of the respondents were male, and 90 percent were white. (Female faculty reps have increased by 10 percent since the last time the NCAA conducted this survey, in 2006.) All are tenured, and have worked, on average, 29 years in higher education. Their average length of service as a faculty rep was six years, but nearly 30 percent had served for two years or less—representing a high rate of turnover that Miranda said he found surprising, and that could have broader implications given the complexity of issues at the FBS level.

On the whole, the early findings showed that faculty reps spend most of their energy tending to academic matters, which consumed a little more than a third of their workload, and compliance and interpretation of NCAA rules, which represented just under a quarter. Athlete-welfare matters and administrative duties rounded out the demands.

Many faculty reps in the FBS receive monetary compensation and release time from teaching duties to perform their duties, the preliminary report showed: Forty-three percent of the respondents said they were compensated in some fashion,

while just over half received release time. Twenty-eight percent received no form of compensation or recognition, monetary or otherwise, for their duties.

More Athletes Graduating

Inside Higher Ed
October 26, 2011
By Allie Grasgreen

After three years of staying stagnant, the graduation rate of Division I athletes has edged up three points, to a new record of 82 percent, the National Collegiate Athletic Association said Tuesday. NCAA officials expect the number will continue to rise as higher eligibility standards are put in place at this week's meeting of the Division I Board of Directors.

The NCAA's Graduation Success Rate measures the proportion of athletes who get their degrees within six years (with some exceptions that distinguish it from the federal graduation rate, which in most cases is lower than the GSR). In explaining this year's improvements -- and in making a case for the proposed rules changes on the table at this week's board meeting -- officials pointed to higher academic standards put in place in 2002-3, which required higher grade point averages and more core-course credits for athletes to be eligible for competition.

At the same time, the NCAA significantly lowered the minimum SAT score players needed to compete, but to make up for that in 2004 it established the Academic Progress Rate, which measures athletes' progress toward degree. The graduating cohort of 2010, which entered college in 2004, was one of the first to face these higher standards, officials said.

"I am absolutely certain this is a direct result of the reforms we made a few years ago," said Walter Harrison, chair of the NCAA Committee on Academic Performance and president of the University of Hartford. "I predict, in fact, that we'll see even greater improvement in the years upcoming, because we'll see more and more students who will be affected by these standards."

But since 1995, when the NCAA previously toughened its academic eligibility standards, overall graduation rates have risen eight percentage points (and 10 points for black athletes). But Harrison and NCAA President Mark Emmert want to bring the lower GSRs of some subgroups up to par with the overall average -- or, at least, to help them hit the 80-percent mark.

The two sports of greatest concern are also the ones that bring in the most money. While the football and men's basketball graduation success rates this year either rose slightly or stayed steady, the rates are still significantly lower than the overall NCAA average of 82 percent. Male basketball players are graduating at a rate two points higher this year, at 68 percent, while the football GSR dropped 0.6 points to 68.6 percent. Emmert said he wants to "work hard" on raising the rates in those two sports.

The four-year rolling graduation success rate for the last four cohorts of enrolling athletes, which the NCAA also reports with this data, was slightly lower than this

year's, at 80 percent. The GSR for male athletes who entered from 2001-4 was 73 percent, compared to 88 percent for female athletes.

The Division I Board of Directors has already approved a higher minimum Academic Progress Rate of 930, up from 900, a score meant to indicate that at least half the athletes are on track to graduation. Teams whose athletes don't hit that rate can face financial penalties and be barred from postseason competition.

"It's about student-athletes in a collegiate setting, and the APR requirement for participation in postseason play is a wonderful motivator," Emmert said of his support for a higher minimum score. "What we want to make sure is that our student-athletes at all of our institutions and all of our sports in Division I are students first and foremost, and that while the vast majority of our universities are performing at the levels that we'd expect now, some aren't." (A searchable NCAA database breaks down the rates by institution, sport and year.)

At its meeting Thursday the board will also consider other ideas to strengthen eligibility standards, such as requiring athletes to have higher grade point averages and more core courses before they can compete. The NCAA spokesman Erik Christianson said in an e-mail Tuesday that the data show a "clear relationship" between academic outcomes (i.e., higher GSRs) and higher high school GPAs in core courses and test scores, as well as progress-to-degree while in college, as measured by the APR.

The NCAA also commented Tuesday on the 2004 cohort's Federal Graduation Rates, for which its dislike is no secret. The federal graduation rates are consistently lower than the NCAA's GSR because the former considers athletes who transfer as dropouts, even though they may graduate from another institution. The GSR tracks and includes those athletes in its rates, meaning its final counts include 37 percent more students than the federal rate does. Students who entered Division I institutions in 2004 had a federal graduation rate of 65 percent, one point higher than last year's rate, which had also held steady for three years.

Separate data released Monday showed a 73 percent graduation rate for Division II athletes, who are measured through a formula called the Academic Success Rate, which, unlike the GSR, also tracks the many non-scholarship athletes at those institutions. That's the same as last year's ASR and, like the GSR, the highest ever.

Division I Graduation Success Rates, by Race and Gender

	Entering class, 2002-3	Entering class, 2003-4
Overall	79 %	82 %
White	84 %	87 %
Black	64 %	68 %
White Males	78 %	83 %
Black Males	59 %	62 %

White Females	90 %	92 %
Black Females	76 %	80 %

Division I Graduation Success Rates, by Sport

Division I Sport	Entering class, 2002-3	Entering class, 2003-4
Baseball	69.6 %	77.4 %
Men's Basketball	66.4 %	67.7 %
Women's Basketball	84.8 %	85.9 %
Women's Bowling	63.3 %	81.8 %
Women's Crew	92 %	91.9 %
Men's Cross Country / Track	72.8 %	78.3 %
Women's Cross Country / Track	82.9 %	86.1 %
Men's Fencing	100 %	89.4 %
Women's Fencing	88.5 %	94.2 %
Women's Field Hockey	92.4 %	95.4 %
Football (FBS)	69.2 %	68.6 %
Football (FCS)	64.7 %	72.1 %
Men's Golf	83.5 %	82.4 %
Women's Golf	87.7 %	88.2 %
Men's Gymnastics	89.5 %	92.2 %
Women's Gymnastics	91.4 %	91.3 %
Men's Ice Hockey	81 %	88.5 %
Women's Ice Hockey	89.7 %	94.1 %
Men's Lacrosse	88 %	89.3 %
Women's Lacrosse	93.9 %	94.5 %
Men's Rifle	82.6 %	83.3 %
Women's Rifle	73.1 %	83.3 %
Men's Skiing	77.8 %	90.5 %
Women's Skiing	90.9 %	92.3 %
Men's Soccer	77.9 %	82.6 %
Women's Soccer	87.7 %	91.1 %
Softball	85.4 %	86.7 %
Men's Swimming	84.6 %	87.7 %
Women's Swimming	90.7 %	91.5 %
Men's Tennis	80.1 %	88.3 %

Women's Tennis	89.9 %	90.3 %
Men's Volleyball	72.9 %	87.2 %
Women's Volleyball	86.7%	90.6 %
Men's Water Polo	80.3 %	87 %
Women's Water Polo	91.4 %	91.6 %
Wrestling	73.4 %	74.2 %
Men's Overall	72 %	76.7 %
Women's Overall	87.1 %	89.3 %

NCAA makes changes to improve athletes' grades

The Atlanta Journal-Constitution
November 15, 2011
By Doug Roberson

The NCAA recently approved two measures designed to improve its athletes' classroom performance by tying freshmen eligibility and team postseason participation to grades.

College basketball, with more reliance on true freshman than most sports, might be affected more than the others.

Effective for the 2015-16 school year, an incoming freshman will need a minimum 2.3 grade-point average in high school in order to play in college games during his or her first year. The current requirement is 2.0.

Teams also must have a four-year Academic Progress Rate average score of 930, which represents a 50-percent graduation rate, in order to compete in the postseason, including bowl games for football. There will be additional penalties, as well. This hard-line rule will be gradually phased in over the next few years. The current four-year rate is 900 for postseason eligibility.

According to the NCAA, 43.1 percent of the incoming freshmen who played men's basketball in 2009-10 wouldn't have qualified for Division I competition under the new GPA standard, compared to 15.6 percent of all incoming athletes. During the same time, 35.2 percent of freshman football players wouldn't have been eligible. Those athletes still would have qualified for financial aid and been able to practice, according to the NCAA.

With the improved APR standard and penalties, 99 men's basketball teams last year would have suffered penalties, including failing to qualify for the postseason, with Connecticut, the national champion, among them.

"It made perfectly good sense to have students successful in the classroom as well as on the court," NCAA President Dr. Mark Emmert said.

Local coaches said they are in favor of the new standards, though they pointed out that college basketball isn't the only sport affected.

"Every college coach should remember that we work at institutes of higher learning, and that you've got to perform in the classroom," Georgia coach Mark Fox said.

Meeting the APR standard has been problematic for local college basketball teams. The APR is a four-year measurement designed by the NCAA to track a student's progress toward graduation. Students who leave school early and aren't in good academic standing will negatively affect a team's score. The men's

teams at Georgia Tech and Kennesaw State, for example, failed to meet the minimum standards in the past and were punished by a loss of scholarships.

Under the new academic redshirt rule, students eligible to practice -- but not compete or travel -- would need a 2.0 GPA in high school core courses, most of which must be completed before the player's senior year. A student who falls between the 2.0 and 2.3 standards would still be able to receive financial aid for the first academic term. With the exception of a medical condition, he or she wouldn't be eligible for another redshirt year.

Within that change, the NCAA also has proposed increasing the sliding scale for eligibility, citing this example: A 1000 SAT score would require a 2.5 high school core-course GPA for competition and a 2.0 high school core-course GPA for practice. The SAT score for the required 2.3 GPA hasn't been announced. The details of the sliding scale are being finalized, according to the NCAA.

Players who meet the grade standard for practice, but not competition, must pass at least nine semester hours or eight quarter hours during their first collegiate academic term to keep their financial aid for the next academic term.

"We are supposed to be about educations, and it gives the guys as youngsters, at 14, who may not have been taking their studies seriously, a game plan that they can follow," Tech's Brian Gregory said.

The NCAA says the new standard is less punitive than the old "partial-qualifier" standard, which took away a year of eligibility on the back end of a student's career unless he or she graduated within four years. The new rule allows them four more years of participation after the academic redshirt year.

"We've got to get to the point where we kids get prepared," Georgia State coach Ron Hunter said. "We shouldn't eliminate kids; we should get them prepared and a redshirt year might do that."

It's similar to the old NCAA rule that made all freshmen, no matter their academic history, ineligible for competition.

Those who watch the NCAA closely support the intent of the new rules.

"We've promoted the old standard of a first year of ineligibility to get acclimated to campus and academics," said Jason R. Lanter, president of The Drake Group, an NCAA watchdog organization. "The way the system is set up they are not an integral part of the academic side of the university community."

With the academic redshirt year, Hunter said he would like to see the NCAA increase the number of men's basketball scholarships from 13 to 15. That would allow schools, in cases where an excessive number of players in a class might need the extra year to adjust academically, to have enough quality upperclassmen to play and compete.

Emmert said the NCAA will likely monitor all aspects of the academic redshirt clause closely, including whether practice and film room allowance needs to be reduced, to make it more effective.

"This is about getting young people a chance to get their sea legs under them academically," Emmert said. "If the pressures of practice and film and weight room and all of that continue to be an obstacle, we will have to address it."

Commissioners of local conferences and local basketball coaches, Kennesaw State coach Lewis Preston and Gregory among them, say they shouldn't have many future issues with the APR. However, they are preparing for the new rules to ensure they graduate students and maintain postseason eligibility.

Kennesaw State this summer prepared a risk-analysis survey for each sport to give coaches a snapshot of where their teams are in regard to an SAT-to-GPA ratio.

"We're trying to find a happy balance as to what a KSU student-athlete is," said Steve Benton, Kennesaw State's assistant athletic director for student-athlete success services.

How might the new standards affect recruiting? Will a coach take a chance on a student who may not be able to play as a freshman?

The coaches said they would take it on a case-by-case basis.

"The landscape is changing so much," Fox said. "Every kid deserves an opportunity; not every kid can fit in at every school."

Preston said he would use the risk-analysis survey, as well as sit down and talk with his athletic director and others, to ensure an athlete will be given everything necessary to succeed academically, which supports the purpose of the changes.

"[Put] a system of checks and balances in place where during that year he can be around the program and understand the whole culture of being a student-athlete, as opposed to one over the other," Preston said

NCAA must get serious about graduation rates

Milwaukee Journal-Sentinel
October 31, 2011
By Derrick Jackson

National Collegiate Athletic Association President Mark Emmert said last week that college presidents are finally serious about banning teams with poor graduation rates from postseason play. He told the Knight Commission, the nation's leading college sports reform body, that the NCAA's Division I board of directors is finalizing recommendations for a plan that could ban teams in about three years if they have less than a 50% graduation rate for athletes.

"This is going to have a very, very significant impact on the way coaches recruit, on the emphasis they place on the success of their student athletes, on the entire mission of the athletic departments," Emmert said.

How much of an impact the new rule may have is highly questionable. The NCAA is already way behind the Knight Commission's recommendation to ban teams that do not graduate at least 50% of their players. Under the commission's proposal, that benchmark was supposed to have been achieved by 2007.

Worse, we already know that even if a team has an overall 50% graduation rate, there can be a world of rot underneath. Many teams have indeed improved their rates under public pressure in recent years. But overall rates do not account for racial gaps on teams that are often horrific.

That is why I believe it is imperative that qualifying teams also have a 50% graduation rate for African-American players, inasmuch as they are numerically the backbone of many top-ranked programs. Teams should also not be allowed to have vastly disparate graduation rates for black players.

For instance, take the current Bowl Championship Series Top 25 standings in football and the ESPN/USA Today's Top 25 preseason basketball poll. In football, the 50% rule might finally prod teams such as Oklahoma and South Carolina to take academics seriously, since their overall graduation rates are 48% and 39%, respectively.

But there is no inherent reason for teams such as Arkansas, Texas A&M, Houston or Texas to change. All have overall graduation rates of more than 50% while harboring black graduation rates under that level and racial gaps of between 33 and 47 percentage points. Texas A&M had the worst gap, graduating 92% of its white players but only 45% of its black players.

The top basketball teams have even more profound problems. The rule change might be a cattle prod for the national champion, Connecticut, and other schools such as Florida, Michigan, Arizona and California, which are under 50% overall. But Syracuse and Wisconsin have 50% graduation rates overall but under 50% for black players, including only 29% at Wisconsin.

Just as important, racial gaps are 20 percentage points or more on 15 of the Top 25 teams: UConn, Syracuse, Louisville, Florida, Kansas, Wisconsin, Arizona, Michigan, Texas A&M, UCLA, Marquette, Gonzaga, Kentucky, Ohio State and California.

Asked by a member of the Knight Commission why the NCAA would wait three years to get to 50%, Emmert said he was worried about too much "collateral damage" in moving to that standard immediately.

Up until now, the NCAA has not fully addressed graduation rates. We can believe the association when it explicitly holds teams accountable for the black graduation rate

New Academic All-America program

NCAA.com
November 1, 2011
By Gary Brown

Later this month, the College Sports Information Directors of America will introduce the first Academic All-America teams of the year, continuing the only program of its kind that has recognized student-athlete academic achievement for more than half a century.

What makes 2011-12 a benchmark year for the program, though, is that for the first time, CoSIDA will announce Academic All-America teams in all three NCAA divisions.

For years the program has been separated into "university" and "college" divisions to distinguish Division I honorees from the rest. Now, thanks to support from NCAA corporate partner Capital One and contributions from the Divisions II and III identity campaigns, the Capital One Academic All-America program will recognize 48 national teams annually in 12 sports - one team each for Divisions I, II and III, and a college division squad that combines NAIA institutions, two-year colleges and Canadian schools.

This year's program kicks off when CoSIDA and Capital One announce Academic All-America Teams in men's and women's soccer on Nov. 29 (Division III), Nov. 30 (Division II) and Dec. 1 (Division I).

"We really wanted to break up the college division, because it included so many student-athletes and was so difficult to achieve distinction," said CoSIDA Executive Director John Humenik. "Fortunately for us, Capital One came on board, and Mike Racy and Dan Dutcher (NCAA vice presidents for Division II and Division III, respectively) stepped forward last summer as part of their branding campaigns and allocated funds for us to have separate division designations."

The university and college distinctions reflected the same names the NCAA used to distinguish competitive levels, but the labels lingered long after the NCAA went to its divisional structure in 1973. It became problematic for the Academic All-America program, particularly in the college division since that bucket was so full of potential nominees. SIDs with student-athletes carrying 3.6 or 3.7 grade-point averages became reluctant to nominate them because they knew the competition was so stout just because of the volume.

Humenik said the updated program expands CoSIDA's grass-roots reach. "We'll have 384 All-District teams per year and now 48 national teams instead of 24. That's close to 4,000 student-athletes honored annually, from All-District to first-, second- and third-team Academic All-America."

Capital One takes on sponsorship of a program that has honored more than 20,000 student-athletes since its inception in 1952. It encompasses all sports in

which the NCAA conducts championships. Separate teams are selected in football, women's volleyball, men's and women's soccer, men's and women's basketball, baseball, softball, and men's and women's track and cross country.

Student-athletes in other sports such as swimming and diving, tennis, golf, field hockey and ice hockey are eligible for the men's and women's at-large programs. The Academic All-District teams (in eight geographic districts) are voted on by the CoSIDA membership at large, with first-team selections advancing to the national Capital One Academic All-America ballot. At that point, first-, second- and third-team performers are chosen by the Academic All-America Committee members and CoSIDA board of directors.

In all, about 1,950 athletes earn all-district honors (in eight districts), 820 earn All-America honors and 288 are first-team Academic All-America selections.

Capital One also will sponsor the Academic All-America Hall of Fame, which was established in 1988 to honor the Academic All-America selections that have gone on to outstanding achievements in their chosen careers.

"The Academic All-America program is one of the most reputable and recognized student-athlete awards in intercollegiate athletics" said Capital One Chief Marketing Officer Bill McDonald. "As a national supporter of student-athletes and their quest for excellence on the field and in the classroom, Capital One is proud to help shine a spotlight on these individuals and their outstanding achievements. We look forward to working with CoSIDA to grow awareness around this program even more in the future."

Dougherty said the new-and-improved program fits CoSIDA's mission to recognize and promote student-athlete achievement in completion and in the classroom.

"That's the main thing we do," he said. "There's no better way to do that than through the Academic All-America program. At the same time, earning first-team Academic All-America distinction is hard to achieve. We're not watering anything down by expanding the program. We're simply able now to honor more deserving athletes and do so in their own divisions. It certainly has grown from just being a football academic award in the 1950s."

"We're advocates for college athletics and the student-athletes who participate," Humenik said. "And while the few high-profile student-athletes who run into academic trouble tend to grab the headlines, those of us who work in this enterprise know that 99 percent of student-athletes do things the right way. This program is another way to demonstrate to the membership and the public that there literally are thousands and thousands of student-athletes who are doing it right."

NCAA colleges should consider offering sports as an academic major

The Washington Post
October 5, 2011
By Sally Jenkins

If we would quit being half-ashamed of college sports and assign them some real value, we might just cure some of their corruptions. The NCAA should stop treating athletic departments as ticket offices attached to universities like tumors and instead treat them as legitimate academic branches. In fact, why shouldn't we let kids major in sports? Aspiring athletes should be able to pursue their real interest, as a business and an art.

High-performance athletes study a craft, with a science, theory, history and literature, just like music or dance or film majors do. Varsity athletes deserve significant academic credits for their incredibly long hours of training and practice, and if they fulfill a core curriculum they deserve degrees, too. A school could design a rigorous Performance of Sport major by requiring the following:

Introduction to Sports Law: a broad overview of antitrust law, labor law and contract law, via memorable sports legal battles such as Tarkanian v. NCAA, and Flood v. Kuhn. Textbook: "Sports Law: Cases and Materials" by Michael J. Cozzillio and Mark Levenstein.

The Origins of Sport: A survey of the history of ritual athletics from the Bronze Age to the modern Olympics. Textbooks: "Combat Sports In the Ancient World," by Michael Poliakoff and "Reading Football" by Michael Oriard.

Making Up the Rules: an ethical-studies examination of moral and philosophical issues from amateurism to performance enhancement. Textbook: "Ethics in Sport," edited by William Morgan.

Sports and Public Policy: how our sports-entertainment industries intersect with economics, urban planning, public health, and political science. Textbook: "Sport and Public Policy: Social, Political, and Economic Perspectives," by Charles Santo and Gerard Mildner.

Think about it. Why is an Alabama football player or Tennessee women's basketball player less worthy than a Yale drama student? According to Yale's Theater Studies course guide, drama students learn a "complex cultural practice," and "combine practical training with theory and history, while stressing creative critical thinking." Now substitute the word sport for theater. Isn't sport a complex cultural practice with a body of knowledge, history, and theory? Just to be sure I haven't jumped the shark, I e-mailed the director of the Yale Theater Studies program, Toni Dorfman, to ask whether this is nonsense. "What a wonderful idea," she replied. "The theory and practice of sport are certainly as ancient as those of theater."

With a fundamental shift in the way we think about college sports, by designating them intellectually worthwhile exercises instead of mere obsessions, we might gain some clarity. For one thing, the worth of an athletic scholarship would suddenly be clearer. We could stop worrying about "exploiting" athletes and whether to pay them. Yale drama undergraduates don't get a cut of the box office — their recompense is first-rate training for the stage. They aren't exploited. They're privileged.

Too many college presidents harbor the secret conviction that athletics are trivial, if not evil, entertainments that exist merely to please donors. Back in 2004, former NCAA president Myles Brand was scandalized to learn that some schools gave athletes limited academic credits for varsity participation. "We can't have that," he said.

That attitude has to change. Sports aren't trivial. Among the things college athletes strive to learn: how to bring their best every day, how to deal with the fact that their minds and bodies will betray them under pressure, how to accept the consequences of public performance, and how to withstand violence or pain and create something beautiful and excellent despite it — or even from it. The vast majority of them, even the so-called cheats and chokers, are highly focused, dedicated, self-appraising, self-motivated and highly aspirational.

The NCAA's stated mission is "to integrate intercollegiate athletics so that the educational experience of the student athlete is paramount." So do it. Stitch college sports into the rest of the university by recognizing their value as an academic major. Once college presidents make that fundamental shift in their thinking, they might be inclined to make other changes too. They might mandate that athletics be answerable to an academic dean, like any other discipline. They might decide that coaches should be faculty members who teach.

"Athletics needs to be acknowledged as something legitimate and serious," says Oriard, a former Notre Dame and NFL football player who is now an associate dean and literature professor at Oregon State. Given that college sports have become multibillion dollar industries and national institutions, he says, students should "understand the ethical, cultural, social and historical dimensions of their activity."

Oriard observes that athletes devote as much time to their craft as a student violinist, and "there is an intelligence that is required of athletes that is similar to music, too." We congratulate music majors for their passion, and tell them that even if they don't make it in the symphony, they are acquiring an art and a method of thought that will be theirs forever. But for some reason we tell athletes who aspire to the highest levels that they are academically illegitimate, and look down on them as vocational students (forgetting that without vocational students, our cars wouldn't start).

But what if we taught and talked to them differently? What if we pulled available college courses together into a more coherent, meaningful way for them, instead of herding them into General Studies. What if we taught that athleticism, like musicality, is a "lifelong discovery," Oriard says. Above all, surely we should

teach that their performance "is valuable in itself," quite apart from commercial value.

Such thinking would not only benefit athletes, it would sharpen the decision-making of administrators. Because frankly, any resistance to this idea begs the question, "Then why have sports on campus at all?" Why do universities build sports stadiums? Well, why does a university build a hospital? Not to gouge and rip off the infirm for profit. They do it because the research and teaching in a hospital is vital and enhances a university's standing.

There's no reason the NCAA can't reconcile commerce with education in a more honorable way. If presidents see athletes as worthy students, instead of unpaid labor, then they themselves might act more like educators, instead of carnival barkers grabbing for easy cash. What a concept. College sports are salvageable. But first, we have to correct an underlying fallacy — that despite all that money, they are worthless.

NATIONAL EDUCATION POLICY CENTER

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As Enrollments in Cyber Schools Rise So Do Questions About Quality and Accountability According to New National Study

Thirty Percent of US High School Students Have Taken At Least One Course Online; NEPC Report Finds Serious Problems With Full-time Virtual Schools; More Oversight Necessary

Boulder, Colorado (October 25, 2011)—Virtual schooling is the fastest growing alternative to traditional K-12 education in the United States. Forty states operate or authorize online classes for K-12 students, say researchers from the University of Colorado Boulder, with more than 30 percent of the nation's 16 million high school students having been enrolled in at least one online class. Yet these schools are subject to only minimal government oversight. "We see few rules, little supervision, many students and families who struggle, and an unacceptably large number of enrollees who don't make it through to the end," said report co-author Dr. Gene V Glass.

Cash-strapped states and school districts are using online education—including full-time virtual schools with no face-to-face contact between students and teachers—as a lower-cost alternative to traditional public schools. In states such as Florida, virtual schools are used as a loophole in laws that limit the size of classes. According to the report, full-time "cyber schools" including scores of virtual charter schools, are now operating in twenty-seven states. In at least one case in Arizona, a private firm outsourced essay grading to low-paid workers in India.

The report, *Online K-12 Schooling in the U.S.: Uncertain Private Ventures in Need of Public Regulation,* by University of Colorado education professors Gene V Glass and Kevin G. Welner, was released today through the National Education Policy Center (NEPC). In an accompanying report, *Model Legislation Related to Online Learning Opportunities,* University of Kentucky education professor and attorney Justin Bathon offers statutory language to bring state policies in line with the research.

This expansion in virtual schools, especially full-time virtual schools, is taking place, Glass and Welner write, despite the absence of any data on the effectiveness of full-time cyber programs for K-12 students: "There's zero high-quality research evidence that *full-time* virtual schooling at the K-12 level is an adequate replacement for traditional face-to-face teaching and learning," said Prof. Welner. Nationwide, more than 200,000 students are enrolled in full-time virtual school programs.

"Private operators are gaining access to large streams of public revenue to run cyber schools," said Prof. Glass. "But the public is not getting full information on the actual costs of these programs, so it's not clear if taxpayer money is being used properly."

Cyber schools frequently claim they need the same per-pupil funding as traditional schools, despite the fact that they do not build or operate school buildings, have no student transportation costs, and have a much higher student-to-teacher ratio than traditional schools.

Just five companies, Glass and Welner report, account for most of the content and services sold to full-time cyber schools: K12 Inc., Education Options Inc., Apex Learning, Plato: A+LS, and Connections Education (acquired by Pearson in September 2011). These firms, the researchers found, are increasingly involved in funding the campaigns of public officials, lobbying for public funding for their private operations, and writing the rules under which they can use public funds. "These are not illicit activities," said Welner, "but in the absence of other influential voices representing the interests of students and society there is a clear danger of those interests being damaged."

As virtual schools continue to grow, Glass and Welner offer several recommendations for state legislators and other policy-makers—recommendations codified in Bathon's accompanying model

legislation. These include:

Financial audits of cyber schools to determine their actual per-student expenses, so states can determine appropriate reimbursement.

Authentication of student work: An online instructor, whether located in the U.S. or abroad, has no way to determine whether work submitted via computer was performed by the student enrolled in the class. Trusted organizations should be engaged to administer in-person exams, as is currently the practice at a few virtual schools.

Accreditation: To avoid abuses that have been found in other proprietary schools – such as truck driving and cosmetology academies – traditional high school accrediting agencies and state and federal departments of education should work together to develop a rigorous approach to accreditation of both part-time and full-time cyber schools.

"Cyber schools and virtual learning will be a growing part of the education landscape," said Prof. Bathon. "The challenge for educators and policy-makers is how to use this new tool to deliver results for students in a responsible and cost-effective manner." "We have to make sure that cyber schools don't become just a cheap way of providing second-rate service to disadvantaged schools and students," said Prof. Glass. Welner added, "No matter where they live or in what form they receive instruction, all students deserve quality teachers, supported by a rigorous program of accreditation and accountability. Right now, cyber schools are the wild west of American education. Our children will benefit when policymakers address these key issues."

The report, *Online K-12 Schooling in the U.S.: Uncertain Private Ventures in Need of Public Regulation* as well as *Model Legislation Related to Online Learning Opportunities* were supported with funding from the Great Lakes Center for Education Research and Practice. Both are available on the National Education Policy Center website at: http://nepc.colorado.edu/publication/online-k-12-schooling.

The mission of the **National Education Policy Center**, housed at the University of Colorado Boulder School of Education, is to produce and disseminate high-quality, peer-reviewed research to inform education policy discussions. We are guided by the belief that the democratic governance of public education is strengthened when policies are based on sound evidence. For more information on NEPC, please visit http://nepc.colorado.edu/.

These reports are also found on the GLC website at http://www.greatlakescenter.org/

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Should sport be an academic major?

The Minnesota Daily
October 24, 2011
By Andrew Krammer

Talks of conference realignment, paying amateur players and scandal after scandal have left a bad taste in the mouth of the average college sports fan. But in the ever-changing world of collegiate athletics, a quiet conversation has materialized around a lighter topic — whether or not to include "sport" as an academic major at public universities.

"There are [those of] us who feel very strongly that, if done right, college athletics could fit nicely in higher education," Director of the McNamara Academic Center Lynn Holleran said. "There is an educational value to being an athlete."

The argument stems from the idea that student-athletes study and practice a craft in the same way theater, music and film majors do.

Just as theater majors practice for a performance for which they may get college credit, student-athletes put in several hours to perfecting their trade — but not toward a University diploma.

"The possibility of a major in sport would really help student-athletes navigate what it truly means to be a life-long athlete," Shannon Walsh, an adjunct lecturer in the University's theater department, said. "Also, [it will] potentially give them the tools to pursue careers in athletics after they're athletes."

The many aspects surrounding sports could create a course curriculum including, but not limited to: sport law, history of sport, sport ethics, management and marketing.

Even sport sciences like kinesiology and physics could provide further courses.

Is it necessary?

As the state of Minnesota continues to tighten the belt on University funding, it is hard to justify the need for the new major.

"A degree of this nature could create a more specialized class of sports agents, administrators and marketers," Holleran said. "There could even be many non-student-athletes who would want to pursue this. Look at the majority of sports management majors — they aren't student-athletes."

When sport is compared to majors like theater, music, film and dance, some argue the revenue that collegiate athletics generates should be considered. Still others question its necessity.

"I'm not against student-athletes getting credit for what they do," University theater major Sam Kruger said. "But in a comparative sense, I feel like the arts of theater and music need academic credit more than a sport does."

Is it practical?

"As a University, we already have many opportunities for student-athletes through courses in kinesiology, sports management and recreation, [and] park and leisure studies," Director of Football Academic Advising Jacqueline Lienesch said. "Even business marketing and education allows them to focus on sports." The majority of these classes do exist, but the issue lies in the lack of a central-themed sport major.

"These classes are completely divorced from [sports]," Walsh said. "You can pursue sports history or sports management, but it is not something that is integrated within our collegiate athletics."

That integration of a sport major and the student-athlete's respective sport is the main obstacle in turning this suggested major into a reality.

Aside from the in-class credit earned by student-athletes taking this major, questions surround how to create a legitimate system of performance credits. This theory is difficult to navigate and cannot be compared to any current academic structure.

"Theater and music majors don't have anything comparable to the NCAA," Walsh said. "Hollywood agents don't come to college productions to scout out their next blockbuster star."

The tie between the NCAA and professional sports is unlike that of any other career path, which creates a unique problem for the possibility of an inclusive sport major.

For instance, the first-string quarterback on the Gophers football team could earn credits for a game performance, but how would the third-string quarterback who wishes to pursue the same major be judged?

If performance credits were practice-based, how would coaches and athletic administrators react and handle the changes to the way they hold practices? "This would mean a serious rethinking of how sport is integrated into the University environment," Walsh said. "Things would need to be radically re-imagined."

The Graduation Gap Bowl

The Boston Globe
December 14, 2011
By Derrick Z. Jackson

It is the academic version of pro football's "two-minute warning." The National Collegiate Athletic Association has a coming ban on postseason play for teams with low graduation rates. It will start in the 2012-13 season for teams that do not graduate at least around 46 percent of their players. The cut-off will rise to 50 percent two years later.

One school that should be paying close attention is the University of Massachusetts. Next season it is moving up into the NCAA's bowl division as a member of the Mid-American Conference. When the postseason ban was announced, the commissioner of that conference, Jon Steinbrecher, said, "I think all of us would applaud and welcome that we're going to link educational outcomes to championship eligibility."

My 16th annual Graduation Gap Bowl leaves an open question about how much Steinbrecher will truly be applauding. While the NCAA's ban concerns itself with only the overall graduation rate of a team, my Gap Bowl covers other major factors that should also disqualify teams, including the gap between graduation rates for white and black players. The MAC, for instance, has five teams playing in the 35 bowl games. But only one of them, Northern Illinois, would score a "touchdown" in the Gap Bowl for a graduation rate of at least 50 percent and a racial gap of less than 15 points.

Toledo and Ohio of the MAC scored a "first down," with graduation rates of at least 50 percent for both black and white players. But the two schools had major racial gaps, with Ohio's being one of the biggest of all 70 bowl teams at 46 percentage points. Temple and Western Michigan should be "disqualified" with black player rates under 50 percent and racial gaps of 35 percentage points each.

If UMass were bowl-eligible today, it would be in the precarious lower rungs of "first down," with a black rate of 53 percent and a white rate of 71 percent. It is promising that the black rate has risen from 41 percent three years ago. Let's see what happens under the much brighter lights of the MAC.

The best news of this year's Gap Bowl is that no teams would have been disqualified from the top five games comprising the Bowl Championship Series. But that is seriously tempered by massive and virtually unchanged racial gaps among non-touchdown teams. The average gap among the "first down" teams in the Rose, Orange, and Fiesta Bowls, and the BCS title game, was a horrible 31 percentage points — the same gap as among the 18 teams that should have been disqualified, period. The overall gap for Division 1 bowl-level teams is 19 points.

To avoid school sports scandals, make athletics part of the curriculum

The Baltimore Sun
September 14, 2011
By Joe Ehrmann

The recent accusations aimed at the University of Miami's athletic department are just the latest example of moral failure involving educational institutions, athletics and athletes. Every scandal seems to debunk the myth that sports builds character. Instead, these stories reinforce the need for student-athletes to be taught right from wrong with the same diligence that they learn their playbooks.

Sports — at every age and on every level — seem to have become the victim of a "win-at-all-cost" culture. We are sacrificing educational integrity and the social, emotional and moral development of student-athletes. The teacher-coach has been given an implicit mandate to "win — or else," often minimizing the teaching aspect of coaching. Too many coaches and athletic administrators seem to believe that they should do whatever is necessary to get the "W."

America needs a timeout to regroup educators, policymakers, sport administrators, coaches and parents to ensure that sports reflect the educational and moral content necessary for the well-being of student-athletes and our nation. Evidence shows that social and emotional learning is effective in after-school settings for diverse students from urban, rural and suburban settings across the K-12 grade range. A well-thought-out game plan for sports could improve students' attitudes about themselves and others, their connection to school, their social behavior and their academic test scores.

Yet, in the current environment of high-stakes testing, interscholastic sports seem to have been abandoned by educators. Let me suggest three ways to address these problems.

First, athletics, from T-ball to college, should not be regarded as separate from academics. Instead, they should be a vital part of the effort to educate and equip the whole person. Sports should be viewed as co-curricular, not extra-curricular. Co-curricular means that sports are an educational activity with the potential to develop the physical, academic, social, emotional, moral and civic competency of every player. This makes the practice field the last classroom of the day. Extra-curricular sports need players and a coach; co-curricular sports require student-athletes, teacher-coaches and a curriculum that supports and enhances educational goals and lessons.

Co-curricular sports would also help address one of America's most pervasive and persistent educational problems: the "achievement gap" between many African-American and Hispanic students, and their white or Asian peers. The gap also exists between low-income and more-affluent students. It shows up in grades, standardized-test scores, attendance, dropout rates and college-completion rates. Co-curricular

sports could extend academic learning by two hours a day in an environment that offers young people the opportunity to learn and reason in a different and potentially more holistic way than can be accomplished in the classroom alone. This can offer an active, physical and practical way to teach and learn.

Second, resiliency studies show that young people can overcome extremely difficult circumstances when they have someone who believes in them. Not every young person has a family that prioritizes them, but every student-athlete can and should have a coach who helps them navigate the rough waters of childhood and adolescence. Educating teacher-coaches to be transformational in players' lives should be part of every athletic department's agenda, from elementary school to Division I.

Finally, every child — whether he or she plays sports or not — consumes negative messages about masculinity and femininity, aggression, violence, race, alcohol and drug use, and sex. We need a counter-message that harnesses the power of sport and the platform of coaches for the health and wellness of young people. Co-curricular sports can serve as an educational tool to promote civil rights, human rights, diversity, inclusion, equality and fairness. Sports can and do bridge cultural divides and reduce marginalization of young people.

Imagine what could happen to standardized test scores, dropout rates and school learning environments if sports became co-curricular, and teacher-coaches were held accountable to deliver lesson plans on character, integrity, empathy, honesty and other-centered living in the context of play. Imagine if coaches taught the virtues of community and team building, and moral courage was as esteemed as physical courage. What if players were taught to overcome self-imposed limitations to optimize every player's potential? What would happen if players were coached on how to win with humility and lose with honor, on and off the field? If athletes truly learned that their sportsmanship, effort and attitude were more important than winning or losing? What would happen if educational institutions communicated a vision of transforming sports as we know it so that sports can transform young men and women, who will then transform society?

America can and must redefine sports and reframe coaching in a way that helps every student-athlete win in life and become a contributor to the moral, ethical and civic well-being of our communities and our country.

2012 Scholarly Colloquium on College Sports

"NCAA Academic Reform: Progress, Problems and Prospects"

SCHEDULE OF EVENTS

Indianapolis Convention Center -- January 10-11, 2012

Time	Function
	TUESDAY, JANUARY 10, 1012
12:45 – 1:15 p.m.	**WELCOME AND OPENING REMARKS** • ***Dave Wiggins*** **(Speaker)** *Professor of Recreation, Health and Tourism, George Mason University* • ***Jack Evans*** **(Speaker)** *Professor of Business Emeritus, University of North Carolina – Chapel Hill*

1:15 – 2:45 p.m.	**NCAA ACADEMIC REFORM: HISTORY, CONTEXT AND CHALLENGES**
	• ***MICHAEL ORIARD*** **(Keynote Speaker)** *Professor of English, Oregon State University*
	  ○ ***Janet Fink,*** **(Moderator)** *Associate Professor of Education, University of Connecticut*
	  ○ ***Ken Shropshire*** **(Reactor)** *Professor of Business, University of Pennsylvania*
	  ○ ***Ron Smith*** **(Reactor)** *Professor Emeritus of Sports History, Pennsylvania State University*

2:45 – 3 p.m.	*Break*

3 – 4:30 p.m.	**NCAA ACADEMIC REFORM: RESULTS**
	• ***TODD PETR*** **(Keynote Speaker)** *Managing Director of Research, NCAA*
	• ***TOM PASKUS*** **(Keynote Speaker)** *Principal Research Scientist, NCAA*
	  ○ ***Mindy Millard-Stafford*** **(Moderator)** *Professor of Applied Physiology, Georgia Institute of Technology*
	  ○ ***George Cunningham*** **(Reactor)** *Professor of Health and Kinesiology, Texas A&M University*
	  ○ ***Sarah Fields,*** **(Reactor)** *Associate Professor of Sport Humanities, The Ohio State University*

4:30 – 4:45 p.m.	*Break*
4:45 – 6 p.m.	**POSTER SESSIONS** (Session 1A)
4:45 – 6 p.m.	**CONTRIBUTED PAPERS** (Session 1B) • ***Jan Boxill*** **(Moderator)** *Professor of Philosophy, University of North Carolina - Chapel Hill*
	WEDNESDAY, JANUARY 11, 2012
8:30 – 9:45 a.m.	**POSTER SESSION** (Session 2A)
8:30 – 9:45 a.m.	**CONTRIBUTED PAPERS** (Session 2B) • ***Ellen Staurowsky*** **(Moderator)** *Professor of Sport Management, Drexel University*
9:45 – 10 a.m.	*Break*

10 – 11:30 a.m.	**FUTURE DIRECTIONS FOR ACADEMIC REFORM**
	• ***WALTER HARRISON*** **(Keynote Speaker)** *President, University of Hartford*
	  ○ ***Malcom Moran*** **(Moderator)** *Professor of Sports Journalism, Pennsylvania State University*
	  ○ ***Camille O'Bryant*** **(Reactor)** *Professor of Kinesiology, California Polytechnic State University*
	  ○ ***Bill Morgan*** **(Reactor)** *Professor of Occupational Science, University of Southern California*

1:45 – 3:30 p.m.	**INSTITUTIONAL EXPERIENCE WITH ACADEMIC REFORM PANEL DISCUSSION** • ***SIDNEY MCPHEE (Panelist)*** *President, Middle Tennessee State University* • ***CAROL CARTWRIGHT (Panelist)*** *President Emeritus, Bowling Green State University* • ***HARVEY PERLMAN (Panelist)*** *President, University of Nebraska – Lincoln* • ***KEVIN ANDERSON (Panelist)*** *Director of Athletics, University of Maryland* • ***MIKE ALDEN (Panelist)*** *Director of Athletics, University of Missouri* ○ ***Jack Evans (Moderator)*** *Professor of Business Emeritus, University of North Carolina – Chapel Hill*
3:30 – 4 p.m.	**WHERE DO WE GO FROM HERE?** • ***David Wiggins*** **(Speaker)** Professor of Recreation, Health and Tourism, George Mason University • ***Jack Evans*** **(Speaker)** Professor of Business Emeritus, University of North Carolina – Chapel Hill • ***Scott Kretchmar*** **(Speaker)** Professor of Exercise and Sport Science, Pennsylvania State University

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE OCTOBER 24-25, 2011, MEETING

***KEY ITEM*.**

- **Comprehensive Package of Academic Proposals.** Charged by the NCAA Division I Board of Directors to provide recommendations setting academic success as a first expectation, the NCAA Division I Committee on Academic Performance, with the help of the NCAA Division I Academic Cabinet, presents the Board of Directors with a package of proposals. The proposals are in three main areas: initial eligibility, two-year college transfer requirements and the NCAA Division I Academic Performance Program (APP) penalty structure. The recommendations emphasize the primacy of academics within Division I and further the embedding of academic success as a first expectation. Attachment A provides some highlights of the recommendations contained in this report.

***ACTION ITEMS*.**

1. Legislative Items.

a. NCAA Division I Proposal No. 2011-69 Eligibility -- Transfer Regulations -- 2-4 and 4-2-4 College Transfers and Proposal No. 2011-70 Eligibility and Committees -- 2-4 and 4-2-4 Transfers -- Waivers -- Progress-Toward-Degree Waivers Committee.

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors adopt Proposal No. 2011-69 and Proposal No. 2011-70.

(2) Effective Dates. For Proposal No. 2011-69: August 1, 2012; for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2012. For Proposal No. 2011-70: April 1, 2012.

(3) Rationale. The Academic Cabinet developed the proposals regarding two-year college transfers based on extensive research. Transfer student-athletes from two-year institutions underperform academically at four-year institutions in all academic measures studied by the NCAA [e.g., graduation rates, NCAA Division I Academic Progress Rate (APR), eligibility after initial year in residence, "0/2" rates] compared to transfers from four-year institutions or nontransfers. Additionally, statistical prediction modeling of four-year college outcomes from two-year college academic variables indicated three key predictors of academic success at the four-year institution. The key predictors are: (1) two-year college grade-point average; (2) a low number of physical education activity

courses; and (3) successful completion of core credits in English, math, and natural or physical science. The recommendations put forth in the proposal increase the academic requirements of two-year transfers consistent with the research and are intended to improve the academic success of two-year college transfer student-athletes at the time of enrollment at an NCAA Division I institution.

The focus on the academic preparedness and potential academic success of two-year transfers when transferring to NCAA four-year institutions, requires waiver appeals be heard by an academic governance body with the appropriate expertise to evaluate such waivers. Thus, the second proposal expands the NCAA Division I Progress-Toward-Degree Waiver Committee to consider waivers of two-year college transfer requirements.

(4) Estimated Budget Impact. Minimal in that the current committee only meets by teleconference, not in person.

(5) Student-Athlete Impact. Establishes legislation that data predict will assist two-year college student-athletes in achieving improved academic success at four-year institutions.

b. Initial-Eligibility Standards.

(1) Recommendation. The Committee on Academic Performance, based in large part on the recommendations of the Academic Cabinet, recommends the Board of Directors sponsor legislation in the area of initial eligibility as outlined below thus providing the membership with the opportunity to comment prior to final action from the Board in January or April, 2012:

(a) Require prospective student-athletes meet the current qualifier standard for eligibility for practice during the first regular academic term and receipt of athletically related financial aid during the first year. Second semester (and second and third quarter) eligibility for practice will be based on successful completion of nine semester or eight quarter hours in the first regular academic term of enrollment.

(b) To require prospective student-athletes to meet the following standard in order to compete in the first year of full-time collegiate enrollment:

(i) Obtain a core grade-point average/test score combination that is set at approximately one-half of a standard deviation below the national student body mean. This represents an increase from the current one standard deviation below the national student mean. The new sliding scale requires a high school core grade-point average to be approximately 0.5 grade-point average units higher for a given test score compared to the current qualifier standard (e.g., SAT of 1000 requires a 2.5 high school core grade-point average for competition rather than the current 2.0 grade-point average).

(ii) Obtain a minimum core grade-point average of 2.3 in the 16 core courses currently required.

(iii) Complete successfully 10 core courses *prior to* the seventh semester (or equivalent) of high school. Seven of the 10 core courses must be successfully completed in English, math and natural/physical science. These 10 core courses and grades obtained must be used in the core grade-point average calculation for the purposes of meeting the grade-point average minimum and the sliding scale.

(iv) Expansion of the early academic qualifier program, details of which will be worked out over the next year.

(2) Effective Date. August 1, 2015; for students initially enrolling full time in a college institution on or after August 1, 2015.

(3) Rationale. Based on work done by the Academic Cabinet, these recommendations represent a philosophical shift requiring demonstration of academic success in order for a student-athlete to compete in his or her initial year of enrollment. The standards continue to use high school grades in core academic classes, ACT or SAT score and core course accumulation. However, these components are combined in a more nuanced way (as identified through NCAA research) to identify students at risk of academic difficulties in college and intervene with them in educationally appropriate ways through an academic redshirt year. The new competition standard targets those student-athletes that systematic research has shown to have the most academic difficulties in Division I colleges. Setting a higher standard for competition during the first year of

enrollment allows for identification of student-athletes who are likely to be academically successful to compete during their first year of enrollment. Student-athletes who need more time to acclimate to college life in order to ensure academic success may be provided athletically related financial aid and practice (assuming they meet the standard for practice and financial aid). In addition, academic redshirt student-athletes must demonstrate academic success in the first term of enrollment by passing nine semester or eight quarter hours in order to be eligible for practice in the second academic term.

(4) Estimated Budget Impact. Limited.

(5) Student-Athlete Impact. Establishes legislation that data predict will assist student-athletes in achieving academic success and ultimately graduation from an NCAA Division I institution.

c. Access to Postseason Competition.

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors adopt the following legislative recommendations regarding to access to postseason competition:

a. To stipulate that all teams must meet the APR benchmark identified within the Committee on Academic Performance policies and procedures to gain access to any postseason competition. This includes NCAA championships, bowl games, National Invitation Tournament, Women's National Invitation Tournament and all other postseason events.

b. To stipulate that in individual sports if a team's multiyear APR falls below the APR benchmark for access to postseason competition no individual from that team may compete in any postseason competition.

(2) Effective Date. Immediate for postseason competition conducted during the 2012-13 academic year and beyond.

(3) Rationale. This recommendation establishes a minimum academic standard necessary to participate in postseason competition. Postseason participation is contingent on minimally acceptable team academic performance. Creating an academic standard needed for access to

postseason furthers the commitment to embedding academic success as a first expectation. Waivers of postseason access will be limited and subject to a very high threshold for approval which includes demonstration of a significant impact on a team's four-year APR.

(4) Estimated Budget Impact. Reduction in revenue for some sports where revenue sharing is applicable based on postseason participation.

(5) Student-Athlete Impact. Student-athletes whose teams do not meet the standards or the APP will not be able to participate in postseason competition.

d. APP Penalty Structure.

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors adopt changes to the APP penalty structure, as specified in Attachment B. The proposed single-penalty structure will eliminate the current contemporaneous and historical penalties and replace them with a single three-level penalty structure. Level Three penalties will be assessed from a menu of penalties established by the committee. Once a final decision is reached by the committee, Level Three penalties may be appealed by the NCAA Division I Board of Directors Academic Performance Program Historical Penalties Appeals Subcommittee if the appellate threshold as outlined in the committee policies and procedures is met.

(2) Effective Date. Immediate: for penalties assessed during the 2012-13 academic year and beyond.

(3) Rationale. Data demonstrate that underperforming teams and institutions are positively influenced by the presence of some consequences for consistent academic underperformance. However, the primary purpose of the APP is not to penalize teams, but instead to promote academic improvement. Penalties should not only serve as a reason for avoiding academic underperformance, but also through a cumulative and progressive structure, serve as a motivating factor for teams and institutions to improve. The committee believes the new penalty structure will achieve the goals of the APP more effectively.

Specifically, integrating and streamlining the penalty structure will affirm the principle that the APP should be straightforward and understandable,

avoiding the complexities associated with the current two penalty structures. The contemporaneous-penalty structure has fulfilled its initial purpose, which was to bridge the gap between the inception of the APP and when historical penalties would eventually be applicable to teams. Thus, as was originally intended, this recommendation creates a single-penalty structure.

The waiver and appeals process will remain similar to the current historical-penalty structure with an initial NCAA staff review. All teams subject to Level Three penalties will be required to submit self-imposed penalties from the menu and/or other appropriate penalties. The institution's suggested penalties will be evaluated by the staff and will either be accepted or forwarded to the committee for a final penalty determination.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

e. Conference Policy.

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors adopt legislation that requires conferences to adopt a written policy regarding teams subject to a postseason restriction with respect to the conference's automatic qualification for postseason/championships and revenue distribution.

(2) Effective Date. Immediate: for postseason conducted during the 2012-13 academic year and beyond.

(3) Rationale. This requirement allows conference to develop their own policy and to determine what the best course of action is for their conference. The legislation simply requires that a written policy exist. Written policies are necessary to ensure conferences have discussed and are prepared to handle teams that may be ineligible for postseason competition.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

- **New APP Penalty Structure, APR Penalty Benchmark and Filter.**

(1) Recommendation. The Committee on Academic Performance recommends the Board approve the following revisions to the committee's policies and procedures:

(a) Amend the APR penalty benchmark from the current multiyear rates of 900 and 925 to a multiyear rate of 930 or above in order to avoid penalties within the new penalty structure and for access to postseason competition. Transition for implementation to 930 benchmark is outlined in (c).

(b) Replace the current filter system used for determining historical penalties with the following filter system:

(i) Resource/Mission Filter: This filter is only available for access to postseason competition and is only available the first time a team falls below the established benchmark. In order to be eligible an institution must be in the bottom 15 percent of resources as defined by the current Committee on Academic Performance policy and the team must have a four-year Graduation Success Rate (GSR) of 50 percent or higher.

(ii) Improvement Filter: This filter is available the second time and beyond a team falls below the penalty benchmark and for Level Two and Level Three penalties only. In order to be eligible for the filter the team must demonstrate meaningful improvement defined as an APR of 950 or higher calculated using the two most recent years of data.

(c) Approve a transition timeline as follows:

Access to championships - Transition

Championship/Postseason Competition Year	Multiyear APR to Avoid Ineligibility for Postseason	Two Most Recent Years Average APR to Avoid Ineligibility for Postseason
2011-12	Status Quo – current penalty structure and benchmarks apply.	N/A
2012-13	Four-Year APR of 900 or higher OR	Two most recent years average at or above 930
2013-14	Four-Year APR of 900 or higher OR	Two most recent years average at or above 930
2014-15	Four-Year APR of 930 or higher OR	Two most recent years average at or above 940
2015-16 and beyond	Four-Year APR of 930 *Improvement Filter applies the second time and beyond a team is subject to postseason ineligibility. This filter requires two most recent years average at or above 950 APR.	N/A

*Note: Mission filter applies only the first time a team is subject to postseason ineligibility.

Level One, Two and Three Penalties - Transition

Championship/Postseason Competition Year	Multiyear APR to Avoid Ineligibility Level One, Two, Three Penalties	Improvement Filter
2011-12	Status Quo.	Status Quo.
2012-13	Four-Year APR of 900 or higher OR	Level One = None. Levels Two and Three = Two most recent years APR average of 950 or higher.
2013-14	Four-Year APR of 900 or higher OR	Level One = None. Levels Two and Three = Two most recent years APR average of 950 or higher.
2014-15 and beyond	Four-Year APR of 930 or higher OR	Level One = None. Levels Two and Three = Two most recent years APR average of 950 or higher.

(d) Teams Transitioning within the Penalty Structure. Teams will be reset to Level One of new penalty structure, except for those teams that have already been subject to Occasion-Two Historical Penalties. Teams that have been subject to Occasion-Two Historical Penalties will continue to move through the penalty structure (i.e., to Level Three penalties if they do not experience three "clean" years). Teams that are subject to the new penalty structure based on submission of 2010-11 data and that have

already been subject to Occasion-Two Historical Penalties would immediately be subject to the Level Three menu of penalties, and possible in-person hearings in spring 2012.

(e) Amend the APP policy consistent with the penalties identified for each of the three levels noted in Attachment B.

(2) Effective Date. Immediate for postseason competition conducted during the 2012-13 academic year and beyond and penalties applied during the 2012-13 academic year and beyond.

(3) Rationale. Based on a comprehensive review of the Academic Performance Program, the committee recommends these changes to enhance the Academic Performance Program. The Board has continued to emphasize the importance of the APR penalty benchmark equating to an approximate minimum GSR of 50 percent. It is estimated an APR of 930 equates to just above an approximate 50 percent GSR.

Further, the committee noted that for the first time a team falls below the penalty benchmark, limited filter and/or waivers would be available. The mission filter provides a limited exception for low-resourced teams that have shown historical success with graduation. The filter is available only one time and only for access to championships. This filter is intended to give low-resourced institutions more time to meet the benchmark provided they have demonstrated past graduation success.

The primary purpose of the APP is not to penalize teams, but instead to promote academic improvement. The improvement filter exempts from Level Two and Level Three penalties and postseason competition ineligibility in the second year and beyond teams that have demonstrated meaningful improvement while not yet achieving a four-year APR of 930 or above.

The transition timeline outlined provides for a fair transition to the new penalty structure and the access to championship component. The transition timeline allows for teams above 900 (the current APR penalty benchmark) to avoid penalties and remain eligible for postseason competition. The transition timeline also provided another avenue for teams to avoid ineligibility for championships by having an average APR for the last two years above a higher threshold. The timeline recognizes the need to provide adequate notice to teams regarding the increased

benchmark, while still holding teams accountable for past academic deficiencies and APRs below 900.

The penalty structure and access to championships continues existing APP policies related to three clean years and individual eligibility for championships. Specifically, teams will reset back to Occasion/Level One only after three years in which no penalties are assessed and teams that are ineligible for postseason competition also results in individual student-athletes from those teams being ineligible for any postseason events.

Finally, the penalties associated with the new three-level penalty structure identified in Attachment B, are cumulative and progressive and represent penalties intended to help institutions move toward meeting the 930 benchmark. The menu of penalties established at level three provides the committee with a variety of penalties that may be assessed base on the unique circumstances of a team's situation. The committee notes that financial aid penalties were removed at the earliest levels of the penalty structure. The committee may revisit this recommendation based on outcomes from other presidential retreat working groups. In addition, Level Two currently contains a variety of nonchampionship season penalties. If the concept of reducing or eliminating the nonchampionship season progresses, the committee will revisit these penalties.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

- **Formation of a Historically Black Colleges and University Advisory Group.**

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors form a Historically Black Colleges and Universities (HBCU) Advisory Group to assist on issues that impact HBCU institutions. Specifically, this group would serve in an advisory capacity to the Committee on Academic Performance on policy-related issues. A member of the group would serve as an ad hoc member of the Committee on Academic Performance if no committee member is on the advisory group.

(2) Effective Date. Immediate.

(3) Rationale. An in-depth examination of APR trends indicates that a higher proportion of HBCU teams are subject to APP penalties. The NCAA staff has begun several initiatives to assist HBCU institutions and to provide additional services to meet the NCAA and the institution's objectives. The formation of this advisory group would represent a collaborative and proactive effort between HBCU institutions and the NCAA to serve as a conduit to communicate issues and concerns that may impact HBCUs collectively within the Academic Performance Program. HBCU institutions have played an important role in helping shape the traditions and public impression of the NCAA. Therefore, it is of utmost importance to find ways to assist HBCUs as members of Division I.

(4) Estimated Budget Impact. Costs of meetings for advisory group. Travel costs for staff to attend advisory group meetings and travel costs for ad hoc member to attend the Committee on Academic Performance meetings.

(5) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

1. Timing of Announcement of Postseason Access and Penalties. The committee recommends continuation of the current data collection and penalty announcement process. Under this timeline, data are submitted each fall, waivers and appeals are conducted in the winter and spring and the announcement will be made after the last postseason event each year. Ineligibility for postseason competition and any penalties assessed will be taken in the next academic year (e.g., data years for eligibility for postseason in 2012-13 will be 2007-08, 2008-09, 2009-10 and 2010-11).

The Committee on Academic Performance will continue to study the feasibility of a more rapid collection and turnaround of data to expedite the timing of the announcement of APRs.

2. Review of NCAA Proposals in the 2011-12 Legislative Cycle. The committee reviewed the following proposals in the current legislative cycle and provided its position as follows:

- **Proposal No. 2011-65 – Two-Year Transfers - Academic Year of Readiness –** The committee recommends Proposal No. 2011-65 continue in legislative cycle, which could result in Board approval in January or April 2012. Although the

committee is generally supportive of the academic year of readiness, the committee believes further membership discussion is useful.

- **Proposal No. 2011-68 -- Eligibility -- Progress-Toward-Degree Requirements -- Eligibility for Competition -- Fulfillment of Credit-Hour Requirements -- Additional Requirements -- Football -- Exception -- Team Academic Progress Rate.** The committee opposes Proposal No. 2011-68, which would specify that in football, a student-athlete shall not be subject to the eligibility penalty for failure to successfully complete at least nine-semester hours or eight-quarter hours during the fall term and earn the APR eligibility point for the fall term, provided the institution's APR for football is 965 or higher as of the first day of classes of the fall term in which the penalty would otherwise apply. The committee noted the importance of maintaining a reasonable standard for ineligibility as a means to facilitate behavior change for individual student-athletes during the fall term in football. The committee also continues to support the work of the NCAA Division I Football Academic Working Group and noted the original concept derived from this group's work was recently adopted and has yet to be implemented fully. The committee noted that it would be prudent to see the impact of the adopted legislation prior to changing it.

3. **Annual Release of GSR and Federal Graduation Rate Information.** Release of the GSR and Federal Graduation Rate data for the 2001-04 cohort for all NCAA Division I institutions occurred Tuesday, October 25, 2011. This year's results indicate Division I student-athletes continue to perform well in the classroom. The single-year GSR for student-athletes who began college in 2004 is 82 percent, a new high for the NCAA, and three points higher than last year's data. The GSR for the last four graduating classes (2001-2004) is 80 percent as well, a new high for Division I athletics and one point higher than the last four-year average.

4. **Historically Black Colleges and Universities Summit.** During a meeting with a number of chancellors and presidents from Historically Black Colleges and Universities in Washington D.C., three main issues were discussed. These issues included an update on the proposed changes to the APP penalty structure; discussion regarding the funding and use of the NCAA Division I Academic Performance Program Supplemental Support Fund; and the creation of an advisory group to the Committee on Academic Performance made up of chancellors, presidents, faculty athletics representatives and others.

5. **APP Guides and Policy Documents.** The committee supported the concept of consolidating the Committee on Academic Performance Policies and Procedures, APP Penalty Guide, APP Data Collection Guide, and various other directives and policies into one document. Consolidation will allow the membership to locate APP-related

information in one document and will eliminate duplicative information. It is anticipated that a final document will be provided to the committee for its approval in spring 2012.

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

ATTACHMENT A

NCAA Division I Committee on Academic Performance
Summary of Suggested Action Items for the NCAA Division I Board of Directors
Regarding Setting Academic Success as a First Expectation

This document outlines concepts and proposals in response to the NCAA Division I Board of Directors charge following the NCAA Presidential Retreat in August. The NCAA Division I Committee on Academic Performance, with help in a number of areas from the NCAA Division I Academic Cabinet, presents the Board of Directors with a package of academic concepts for its adoption and consideration. The recommendations are in three areas: (a) Access to championships; (b) Initial-eligibility standards; and (c) Two-year college academic requirements.

The recommendations emphasize the primacy of academics within Division I and further the embedding of academic success as a first expectation. **[Note: The details regarding these recommendations are included in the attached PowerPoint.]**

Student-Athlete Success – Initial Eligibility.

1. Sponsor legislation in the area of initial eligibility, to be acted on in January or April as summarized below.

   a. Require prospective student-athletes to meet the current qualifier standard for eligibility for practice during the first regular academic term of full-time enrollment and receipt of athletically related financial aid during the first year. Second semester (and second and third quarter) eligibility for practice would be based on passing nine semester or eight quarter hours in the first regular academic term of enrollment.

   b. Require prospective student-athletes to meet the following standard in order to compete in the first year of full-time enrollment:

      - Require a core grade-point average/test score that is set at approximately one-half of a standard deviation below the national student body mean. This represents an increase from the current one standard deviation below the national student mean. The new sliding scale requires a high school core grade-point average to be approximately 0.5 grade-point average units higher for a given test score compared to the current qualifier standard (e.g., SAT of 1000 would require 2.5 high school core grade-point average for competition).

      - Require successful completion of 10 core courses prior to the seventh semester (or equivalent) of high school. Seven of the 10 core courses must be successfully completed in English, math and natural/physical science. These 10 core courses must be used in the core GPA calculation.

   c. Expansion of the early academic qualifier program, details of which will be worked out over the next year after the initial-eligibility standard is adopted.

Student-Athlete Success – Two-Year College Transfer Standards.

1. Adopt NCAA Division I Proposal No. 2011-69 which increases two-year college transfer requirements for qualifiers and nonqualifiers with an effective date of August 1, 2012, for students first entering any collegiate institution (e.g., increases minimum grade-point average from 2.0 to 2.5; limits use of physical education activity credits to two units; requires a transferable physical/natural sciences course for nonqualifiers).

2. Adopt Proposal No. 2011-70, as written, with an effective date of August 1, 2012.

3. Allow Proposal No. 2011-65, the year of academic readiness, to progress through the normal legislative cycle.

Team Success - Access to Championships and a New NCAA Division I Academic Performance Program (APP) Penalty Structure.

Adopt legislation and amend policy, as summarized below, regarding the Academic Performance Program:

1. Establish 930 NCAA Division I Academic Progress Rate (APR) as a minimum academic standard to participate in postseason competition. This includes a mission filter only the first time a team fails to meet the benchmark and an improvement filter the second time and beyond.

2. Transition to the 930 APR to occur over the next three years.

3. Approve a three-level penalty structure.

4. Create a Historically Black Colleges and Universities Advisory Group.

5. Require all conferences to develop and maintain a written policy regarding teams subject to postseason restriction with respect to automatic qualifications for postseason competition and revenue distribution.

ATTACHMENT B

NCAA Division I Academic Performance Program Recommended New Penalty Structure

The NCAA Division I Committee on Academic Performance requests the NCAA Division I Board of Directors sponsor legislation to revise the current NCAA Division I Academic Performance Program (APP) penalty structure as noted in this attachment. This document outlines the penalties teams would be subject to at each level of the revised penalty structure. Note that current contemporaneous penalties will be eliminated.

Level One:

1. Public notice.

2. Playing and practice seasons (four-hour reduction per week to 16 hours, as well as loss of one day): Lost hours must be used for academic purposes.

Level Two:

1. Public notice.

2. Playing and practice seasons (four-hour reduction per week to 16 hours, as well as loss of one day): Lost hours must be used for academic purposes.

3. Additional playing season restrictions, as follows:

    a. For the penalized team, reduction from eight hours to four hours per week for athletics activities outside of the playing season. These four hours must be replaced with academically-focused activities. Of the remaining four hours of athletics activities, not more than two hours per week may be spent on skill-related workouts.

    AND

    b. For the penalized team, cancellation of the nonchampionship playing season in sports that maintain a legislated nonchampionship segment as well as football, which would include:

        (1) Baseball: No fall practice or competition.

        (2) Football: No spring practice.

        (3) Softball: No fall practice or competition.

        (4) Men's Volleyball: No fall practice or competition.

(5) Women's Volleyball: No spring practice or competition.

(6) Men's and Women's Soccer: No spring practice or competition.

(7) Field Hockey: No spring practice or competition.

(8) Women's Lacrosse: No fall practice or competition.

OR

c. For a penalized team in a sport without a legislatively declared nonchampionship playing season, a 10 percent reduction in the length of the playing season[1] and 10 percent reduction of allowable contests. (Attachment No. 1)

Level Three:

1. Public notice.

2. Playing and practice seasons (four-hour reduction per week, as well as one day): Lost hours must be used for academic purposes.

3. Additional playing season restrictions, as follows:

a. For the penalized team, reduction from eight hours to four hours per week for athletics activities outside of the playing season. These four hours must be replaced with academically-focused activities. Of the remaining four hours of athletics activities, not more than two hours per week may be spent on skill-related workouts.

AND

b. For the penalized team, cancellation of the nonchampionship playing season in sports that maintain a legislated nonchampionship segment as well as football, which would include:

(1) Baseball: No fall practice or competition.

(2) Football: No spring practice.
(3) Softball: No fall practice or competition.

[1] This 10 percent reduction would be *in addition to* any in-season playing and practice restrictions.

(4) Men's Volleyball: No fall practice or competition.

(5) Women's Volleyball: No spring practice or competition.

(6) Men's and Women's Soccer: No spring practice or competition.

(7) Field Hockey: No spring practice or competition.

(8) Women's Lacrosse: No fall practice or competition.

OR

c. For a penalized team in a sport without a legislatively declared nonchampionship playing season, a 10 percent reduction in the length of the playing season[2] and 10 percent reduction of allowable contests. (Attachment No. 1)

4. In addition to the penalties from Levels One and Two, the committee would have the legislated authority to implement any or all of the following additional types of penalties.

a. Financial Aid Penalties (any amount, any type);

b. Practice Penalties (in addition to the four hours and one day per week already imposed);

c. Contest Reductions (in addition to the ten-percent already imposed);

d. Restricted and Corresponding Membership;

e. Coach-specific Penalties, including, but not limited to game restrictions and recruiting restrictions;

f. Restricting access to practice for incoming student-athletes that fall below predetermined academic standards; and

g. Multiyear postseason competition ban.

[2] This 10 percent reduction would be *in addition to* any in-season playing and practice restrictions.

ATTACHMENT NO. 1

List of Playing and Practice Reductions for Applicable Sports

The following list outlines the additional playing and practice season penalties that teams would be subject to at Level Two of the revised penalty structure. Note that these penalties would only apply to sports where there is not a legislatively declared nonchampionship segment.

1. Men's and Women's Basketball:

a. Reduction of 10 percent of playing and practice days between first allowable practice and end of playing season.[3]

b. Reduction from 29 to 26 contests.[4]

2. Bowling:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 26 to 23 dates of competition.

3. Cross Country:

a. Reduction from 144 day season to 130 day season.

b. Reduction from seven to six dates of competition.

4. Equestrian:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 15 to 13 dates of competition.

5. Fencing:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 11 to 10 dates of competition.

6. Golf:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 24 to 22 dates of competition.

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[3] The start date for men's and women's basketball varies depending on the year.

[4] For teams that plan to participate in a qualifying regular-season multiple team event (e.g., Maui Invitational), the reduction would be from 27 to 24 contests.

7. Gymnastics:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 13 to 12 dates of competition.

8. Ice Hockey:

a. Reduction from 132 day season to 119 day season.

b. Reduction from 34 to 31 contests.

9. Men's Lacrosse:

a. Reduction from 132 day season to 119 day season.

b. Reduction from 17 to 15 dates of competition.

10. Rifle:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 13 to 12 dates of competition.

11. Rowing:

a. Reduction from 156 day season to 140 day season.

b. Reduction from 20 to 18 dates of competition.

12. Rugby:

a. Reduction from 132 day season to 119 day season.

b. Reduction from 11 to 10 contests.

13. Skiing:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 16 to 14 dates of competition in both alpine and nordic events.

14. Squash:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 15 to 13 dates of competition.

15. Swimming and Diving:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 20 to 18 dates of competition.

16. Tennis:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 25 to 22 dates of competition.

17. Track and Field (Indoor or Outdoor only):

a. Reduction from 144 day season to 130 day season.

b. Reduction from 18 to 16 dates of competition.

18. Track and Field (Indoor *and* Outdoor):

a. Reduction from 156 day season to 140 day season.

b. Reduction from 18 to 16 dates of competition.

19. Water Polo:

a. Reduction from 132 day season to 119 day season.

b. Reduction from 21 to 19 dates of competition.

20 Wrestling:

a. Reduction from 144 day season to 130 day season.

b. Reduction from 16 to 14 dates of competition.

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE JANUARY 12, 2012, TELECONFERENCE

***ACTION ITEMS*.**

1. Legislative Items.

- **NCAA Division I Proposal No. 2011-65 Eligibility -- Two-Year College Transfers -- Year Of Academic Readiness At Two-Year College.**

  (1) Recommendation. The NCAA Division I Committee on Academic Performance recommends the NCAA Division I Board of Directors reinstate NCAA Division I Proposal No. 2011-65 to the 2011-12 legislative cycle and table it.

  (2) Effective Date. Immediate.

  (3) Rationale. Reinstating and tabling this proposal will provide the Committee on Academic Performance and the NCAA Division I Academic Cabinet additional time to solicit feedback from the membership and two-year college community and make any resulting modifications to the proposal. Tabling the proposal will allow further vetting of the proposal over the next year.

  (4) Estimated Budget Impact. None.

  (5) Student-Athlete Impact. None.

2. Nonlegislative Items.

a. NCAA Division I Academic Performance Program Penalty Waiver Directive.

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors approve the NCAA Division I Academic Performance Program (APP) Penalty Waiver Directive [Attachment A].

(2) Effective Date. Immediate.

(3) Rationale. During its October 2011 meeting, the Board approved changes to the APP, including changes to the penalties and the addition of an academic requirement for access to postseason competition. The new APP penalty waiver directive was developed in response to this new

penalty structure, filters and the Committee on Academic Perforamnce's principles regarding relief of the new penalties and to postseason ineligibility.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

b. **Committee Policies and Procedures.**

(1) Recommendation. The committee recommends the Board approve an amendment to APP policies and procedures providing an additional waiver appeal opportunity for teams that do not meet the postseason competition academic requirements.

(2) Effective Date. Immediate.

(3) Rationale. The committee amended its policies and procedures to provide an additional appealate opportunity for institutions with a team(s) ineligible for postseason competition due to APP requirements. This policy change applies only to access to postseason requirements and not to any of the three penalty levels (e.g., the Level Three penalties which already include a second appeal opportunity to the Board). The additional appeal opportunity is as follows:

- When the NCAA Division I Committee on Academic Performance Subcommittee on Appeals denies a waiver of access to postseason competition, the institution may appeal this decision in writing to the Committee on Academic Performance chair, or in the event of recusal by the chair to the Committee on Academic Performance vice chair.

- Based only on the written record, the chair (or vice chair) may deny the appeal or may forward the appeal to the full committee for further review and consideration. If the chair or vice chair denies the appeal, this decision is final and no further appellate opportunity is provided.

- The chair (or vice chair's) consideration of the appeal must be based on the following criteria: the institution must demonstrate that the appeals subcommittee abused its discretion in denying the

request. Abuse of discretion occurs when the subcommittee fails to follow NCAA legislation and/or established APP policies and procedures, and the failure to adhere to legislation or policies reasonably could have resulted in a different decision by the appeals subcommittee.

- If, based on this criteria, the chair or vice chair does forward the waiver request to the full committee, the committee hearing may be conducted by teleconference or in-person meeting and shall include some opportunity for the institution to present its request orally as well as in writing. The full committee's decision shall be final and not subject to any further review.

  Losing access to postseason competition is significant and the committee noted the importance of ensuring the waiver process ensures appropriate polices and legislation are adhered to. While the chair review appeal opportunity includes a rigorous standard for review, this additional step is reasonable given the seriousness of the loss of postseason competition access.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

1. October 2011 Report of the NCAA Division I Committee on Academic Performance. The committee reviewed the report.

2. October 2011 NCAA Division I Board of Directors Meeting. The committee received an update from the meeting.

3. Educational Materials Provided to the Membership. The committee reviewed the materials developed to assist the membership in understanding the academic changes adopted by the Board during its October 2011 meeting.

4. Initial Eligibility Sliding Scales/Concordance of SAT/ACT. The committee approved the detailed SAT/ACT and grade-point average requirements (Attachment B) that correspond to the changes adopted by the Board in October that must be met in order for a student-athlete to receive athletics aid, practice and compete during his or her first year

at a Division I institution. In addition, with the recent adoption of changes to the initial-eligibility requirements, the coordinates of the current sliding scale, which have been in place since the 1990's, were reviewed. This review was necessary to determine if the ACT and SAT scores in the current sliding scale are appropriate given changes in the tests that have occurred over the past 10 years. The revised test score coordinates were developed with assistance from researchers from ACT, Education Testing Service and the College Board and vary slightly from the current sliding scale. Both the new competition sliding scale and the slight changes to the current sliding scale that remains for practice and athletics aid will be effective August 1, 2015, for students initially enrolling full time in a college institution on or after August 1, 2015. The committee appreciates and acknowledges the work and recommendations of the Data Analysis Research Network in finalizing these coordinates.

5. **Timing and Announcement of APP Penalties.** The committee continued its discussion on a more rapid collection and finalizing of APRs to expedite the announcement of APRs and application of penalties and/or postseason ineligibility. A number of options to expedite the submission, waiver and appeal processes were considered. The committee agreed to maintain the current process which will be used for the current year. The committee will continue to study the feasibility of a new, or revised, process for the future. Currently, data are submitted each fall, waivers and appeals are conducted in the winter and spring and the announcement will be made after the last postseason event each year. Ineligibility for postseason competition and any penalties assessed will be taken in the next academic year (e.g., data years for eligibility for postseason in 2012-13 will be 2007-08, 2008-09, 2009-10 and 2010-11).

6. **Composition of Subcommittees.** It was noted the committee chair appointed Jerry Bovee, Weber State University and Barbara Luebke, University of Rhode Island to the Committee on Academic Performance Subcommittee on Appeals, effective immediately. Bovee and Luebke will continue to serve on NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting. Adding these members to the subcommittee will help accommodate the anticipated increase in waiver requests based on more rigorous academic standards.

7. **Historically Black Colleges and Universities and Limited-Resourced Institution Advisory Group.** The committee received an update from the December meeting of the Historically Black Colleges and Universities (HBCU) Limited-Resourced Institution Advisory Group. The group was formed based on a recommendation from the committee and is working to provide recommendations regarding the APP that impact limited-resource institutions.

8. **NCAA Working Group on the Collegiate Model -- Rules.** The committee received an

update on the NCAA Working Group on the Collegiate Model – Rules and reviewed the principles developed for NCAA Division I Bylaws 14 and 23.

9. **Legislative Update.** The committee received an update on Proposal No. 2011-65 Two-Year Transfers - Academic Year of Readiness and Proposal No. 2011-68 -- Eligibility -- Progress-Toward-Degree Requirements -- Eligibility for Competition -- Fulfillment of Credit-Hour Requirements -- Additional Requirements -- Football -- Exception -- Team Academic Progress Rate**.**

10. **Allocating Additional Funds to the Supplemental Support Fund (SSF).** The committee supports a recommendation to allocate a portion of the monies remaining from the White Case settlement to the SSF to assist limited-resourced institutions in improving the academic performance of student-athletes. In addition, the committee noted the importance of creating more strict accountability measures to ensure the funds are having a positive impact on improving academic performance.

Committee Chair: Walter Harrison, University of Hartford, America East Conference
Staff Liaisons: Diane Dickman, Academic and Membership Affairs
Kevin Lennon, Academic and Membership Affairs
Todd Petr, Research
John Shukie, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

January 12, 2012	
Attendees	Absentees
Jan Blade, Delaware State University	Melvin Johnson, Tennessee State University
Jerry Bovee, Weber State University	Barbara Luebke, University of Rhode Island
Jennifer Brown, Western Carolina University	Brennan O'Donnell, Manhattan College
Michael Cross, Bradley University	
Jack Evans, University of North Carolina, Chapel Hill	
Kenneth Ferguson, University of Missouri, Kansas City	
David Jamison, Robert Morris University	
Roderick McDavis, Ohio University	
Lisa Melz, Western Illinois University	
John Morris, University of Washington	
Vince Nicastro, Villanova University	
Greg Sankey, Southeastern Conference	
Other Participants Andy Cardamone, Michelle Hosick, Andy Louthain, Binh Nguyen, Tom Paskus, Katy Yurk	

ATTACHMENT A

NCAA Division I Committee on Academic Performance Academic Performance Program Access to Postseason and Penalty Waiver Directive

Background.

The central purpose of the NCAA Division I Academic Performance Program (APP) is to ensure that the NCAA Division I membership is dedicated to providing student-athletes with an exemplary education and intercollegiate athletics experience in an environment that recognizes and supports the primacy of the academic mission of its member institutions while enhancing the ability of student-athletes to earn a degree.

When a team's academic performance, measured by the multiyear NCAA Division I Academic Progress Rate (APR), falls below 930, that team becomes ineligible for postseason competition and is subject to penalties. The NCAA Division I Committee on Academic Performance has established a transition period in which the APP penalty benchmark will be 900 for penalties taken in 2012-13 and 2013-14 (i.e., directive is effective immediately for review of waivers submitted in 2011-12). In addition, filters are applied to teams' data to account for improvement and resources in the penalty calculation. NCAA Division I Bylaws 18.4.2.3.1, 23.2.2.3 and 23.3 provide for waivers of APP penalties or access to postseason competition. The committee has approved this directive to provide guidance to the NCAA staff and the NCAA Division I Committee on Academic Performance Subcommittee on Appeals in reviewing APP penalty waiver requests.

Guiding Principles.

1. Requests to waive ineligibility for postseason and APP Level One, Two and Three penalties will be considered independently. The requests are filed simultaneously, but the access to postseason competition and APP penalties have different standards for relief.

2. APP penalty and postseason waiver requests involve a review of the entire athletics team's overall academic performance. The APR is a team rate and not based on the academic performance of a single student-athlete. Therefore, the review of waiver requests shall consider all student-athletes included in the team's multiyear APR. This approach considers the loss of all APR points, not just those of select students. This approach could be referred to as the "top-down approach" (e.g., start at an APR of 1000 and explain the loss of all points).

3. APR Improvement Plans are reviewed with the waiver request. Plans should be designed to assist teams in achieving APRs above the penalty benchmarks in a reasonable time by identifying and addressing issues impacting a team's APR with measurable goals, steps to achieve the stated goals and a timetable for implementation.

4. The identification of academically under-performing teams that are subject to an APP penalty includes consideration of resource level and squad size. Therefore, the staff/subcommittee/committee will generally not consider these elements in its review of APP penalty waiver or loss of access to postseason waiver requests.

Waivers of Ineligibility for Postseason Competition.

1. First Occasion Team is Ineligible for Postseason Competition. Institutions are permitted to submit a waiver request the first occasion a team is subject to postseason competition ineligibility. The committee has established a high threshold for relief in these cases and generally relief will not be provided.

   - Factors to be Considered. The staff/subcommittee will consider the following factors in reviewing such a request:

     (1) Extraordinary Mitigating Circumstances. The institution's cited mitigation must be clearly out of the control of the institution, the athletics department and the team's student-athletes. It must pertain to matters not previously addressed in the APP (e.g., small squad size, institutional mission). Finally it must have impacted the team over the multiple years that make up the four-year APR. An example of mitigation that would be considered extraordinary is a natural disaster that impact a team's APR over multiple years. An example of mitigation that would not be considered extraordinary would be head coaching change, significant leadership change at the institution, or institutional reclassification.

     (2) APR Improvement Plan. An institution's commitment to improving the penalized team's academic performance as outlined in the APR Improvement Plan must be considered in reviewing a waiver requesting relief from postseason competition ineligibility. Plans will be reviewed for focus on critical areas impacting academic success as well as other components demonstrating the institution's accountability toward meeting the stated goals of the APP (e.g., graduating student-athletes).

(3) Academic Factors. A waiver request must include a comprehensive review of the team's historical academic trends to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly event (see the list on Page No. 4). Trending will also be evaluated to determine if the team is making progress with respect to the penalty benchmark.

(4) Alternative Penalty Options. An institution may request that an alternative penalty be imposed in lieu of postseason ineligibility. The institution must include an explanation of how the alternate penalty equates to a loss of postseason access.

2. Second Occasion Team is subject to Loss of Postseason Competition. Institutions are permitted to request a waiver of a team's loss of access to postseason competition.

- Factors to be Considered. The second or subsequent time a team loses access to postseason competition, the staff/subcommittee/committee will review the request using the same factors used in considering an APP penalty waiver (see Page Nos. 4 – 7 for more information). If a team has demonstrated meaningful improvement and some of the factors in item 3-b below are present, the level of mitigation required to receive relief may be less stringent than what is required the first occasion a team was ineligible for postseason competition.

3. Notes on Outcomes. A loss of access to postseason competition waiver request will be approved, conditionally approved or denied.

a. First occasion loss of access to postseason waiver requests should be denied if the institution cannot demonstrate extraordinary mitigating circumstances as described on Page No. 2. Other factors listed in item number one above will be examined, but absent extraordinary mitigation are not likely to result in an approval.

b. Second and subsequent waivers of loss of access to postseason competition should be denied if the institution cannot demonstrate:

(1) Significant academic improvement that is sustainable;

(2) Mitigating circumstances as defined on Page No. 7;

(3) An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and measurable goals; and

(4) An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time.

APP Penalty Waivers.

Institutions are permitted to request a waiver of a team's APP penalties. The staff/subcommittee/committee will consider the following factors in reviewing such a request:

1. Academic Factors. Evaluating a team's academic performance is an important part of the APP penalty waiver process. The staff/subcommittee/committee's review of a team's academic performance may include consideration of the following elements:

   a. A comprehensive review of the team's historical APP performance, including any penalty history and academic trends to determine if the team's placement in the APP penalty structure is the result of habitual underperformance or the result of some anomaly event. Trending will also be evaluated to determine if the team is making sustainable progress toward the penalty benchmark.

   b. The team's Graduation Success Rate and Federal Graduation Rate, if available.

   c. Eligibility and Retention. The team's eligibility and retention will be compared against the following:

      (1) All other Division I teams in the same sport.

      (2) The institution's teams.

   d. The team's academic profile including hours earned, grade-point average, eligibility and retention points.

e. The academic profile of the team when admitted to the member institution, including admissions status as compared to the general student-body and/or other student-athletes at the institution.

f. The number of graduates the team has generated over the four years that make up the multiyear rate.

g. The number of student-athletes who were not academically eligible and not retained included in the multiyear APR.

h. Other academic data elements that may be relevant to the case.

2. Other Factors. The staff/subcommittee/committee's review of a team's academic performance may also include consideration of the following elements:

a. Size of variance between the team's APR and the applicable APP penalty benchmark (930).

b. The team's single-year APRs that comprise the multiyear rate. Specifically, the number of single-year APRs above or below the penalty benchmarks (930).

c. The institution's history of implementation of its APR Improvement Plan as well as the current plan's ability to address critical issues.

d. Mitigating circumstances that have affected the team's APR (see below).

e. An institution may request that an alternative penalty be imposed in lieu of the assigned APP penalty or a penalty option from the menu offered at Level Three. Should an institution offer an alternative penalty, the staff/committee/subcommittee would consider the various factors as well as the alternate penalty in the decision. The institution must demonstrate how the alternate penalty equates to the penalty it would replace.

f. Teams asserting that they have advanced in the penalty structure due to corrections to APP data identified in an APP data review must demonstrate that the current penalty is due to a lost opportunity for the institution to identify academic issues impacting the teams academic performance; to develop an appropriate APR Improvement Plan and to have an opportunity to rectify academic issues. If the institution can demonstrate this lost opportunity to identify and correct academic issues

affecting the team's academic performance the staff and/or subcommittee/committee may consider this a mitigating circumstance warranting relief from a penalty, however all such requests will be reviewed on a case-by-case basis to allow for other factors to be reviewed as well.

3. Mitigating Circumstances. Circumstances will be considered as compelling mitigating factors if the institution can demonstrate that it had a direct correlation to the team's ability to earn eligibility/graduation and/or retention points supported by objective documentation. The institution may reference mitigation that was considered in a previous waiver request if the impact of the mitigation is evidenced in the current APR. Waiver decisions will analyze those circumstances that may be unique events resulting in academically low performing year(s) versus habitually underperforming teams. A team's APR that is negatively affected by a unique one-time circumstance, but otherwise is not historically an underperforming team, should be treated differently than a team that has a history and pattern of academic underachievement.

Circumstances not considered compelling mitigation may include, but are not limited to, the following:

a. Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement);

b. Institutional lack of understanding regarding the APP;

c. Failure to develop and implement an APR Improvement Plan;

d. Conferences and/or institutions with more stringent academic standards than NCAA Division I progress-toward-degree requirements; or

e. Circumstances submitted in a request to receive an adjustment of an individual student-athlete's APR retention and/or eligibility or graduation point if the institution received relief for those circumstances by way of an APR adjustment.

Institutions are limited to submitting information concerning mitigating circumstances only for the academic years used to calculate that team's current multiyear APR. However, the staff, subcommittee and committee reserve the right to consider any relevant information that would explain the team's historical performance.

4. Level Three Penalty Options. An institution with a team subject to Level Three penalties must self-impose penalties from a list of menu options. These penalties are in addition to the prescribed penalties. The institution may also elect to request an alternative penalty be imposed. The staff/committee will consider the institution's self-imposed penalty elements in the waiver decision. The staff/committee can also prescribe additional penalties for the team.

5. Notes on Outcomes. An APP penalty waiver request will be partially or fully approved or conditionally approved, or denied. Requests will likely be denied if the institution cannot demonstrate:

   a. Significant academic improvement that is sustainable; OR

   b. The team is performing well academically but for one or more years of APP data impacted by compelling, documented mitigating circumstances;

   c. An APR Improvement Plan that demonstrates the institution's commitment to improving the team's academic performance by identifying critical issues that have impacted the team's APR and addressing those issues with clear steps and measurable goals;

   d. An expectation that the team will achieve an APR of 930 or higher in a reasonable period of time; and

   e. Appropriate self-imposed penalties at Level Three.

Use of Conditional Approvals.

Waivers of APP penalties and ineligibility for postseason competition may receive conditional approval. A waiver that is conditionally approved does not waive the team's penalty unless the team satisfies the stated condition(s). These conditions may include, but are not limited to:

1. Acceptable implementation of the institution's written APR Improvement Plan;

2. Attendance at mandatory educational sessions;

3. Meeting or maintaining single-year eligibility and retention goals and/or, meeting or maintaining a specified single-year APR without the inclusion of delayed-graduation points;

4. Requiring the institution to implement certain elements of its APR Improvement Plan determined to be "critical" to improved academic performance;

5. Requiring the institution to demonstrate it has satisfied its commitment of resources to enhance academic support initiatives that are part of the institution's APR Improvement Plan or cited in its APP penalty waiver/hearing rationale;

6. Requiring the institution to impose limits, restrictions or penalties that are part of its APR Improvement Plan or cited in its waiver/hearing rationale (e.g., withhold a head coach from contests);

7. Requiring an institution to use the NCAA Facilitating Learning and Achieving Graduation/Graduation Risk Overview program; and

8. Requiring an institution comply with identified minimal academic profiles for entering student-athletes that are part of its APR Improvement Plan or its waiver/hearing rationale. *(Revised: 10/2008;10/2010)*

An institution/team that fails to meet the stated condition(s) by the given timeframe shall have the waiver decision converted to a denial and the APP penalty must be applied to the team. The institution must impose the applicable penalty within the prescribed period of time.

Review of Conditionally Approved Penalty Waivers.

At some point established by the committee, such as the start of the academic year following the year in which the waiver was conditionally approved, the staff verifies that all established conditions were met (e.g., single-year APR, acceptable implementation of APR Improvement Plan). If the staff concludes that the team has not satisfied the condition(s) of the penalty waiver, the subcommittee and staff may consider mitigating circumstances presented by the institution. Such reviews shall occur on a case-by-case basis, and shall include consideration of any mitigation for the team's failure to reach the target APR, as well as the totality of the team's circumstances with regard to the imposed conditions. In such cases, the staff will review factors including improvement in the single-year and multiyear APR, how close the team came to meeting the target and mitigating circumstances. This action does not change an institution's opportunity to explain why it failed to meet the condition(s) or to appeal a decision by the staff to the subcommittee. The subcommittee will hear such appeals via teleconference. The subcommittee's decision is final.

Finally, if it is determined that a conditional waiver is not satisfied and the waiver is denied, the institution must impose the resulting penalties in the time period prescribed by the committee, but generally the academic year following denial of the appeal or, if there was no appeal, following determination that the conditions were not met (e.g., determined condition was not met in 2011-12 results in the imposition of the penalties in 2012-13).

If the team is subject to a penalty in the next academic year, the team is potentially subject to the penalty level that was conditionally waived and the next penalty level if it fails to meet the conditions of the waived penalty.

APR Improvement Plans.

APR Improvement Plans are meant to encourage institutions that have a team with an APR below 930 to implement strategies to improve the academic performance, retention and graduation of the student-athletes on the team. Institutions seeking relief from an APP penalty are expected to demonstrate that the team's academic performance will improve and will achieve an APR of 930 in a reasonable period of time. Therefore, APR Improvement Plans submitted with a waiver will be reviewed as follows:

1. Institutions/teams will be accountable for identifying issues impacting the penalized team's ability to move its APR above the established penalty benchmark. The following shall be addressed:

    a. Identify any issues impacting the academic performance, retention and graduation of the team's student-athletes and develop specific and measurable goals to address the issues, steps to meet the goals, timetable for implementation and persons responsible for each step outlined in the plan.

    b. Identify specific target APR goals for the team(s) for the current academic year that will assist the team in meeting the 930 benchmark in a reasonable period of time.

    c. Identify all steps the institution has taken toward implementation of any previous APR Improvement Plan and progress toward the measurable goals.

2. If an institution fails to create and submit an acceptable APR Improvement Plan, as defined by the committee, there is a presumption that any penalty waiver request will be denied.

ATTACHMENT B

Division I Initial-Eligibility Index
Effective August 1, 2015, for students initially enrolling full time in a college institution on or after August 1, 2015.

GPA for Aid and Practice	GPA for Competition	SAT	ACT Sum
3.550	4.000	400	37
3.525	3.975	410	38
3.500	3.950	420	39
3.475	3.925	430	40
3.450	3.900	440	41
3.425	3.875	450	41
3.400	3.850	460	42
3.375	3.825	470	42
3.350	3.800	480	43
3.325	3.775	490	44
3.300	3.750	500	44
3.275	3.725	510	45
3.250	3.700	520	46
3.225	3.675	530	46
3.200	3.650	540	47
3.175	3.625	550	47
3.150	3.600	560	48
3.125	3.575	570	49
3.100	3.550	580	49
3.075	3.525	590	50
3.050	3.500	600	50
3.025	3.475	610	51
3.000	3.450	620	52
2.975	3.425	630	52
2.950	3.400	640	53
2.925	3.375	650	53
2.900	3.350	660	54
2.875	3.325	670	55
2.850	3.300	680	56
2.825	3.275	690	56
2.800	3.250	700	57
2.775	3.225	710	58
2.750	3.200	720	59
2.725	3.175	730	60
2.700	3.150	740	61
2.675	3.125	750	61
2.650	3.100	760	62
2.625	3.075	770	63

GPA for Aid and Practice	GPA for Competition	SAT	ACT Sum
2.600	3.050	780	64
2.575	3.025	790	65
2.550	3.000	800	66
2.525	2.975	810	67
2.500	2.950	820	68
2.475	2.925	830	69
2.450	2.900	840	70
2.425	2.875	850	70
2.400	2.850	860	71
2.375	2.825	870	72
2.350	2.800	880	73
2.325	2.775	890	74
2.300	2.750	900	75
2.275	2.725	910	76
2.250	2.700	920	77
2.225	2.675	930	78
2.200	2.650	940	79
2.175	2.625	950	80
2.150	2.600	960	81
2.125	2.575	970	82
2.100	2.550	980	83
2.075	2.525	990	84
2.050	2.500	1000	85
2.025	2.475	1010	86
2.000	2.450	1020	86
	2.425	1030	87
	2.400	1040	88
	2.375	1050	89
	2.350	1060	90
	2.325	1070	91
	2.300	1080	93

NCAA Division I Newly Adopted Academic Legislation
Question and Answer Document

This document contains questions and answers to assist the NCAA membership in its understanding of select proposals adopted October 27, 2011, by the NCAA Division I Board of Directors.

Proposal No. 2011-69 Eligibility -- Transfer Regulations -- 2-4 and 4-2-4 College Transfers.

Question: Does the additional natural/physical science credit require a lab component?

Answer: No.

Proposal No. 2011-70 Eligibility and Committees -- 2-4 and 4-2-4 Transfers -- Waivers -- Progress-Toward-Degree Waivers Committee.

Question: Will the NCAA Division I Progress-Toward-Degree Waivers Committee also consider waiver requests for 4-4 transfers?

Answer: No. Waiver requests for 4-4 transfers will continue to be reviewed by the NCAA Division I Legislative Council Subcommittee for Legislative Relief.

Proposal No. 2011-94 Eligibility -- Freshman Academic Requirements -- Eligibility for Financial Aid, Practice and Competition -- Core Course Requirements and Initial-Eligibility Index.

Adopted Change No. 1: Establishes separate requirements for competition and for receipt of athletically related financial aid and practice during initial year of full-time enrollment.

Question No. 1: Are student-athletes who are certified as qualifiers required to pass nine semester hours/eight quarter hours during the first regular academic term in order to be eligible for practice in the second semester or second and third quarters?

Answer: No.

Question No. 2: What are the initial-eligibility requirements for competition during the initial-year of full-time enrollment?

Answer: In order to compete during the initial year of full-time enrollment, a student-athlete must meet the requirements to be certified as a qualifier, which includes obtaining a minimum core-course grade-point average of 2.300 in the 16 required core courses. In addition, the sliding scale was

increased and the student-athlete must obtain a minimum SAT or ACT score that corresponds with his or her core-course grade-point average. Students must also successfully complete 10 core courses prior to the seventh semester (or equivalent) of high school. Seven of these 10 core courses must be successfully completed in English, math and natural/physical science. These core courses (and grades) will be used in calculating the core-course grade-point average for purposes of meeting the sliding scale and grade-point-average minimum.

Question No. 3: Will a separate initial-eligibility index (i.e., sliding scale) be published for purposes of the competition requirements? When will the full sliding scale be available?

Answer: Yes. The initial-eligibility index for qualifiers will require a core-course grade-point average that is approximately .500 grade-point-average units higher for a given test score than the current qualifier standard. The full scale with exact coordinates will be available in mid-to-late January. Technical issues are being reviewed by research experts and the concordance of test scores is being verified. It is likely there will also be some minor modifications to the current sliding scale which will be used to determine eligibility for athletics aid, effective August 1, 2015. This scale will be published in mid-to-late January.

Question No. 4: What is an academic redshirt?

Answer: An academic redshirt is a student-athlete who, at the time of initial-eligibility certification, did not present the core-course grade-point average, SAT/ACT score and/or core-course requirements to be certified as a qualifier, but meets the requirements for practice and the receipt of athletics aid during the initial year of full-time enrollment.

Question No 5: Is a student-athlete who is an academic redshirt included in a scholarship team's NCAA Division I Academic Progress Rate (APR) cohort?

Answer: Yes, if he or she receives athletically related financial aid and is enrolled full time as of the fifth week of class or the census date, whichever is earlier.

Question No. 6: If a student-athlete who is an academic redshirt earns at least six credit hours in the fall term but does not earn nine semester hours/eight quarter hours, may the APR eligibility point be awarded for the fall term?

Answer: Yes, provided institutional and conference requirements are also met.

Question No. 7: Is a qualifier required to complete nine semester hours/eight quarter hours in order to remain eligible in subsequent terms?

Answer: No.

Question No. 8: Do the nine semester hours/eight quarter hours needed for practice in the second semester, or second and third quarters, have to be degree applicable?

Answer: Yes, consistent with current legislation.

Question No. 9: Will compliance assistant be modified so that institutions can track each incoming freshman's qualification status?

Answer: The NCAA staff is examining options and some functionality will be added to compliance assistant in order to track this.

Question No. 10: When will the test scores be available for the new initial-eligibility indexes?

Answer: The full scale with exact coordinates will be published in mid-to-late January. Technical issues are being reviewed by research experts and the concordance of test scores is being verified.

Question No. 11: Is a student-athlete who is an academic redshirt required to earn 80 percent of his or her degree program at the beginning of the fifth year following initial full-time enrollment in order to be granted a fourth season of competition?

Answer: No. An academic redshirt is eligible for four seasons of competition upon enrollment.

Question No. 12: What type of waiver would an institution file on behalf of a student-athlete who fails to earn the nine semester/eight quarter hours for practice in the second semester/second and third quarters?

Answer: The institution may file a progress-toward-degree waiver.

Question No. 13: May a student-athlete who is an academic redshirt be permitted to use an exception to the residency requirement for a student-athlete who transfers during the first year of enrollment?

Answer: No.

Question No. 14: Does this legislation have any impact on conference rules related to qualification status?

Answer: It will be up to each conference to determine its rules in light of this newly adopted legislation.

Question No. 15: May remedial hours be used to meet the nine semester hours/eight quarter hours needed for practice in the second semester or second and third quarters?

Answer: Remedial, tutorial or noncredit courses may be used to satisfy six of the nine semester hours and eight of the eight quarter hours provided they are: (a) considered to be prerequisites for specific courses acceptable for any degree program, (b) given the same weight as others in the institution for determining the student's status for full-time enrollment and (c) if noncredit courses, do not exceed the maximum institutional limit for such courses in any baccalaureate degree program.

Question No. 16: May hours earned prior to the student's first full-time term of attendance at the certifying institution be used to meet the nine semester hours/eight quarter hours needed for practice in the second semester or second and third quarters?

Answer: No. The hours must be earned during the fall term.

Adopted Change No. 2: Requires the successful completion of 10 core courses before the seventh semester (or equivalent) of high school. At least seven of the 10 core courses must be in English, math and natural or physical science.

Question No. 1: Is there a specific number of English courses, or math and natural or physical science courses that must be completed to satisfy the seven of 10 core-course requirement?

Answer: No. Students may use any combination of English, math and natural or physical science courses for purposes of the seven of 10 core-course requirement; to the extent those courses also meet the 16 core-course distribution.

Question No. 2: Is a lab required for a natural or physical science course in order for it to be counted within the seven core courses?

Answer: No; however, a natural or physical science laboratory course, if offered by the high school, is required in order to satisfy the 16 core-course requirements.

Question No. 3: Is it permissible to use an English as a Second Language course to satisfy the English component of the seven of 10 core-course requirement?

Answer: It is permissible to use an advanced-level English as a Second Language course to satisfy the English component of the seven of 10 core-course requirement, provided the course is reviewed and approved through the initial-eligibility waiver process.

Question No. 4: If a student repeats a grade in high school, is he or she required to still complete 10 core courses before the start of the seventh semester, including any repeated semesters?

Answer: Yes.

Question No. 5: If a student fails to achieve 10 core courses before the seventh semester, may the student still be able to receive athletics aid and practice in the first year of enrollment?

Answer: Yes, provided the student presents 16 core courses and meets the necessary core-course grade-point average and test score requirement.

Question No. 6: What is the waiver process that is available if a student fails to complete 10 core courses before the seventh semester?

Answer: The institution may submit an initial-eligibility waiver on the student's behalf. However, the waiver may only be submitted after a final certification has been rendered.

Question No. 7: May a student re-take courses in the seventh semester (or equivalent) and beyond in order to improve the grades for the 10 core courses completed before the seventh semester?

Answer: No. The grades earned prior to the seventh semester (or equivalent) in the 10 core courses will be used in the student-athlete's final academic certification.

Question No. 8: NCAA Bylaw 14.3.1.2.8 (repeat courses) permits a repeated course to be used once to satisfy the core-course requirements. If a student wishes to use a repeated course for the purpose of satisfying the 10 core-courses requirement, must the repeated course be successfully completed prior to the student's seventh semester of high school?

Answer: Yes.

Question No. 9: Must a minimum grade be earned in the 10 core courses?

Answer: The student must achieve a passing grade. Grades from the 10 core courses will be included in the calculation of the core-course grade-point average.

Question No. 10: Is a student-athlete who has been certified as an early academic qualifier per Bylaw 14.3.1.1.1 (exception – early academic certification) also required to meet the 10 core-courses requirement?

Answer: The early academic qualifier standard will be amended by the NCAA Division I Academic Cabinet during a future meeting.

Question No. 11: Does this legislation also apply to international student-athletes?

Answer: The Academic Cabinet will examine this issue at a future meeting, based on recommendations from the NCAA International Student Records Committee.

Question No. 12: May a student-athlete replace a grade in one of the 10 core courses with a grade earned in a core course earned per Bylaw 14.3.1.2.1.1.1 (exception – one core course after high school)?

Answer: No.

Question No. 13: Does this legislation also apply to student-athletes who are home-schooled?

Answer: Yes.

Question No. 14: Does this legislation also apply to student-athletes who have education-impacting disabilities?

Answer: The Academic Cabinet will examine this issue at a future meeting.

Question No. 15: Will the NCAA Eligibility Center use the best grades in the 10 core courses that are in English, mathematics and natural/physical science?

Answer: Yes, while also accounting for each student-athlete's requirement to meet the 16 core-course requirement.

Question No. 16: How will the core-course grade-point average be calculated for a prospective student-athlete who fails to meet the 10 core-courses requirement but ultimately achieves 16 core courses in the correct distribution?

Answer: The NCAA Eligibility Center will use the best grades in 16 core courses that fit the legislated distribution that are earned over eight semesters. However, such a student-athlete would not be certified as a qualifier.

Question No. 17: May a student-athlete use core courses completed in the summer before the seventh semester to meet the 10 core-courses requirement?

Answer: Yes.

Question No. 18: May a student-athlete use core courses completed prior to the ninth grade to meet the seven core-courses requirement?

Answer: Yes, provided they appear on the high school transcript with a grade and credit.

Question No. 19: May a student-athlete use high school courses completed in the eighth grade to meet the 10 core-courses requirement?

Answer: Yes, provided they appear on the high school transcript with a grade and are assigned graduation credit.

Question No. 20: May a student-athlete use core courses completed online independent of his or her high school to meet the 10 core-courses requirement?

Answer: Yes, provided they meet the legislation related to nontraditional courses and are successfully completed prior to the beginning of the student-athlete's seventh semester.

Question No. 21: May a student-athlete use college courses to meet the 10 core-courses requirement?

Answer: Yes, provided they meet the requirements of Bylaw 14.3.1.2.3 (college courses).

Question No. 22: Will the NCAA Eligibility Center certify that a student-athlete has met the 10 core-courses requirement during a preliminary certification?

Answer: Yes.

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This document contains questions and answers related to changes to the NCAA Division I Academic Performance Program.

Adopted Change No. 1: Establishes a 930 APR benchmark for eligibility to participate in postseason competition.

Question No. 1: Is the new 930 APR benchmark a single-year or multiyear rate?

Answer: The new 930 APR benchmark will continue to be a multiyear rate comprised of data from the four most recent academic years.

Question No. 2: Why was the penalty benchmark increased to 930?

Answer: The Board of Directors and the NCAA Division I Committee on Academic Performance have consistently indicated that the penalty benchmark should equate to approximately a 50 percent Graduation Success Rate (GSR). Based on appropriate changes and adjustments that have been incorporated into the APR metric, the retention point no longer predicts graduation as it was originally intended. Thus, the benchmark no longer predicts to a 50 percent graduation mark as was originally intended. 930 equates to approximately a 50 percent GSR.

Question No. 3: How is postseason competition defined?

Answer: Postseason is defined as any competition not considered regular season competition per Bylaw 17 (e.g., NCAA championships, national collegiate championships, Football bowl games, NIT, CIT, etc.).

Question No. 4: When will the loss of access to postseason competition be imposed?

Answer: The loss of access to postseason competition will be imposed the academic year after the loss of access is determined and announced (e.g., data for the 2010-11 academic year is submitted in fall 2011 and the multiyear APR is calculated; the school is notified and during 2011-12 there is a public announcement regarding loss of access to postseason; the team loses access to postseason competition during the 2012-13 academic year).

Question No. 5: Can a team that loses access to postseason competition compete in a conference tournament?

Answer: The loss of access to postseason competition does not affect a team's ability to compete in a conference tournament. However, each conference is required to adopt a written policy regarding teams subject to a loss of access to postseason competition with respect to the conference's automatic qualification for postseason/championships and revenue distribution. Thus a conference policy could preclude a team from competing in a conference tournament.

Question No. 6: Does the requirement for conferences to create a policy apply to all conferences or just multisport conferences?

Answer: The requirement requires all conferences, including single sport conferences (e.g., hockey conferences, lacrosse conferences, etc.) to create a policy regarding teams subject to a loss of access to postseason competition with respect to the conference's automatic qualification for postseason/championships and revenue distribution.

Question No. 7: In individual sports, if a team loses access to postseason competition can student-athletes on that team who otherwise qualify as individual competitors compete in postseason competition?

Answer: No.

Question No. 8: Is there a waiver process for the loss of access to postseason?

Answer: Yes. A waiver process does exist. However, the standard for relief is extremely rigorous. Relief will only be provided for teams that can show extraordinary circumstances that impacted multiple years of the team's APR. These waivers will be reviewed by the NCAA staff, and appeals would be reviewed on paper by a subcommittee of the Committee on Academic Performance. All decisions of the subcommittee are final, and not subject to further appeal.

Adopted Change No. 2: Proposal 2011-95: Revises the APP penalty structure to provide for one, three-tiered penalty structure.

Level One

Question No. 9: What are the Level One penalties?

Answer: The Level One penalty is the reduction of four hours and one day per week of countable athletically related activities during the team's playing season. This results in 16 hours per week and five days per week of countable athletically related activities allowed.

Question No. 10: Do the playing and practice season restrictions apply only to student-athletes who lost APR points, just to those in the APR cohort or to the entire team regardless of academic standing?

Answer: The playing and practice season restrictions apply to ALL student-athletes on the team regardless of their academic standing.

Question No. 11: Can institutions request a waiver of Level One penalties?

Answer: Yes. Institutions may submit a waiver requesting relief from Level One penalties. These waivers will be reviewed by the NCAA staff, and appeals would be reviewed on paper by a subcommittee of the Committee on Academic Performance. All decisions of the subcommittee are final, and not subject to further appeal.

Question No. 12: Must the four hours of practice time be replaced by academic activities?

Answer: Yes. The reduced practice time must be replaced with academic support activities. Acceptable academic support activities include study hall, tutoring, meeting with academic support personnel, meeting with departmental academic advisor, meeting with professor, meeting with formal or informal study groups, faculty mentoring, peer mentoring, meeting with career counselor, career development seminar, life skills development session, campus seminars, supplemental instruction session, study skills seminars. The following activities would NOT be considered acceptable academic activities: meeting with coaches in their offices to study, academic activity while traveling (e.g., on a bus, plane, at hotel), academic meetings with coaches, community service with athletics team/department, promotional activities, hosting recruits for official or unofficial visits, team meetings (not related to academics).

Level Two

Question No. 13: What are the Level Two penalties?

Answer: The Level Two penalties include the practice time reduction penalty from Level One, as well as the reduction of four hours of countable athletically related activities per week outside of the playing season. This results in four hours per week of countable athletically related activities allowed. In addition, depending upon the sport, teams are subject to either a 10 percent reduction in contests and length of the season, cancellation of nonchampionship season contests or cancellation of spring football. The impact for each sport in Level Two is outlined in the attachment.

Question No. 14: Are all teams in Level Two penalties subject to the four-hour reduction in practice time outside of the declared playing season?

Answer: Yes. All teams in Level Two penalties, regardless of sport, are subject to a four-hour reduction in countable athletically related activities per week. These four hours must be replaced by academic support activities.

Question No. 15: How do the Level Two penalties apply to sports that have an official nonchampionship season?

Answer: The following sports would be impacted by the nonchampionship season restriction: men's and women's volleyball, men's and women's soccer, field hockey, softball, women's lacrosse and cross country (only if the institution does not sponsor indoor or outdoor track and field). In each of these sports, the team is required to cancel all nonchampionship season contests. Teams are able to participate in out-of-season athletically related activities, subject to the four hour per week reduction in Level Two. The attachment outlines the impact of Level Two penalties on all sports teams.

Question No.16: For those sports without an official nonchampionship season, how do the Level Two penalties apply?

Answer: For all other sports, with the exception of football, the team is subject to a 10 percent in the length of its season and number of contests it may participate in. The 10 percent reduction of contests and playing season is taken from the maximum number of allowable contests and length of the season in that sport as outlined in Division I legislation. For example, in the sport of ice hockey, the maximum number of contests would be

reduced from 34 to 31, and the length of the playing season from 132 to 119 days. The attachment outlines the impact of Level Two penalties on all sports.

Question No. 17: How do the Level Two penalties apply in the sport of football?

Answer: In the sport of football, the 15 postseason practice sessions allowed under Bylaw 17.9.6.4 (spring practice) would be eliminated, and no spring football game would be permitted. Football teams would be able to participate in other out-of-season athletically related activities allowed under Bylaw 17.9.6 (out-of-season athletically related activities), subject to the out-of-season practice restrictions in Level Two (i.e., reduction of four hours per week).

Question No. 18: How does the 10 percent reduction on regular season competition in Level Two impact contracts for competitions that have already been signed?

Answer: If a team is subject to Level Two penalties, including the reduction of contests, it will be required to cancel 10 percent of its competitions. It will be incumbent upon the individual institution to determine which contests will be cancelled.

Question No. 19: Can institutions request a waiver of Level Two penalties?

Answer: Yes. Institutions may submit a waiver requesting relief from Level Two penalties. These waivers will be reviewed by the NCAA staff, and appeals will be heard via teleconference with a subcommittee of the Committee on Academic Performance. Representatives of the institution may participate on the teleconferences. All decisions of the subcommittee are final, and not subject to further appeal.

Level Three

Question No. 20: What are the Level Three penalties?

Answer: At Level Three, a menu of penalties approach is taken. The base penalties that the team would be subject to are the penalties found in Levels One and Two. In addition, the institution and the Committee on Academic Performance will choose from a menu of penalties to determine the appropriate penalty in each case.

Question No. 21: Is an institution required to identify self-imposed penalties at Level Three?

Answer: Yes. Each institution at Level Three will be required to submit prescribed self-imposed penalties from a menu of possible penalties. At a minimum, Level Three penalties would include the playing and practice season penalties within Levels One and Two. Institutions also may self-impose penalties that are not on the Committee on Academic Performance's menu of penalties.

Question No. 22: What is included in the menu of penalties at Level Three?

Answer: The penalties available at Level Three will include, but may not be limited to, the following: (a) playing and practice season restrictions, above what is imposed in Levels One and Two (b) contest reductions, up to a full-season cancellation, (c) financial aid penalties (d) multiyear postseason ineligibility, (e) coaches penalties such as a suspensions, recruiting limits or rules seminar attendance and (f) restricted membership.

Question No. 23: Will all teams in Level Three be required to attend a hearing in front of the Committee on Academic Performance?

Answer: No. Once a team has submitted its recommended self-imposed penalties, the NCAA staff may choose to accept that decision, and the institution would not attend a hearing. In addition, the institution may choose to accept additional penalties recommended by the NCAA staff, which would not require attendance at a hearing.

Question No. 24: Under what circumstances would an institution attend a Level Three in-person hearing?

Answer: If the NCAA staff does not accept the institution's self-imposition of penalties or if an institution does not agree to penalties recommended by the NCAA staff, the institution would be required to attend a hearing.

Question No. 25: Who is required to attend an in-person hearing at Level Three?

Answer: The required attendees for an in-person hearing are the institution's president, director of athletics, the coach(es) of the impacted team(s) and the person with direct oversight of the academic support program. In addition, the institution may choose to bring up to eight total

representatives. A representative from the institution's conference is also able to attend, in addition to the eight institutional representatives.

Question No. 26: If an institution remains below the penalty benchmark beyond a third year, do they remain subject to Level Three penalties for multiple years?

Answer: Yes. An institution remains subject to Level Three penalties. However, the penalties received each year could differ and would be likely to increase in severity on repeat occasions.

Question No. 27: Can an institution appeal the penalty determinations of the Committee on Academic Performance at Level Three?

Answer: Yes. An institution may appeal the Committee on Academic Performance's decision to the NCAA Division I Board of Directors Academic Performance Program Historical Penalties Appeals Subcommittee. The institution must demonstrate that the Committee on Academic Performance abused its discretion in applying the legislation and/or policy and procedures of the APP. The determination of the APP Historical Appeals Board Subcommittee is final, and not subject to further appeal.

General

Question No. 28: Will there be a transition period for the new 930 penalty benchmark?

Answer: Yes. The first chart shows the transition for access to championships and the second chart shows the transition for the penalty structure.

APR Benchmarks during Transitional Phase for Access to Postseason

Championship/ Postseason Competition Year	Multiyear APR to Avoid Ineligibility for Postseason	Two Most Recent Years Average APR to Avoid Ineligibility for Postseason
2011-12	Status Quo – current penalty structure and benchmarks apply.	N/A
2012-13	Four-Year APR of 900 or higher OR	Two most recent years average at or above 930
2013-14	Four-Year APR of 900 or higher OR	Two most recent years average at or above 930
2014-15	Four-Year APR of 930 or higher OR	Two most recent years average at or above 940
2015-16 and Beyond	Four-Year APR of 930 *Improvement Filter applies the second time and beyond a team is subject to postseason ineligibility. This filter requires two most recent years average at or above 950.	N/A

*Note: Mission filter applies only the first time a team is subject to postseason ineligibility.

APR Benchmarks during Transitional Phase for Level One, Two, Three Penalties

Championship/Postseason Competition Year	Multiyear APR to Avoid Ineligibility Level One, Two, Three Penalties	Improvement Filters
2011-12	Status Quo.	Status Quo.
2012-13	Four-Year APR of 900 or higher OR	Level One = None. Levels Two and Three = Two most recent years APR average of 950 or higher.
2013-14	Four-Year APR of 900 or higher OR	Level One = None. Levels Two and Three = Two most recent years APR average of 950 or higher.
2014-15 and beyond	Four-Year APR of 930 or higher OR	Level One = None. Levels Two and Three = Two most recent years APR average of 950 or higher.

Note: Mission filter does not apply to Level One, Two, Three penalties.

** Improvement filter does not apply to Level One penalties, only to Level Two and Three penalties.

Question No. 29: During the transition period, how is the APR of 930 or 950 over the past two years calculated?

Answer: The APR over the past two years is calculated by taking the number of points earned in the last two single academic years (including delayed-graduation points) and dividing by the total number of points possible in those two years. It is important to note that this APR may be different than the number reached by simply adding the two most recent single-year APRs together and dividing by two, as cohort sizes can differ from year to year.

Question No. 30: Will the concept of "three clean years" still apply in the new penalty structure?

Answer: Yes. Therefore, in order for a team to avoid progression in the penalty structure, it must have three consecutive years with no earned penalties, which would include years where a full waiver is received. After three years without penalties a team is reset to Level One upon the next occasion it fails to meet the APR benchmark.

Question No. 31: Will the application of penalties need to be reported to the NCAA?

Answer: Yes. As with the current historical and contemporaneous penalty structures, institutions will be required to demonstrate that they have taken the penalties that were applicable to any of its teams in the previous years.

Question No. 32: How will new teams and institutions be treated in the penalty structure?

Answer: Teams that are new to Division I will be subject to penalties after they have submitted three years of APR data.

Question No. 33: Will teams be required to take penalties received under the previous penalty structure, if they have not done so already?

Answer: Yes. Any penalties that a team received under the previous penalty structure remain applicable, and must be taken. This includes penalties associated with unmet conditions from a prior waiver request.

Adopted Change No. 3: Creation of mission and improvement filters to allow for relief from penalties in certain circumstances.

Question No. 34: What academic years will be used to determine if the improvement filter has been met for a team below the multiyear benchmark?

Answer: The two most recent single-year APRs will be used. For example, the 2009-10 and 2010-11 APR data will be used to determine if the improvement filter was met for 2012-13 postseason competition access.

Question No. 35: What data are used to determine if an institution is considered limited resource for purposes of the mission filter?

Answer: Based on the Committee on Academic Performance's policy, institutional characteristics are reviewed to identify "limited-resource" institutions. Specifically, the following three measurements are reviewed: (a) Per

capita Pell Grant dollars received, (b) Per capita institutional spending and (c) Per capita athletics spending.

Question No. 36: How many times can an institution use the mission filter to avoid the postseason competition restriction?

Answer: A team may only use the mission filter the first time it is subject to postseason competition ineligibility under the new APP structure. The purpose of this filter is to give limited-resource teams/institutions a longer timeframe to adjust to the increased APR benchmark. Thus, this is not a filter that applies in perpetuity.

Question No. 37: Does the mission filter allow institutions to avoid Level One, Level Two and Level Three penalties?

Answer: No. The mission filter is only applicable to access to postseason competition. It may only be used by a team the first time that team is subject to the postseason ineligibility.

Question No. 38: Is there a filter to avoid Level One penalties?

Answer: No. Level One penalties were amended to only include a reduction in practice time which is replaced by academic activities. All underperforming Level One teams are expected to take this penalty with the goal of improving overall academic performance of the team.

Question No. 39: Are the bottom 15 percent of institutions that are eligible to use the mission filter also able to apply for APP Supplemental Support Funds?

Answer: No. Only those institutions in the bottom 10 percent of resources are eligible to apply for Supplemental Support Funds.

Question No. 40: If a team meets the improvement filter for penalties is that year considered a "clean year"?

Answer: Yes.

Question No. 41: Are the filters automatically applied or does the institution have to apply the filters on its own?

Answer: The filters are automatically applied prior to producing the institution's penalty report.

Adopted Change No. 4: The continuation and expansion of the APR Improvement Plan process to ensure that the focus of the APP remains on improving the academic success of student-athletes.

Question No. 42: What teams will be required to submit APR Improvement Plans to the NCAA national office?

Answer: All institutions with a team that has a multiyear APR under 930 will be required to submit an APR Improvement Plan for each team under 930.

Question No. 43: Is there a transition period similar to the period for penalties and access to postseason competition?

Answer: No. Although teams with APRs between 900 and 929 will not be penalized or be restricted from access to postseason competition for the next two years, institutions will be required to submit APR Improvement Plans for all teams with a current multiyear APR below 930. This should help propel underperforming teams above the 930 benchmark over the next two years.

Question No. 44: When will APR Improvement Plans be due if an institution has no teams below 900 but teams below 930?

Answer: All APR Improvement Plans for institutions with no penalized teams but with teams under a 930 multiyear APR are due to the national office by Monday, January 16, 2012.

Question No. 45: Does an institution need to file an APR Improvement Plan for a team that is eligible to use the squad-size adjustment?

Answer: If the team's APR is below 930 with the squad-size adjustment, that team is required to submit an APR Improvement Plan with the NCAA staff. If the team's APR is above 930 with the squad-size adjustment, the team is not required to submit an APR Improvement Plan.

Question No. 46: Is a data analysis required for APR Improvement Plan submission?

Answer: Yes. Institutions must provide a meaningful analysis of current APR data for each team that is below the penalty benchmark. The expectation is that an institution will complete a thorough data analysis before the creation of the APR Improvement Plan. APR Improvement Plans must include an

assessment and evaluation of the academic admissions profiles and academic outcomes for all student-athletes on teams with a multiyear APR below 930. The APR Improvement Plan must include any initiatives (e.g., changes to the entering profile) based on this evaluation.

Question No. 47: How many years of data are required to be submitted before an institution is required to submit an APR Improvement Plan for a team that has a multiyear APR below 930?

Answer: If an institution has submitted any APR data for a team and that team has a multiyear APR below 930 with a squad-size adjustment, if applicable, the institution must submit an APR Improvement Plan for that team.

ATTACHMENT

Impact of NCAA Division I Academic Performance Program Level Two Penalties

***All teams in Level Two are subject to the following penalties:**

1. Reduction of the penalized teams' practice time by four hours and one day per week of countable athletically related activity *during* the playing season. This results in 16 hours per week and five days per week of countable athletically related activities allowed. The reduced practice time must be replaced with academic support activities.

2. Reduction of the penalized teams' practice time by four hours per week *outside* of the playing season. This results in four hours per week of countable athletically related activities allowed. The reduced practice time must be replaced with academic support activities.

***The following charts indicate the application of all other Level Two Penalties:**

Sports with Nonchampionship Season Elimination

Sport	Penalty
Softball	No contests during nonchampionship segment.
Men's and Women's Volleyball	No dates of competition during segment other than segment in which NCAA championship is conducted.
Men's and Women's Soccer	No dates of competition during segment other than segment in which NCAA championship is conducted.
Field Hockey	No dates of competition during segment other than segment in which NCAA championship is conducted.
Women's Lacrosse	No dates of competition during segment other than segment in which NCAA championship is conducted.
Cross Country (but does not sponsor indoor or outdoor track and field)	No dates of competition during segment other than segment in which NCAA championship is conducted.

Sports with 10 Percent Reduction in Contests and Playing Season

Sport	Game Reduction	Season Reduction
Baseball	56 to 50 contests.	132 day season to 119 day season.
Men's and Women's Basketball	29 to 26 contests.[1]	Reduction of 10 percent of playing and practice days between first allowable practice and end of playing season.[2]
Women's Bowling	26 to 23 dates of competition.	144 day season to 130 day season.
Men's and Women's Cross Country	7 to 6 dates of competition.	144 day season to 130 day season.
Equestrian	15 to 13 dates of competition.	144 day season to 130 day season.
Fencing	11 to 10 dates of competition.	144 day season to 130 day season.
Men's and Women's Golf	24 to 22 dates of competition.	144 day season to 130 day season.
Men's and Women's Gymnastics	13 to 12 dates of competition.	144 day season to 130 day season.
Men's and Women's Ice Hockey	34 to 31 contests.	132 day season to 119 day season.
Men's Lacrosse	17 to 15 dates of competition.	132 day season to 119 day season.
Rifle	13 to 12 dates of competition.	144 day season to 130 day season.
Rowing	20 to 18 dates of competition.	156 day season to 140 day season.
Women's Rugby	11 to 10 contests.	132 day season to 119 day season.
Women's Sand Volleyball	16 to 14 dates of competition.	132 day season to 119 day season.
Men's and Women's Skiing	16 to 14 dates of competition in both alpine and Nordic events.	144 day season to 130 day season.
Squash	15 to 13 dates of competition.	144 day season to 130 day season.
Men's and Women's Swimming and Diving	20 to 18 dates of competition.	144 day season to 130 day season.
Men's and Women's Tennis	25 to 22 dates of competition.	144 day season to 130 day season.
Men's and Women's Track and Field (Indoor or Outdoor Only)	18 to 16 dates of competition.	144 day season to 130 day season.
Men's and Women's Track and Field (Indoor and Outdoor)	18 to 16 dates of competition.	156 day season to 140 day season.
Men's and Women's Water Polo	21 to 19 dates of competition.	132 day season to 119 day season.
Wrestling	16 to 14 dates of competition.	132 day season to 119 day season.

[1] For teams that plan to participate in a qualifying regular season multiple-team event (e.g., Maui Invitational), the reduction would be from 28 to 25 contests (includes the event as one contest).
[2] The start date for men's and women's basketball will vary depending on the year.

Football

Sport	Penalty
Football	Fifteen postseason practice sessions allowed under Bylaw 17.9.6.4 are eliminated, including spring football game.

Embedding Academic Success

NCAA Division I Board of Directors
Actions Taken During October 2011 Meeting
November 4, 2011

Overview of Actions Taken by the NCAA Division I Board of Directors – October 2011

- Adopted increased initial-eligibility standards.
- Adopted increased two-year college transfer standards.
- Adopted changes to the NCAA Division I Academic Performance Program, including eligibility for postseason competition.

Initial-Eligibility Standards: Academics as a First Expectation

New Initial-Eligibility Standard Practice and Athletics Aid

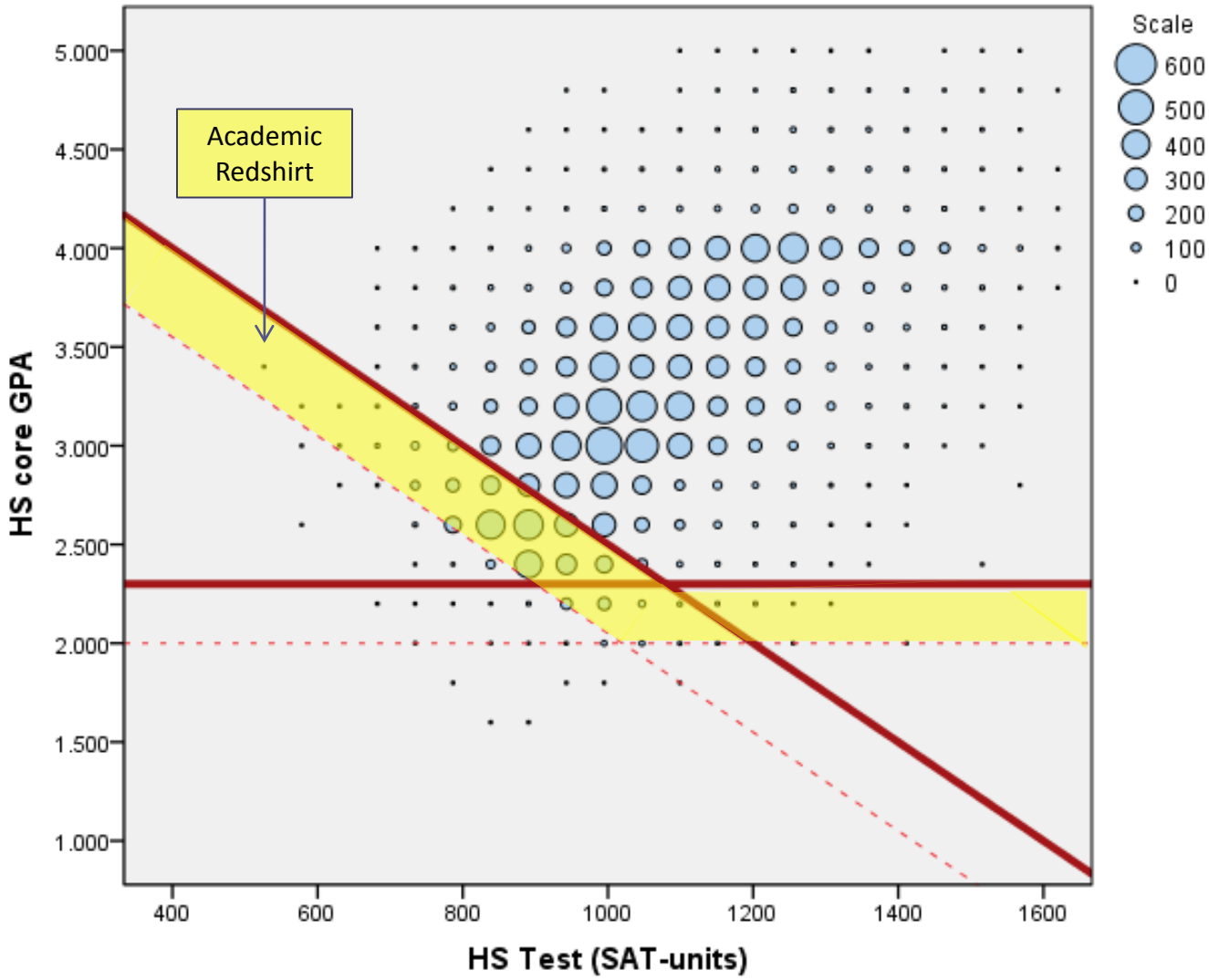
Adopted legislation in the area of initial eligibility, as outlined below:

- Require PSAs to meet the current qualifier standard for eligibility for practice during the first regular academic term and receipt of athletically related financial aid during the first year. Second semester (and second and third quarter) eligibility for practice based on successful completion of nine semester or eight quarter hours in the first regular academic term of enrollment.

New Initial-Eligibility Standard Competition

- PSAs must meet the following standard in order to compete in the first year of collegiate enrollment:
  - Obtain a core GPA/test score that is set at approximately one-half of a standard deviation below the national student body mean. This represents an increase from the current one standard deviation below the national student mean. The new sliding scale requires a high school core GPA to be approximately 0.5 GPA units higher for a given test score compared to the current qualifier standard (e.g., SAT of 1000 requires 2.5 high school core GPA for competition).
  - Obtain a minimum core GPA of 2.3 in the 16 core courses currently required.
  - Meet core-course requirements described in slide 7.

New Initial-Eligibility Standard
Sliding Scale Elevated to ~0.5 SD Below National Mean; 2.30 Floor



% Current SAs Ineligible for Practice/ Aid	0.4%
% Current SAs Ineligible for Competition Only	15.5%

Note: All SAs in yellow area would be ineligible for competition only. New sliding scale for competition requires HSCGPA ~ 0.50 units higher for given test score compared to current rule.

Core Course Progression Competition

- This requirement must be met in order to compete in the first year of collegiate enrollment.
- Students must successfully complete 10 core courses *prior to* seventh semester (or equivalent) of high school.
- Seven of the 10 core courses must be successfully completed in English, math and natural/physical science.
- These core courses (and grades) must be used in calculating the core GPA for purposes of meeting the sliding scale and GPA minimum.

Timeline for Implementing New Standards

- New initial-eligibility standards are effective for students entering any collegiate institution full time on or after of August 1, 2015.

Early Academic Qualifiers

- Continuation and enhancement of early academic certification for prospective student-athletes after six semesters of high school.

- Details to be finalized over the next year.

Two-Year College Transfer Standards

Academic Success as a First Expectation

Two-Year College Transfers

- Adopted NCAA Division I Proposal Nos. 2011-69 and 2011-70 sponsored by the NCAA Division I Academic Cabinet.
- New transfer requirements effective for students initially enrolling full time in any college on or after August 1, 2012. New waiver subcommittee effective April 1, 2012.
- Allowed Proposal No. 2011-65 (academic year of readiness) to continue in normal legislative cycle, which could result in Board approval in January or April 2012.

Two-Year College Transfers

- Proposal Nos. 2011-69 and 2011-70 include:
  - Increase the minimum transferable GPA for eligibility for competition to 2.5, from the current 2.0.
  - Permit use of no more than two credit hours of physical education activity courses in all sports to meet requirements.
  - Require completion of three semester or four quarter credits hours of transferable natural/physical science credit for nonqualifiers.
  - Modified the NCAA Division I Progress-Toward-Degree Waivers Committee structure so that it accommodates requests for waivers to these requirements.

Academic Performance Program

Team Success
and
Academic Accountability

Access to Postseason Competition

- Established 930 Academic Progress Rate (APR) as a minimum academic standard to participate in postseason competition. Transition to this benchmark to occur over next three years.
- Postseason includes all postseason events conducted after last regular season contest or end of conference tournament (e.g., includes bowl games, NIT, WNIT, etc.).
- Denied access to postseason includes individual competitors for teams not meeting academic standard.
- Appeals/waivers via penalty structure process.

Mission Filter for Postseason Access Only

- **Mission Filter**: Institution is in bottom 15% of resources as defined by the current Committee on Academic Performance policy AND the team's most recent four year Graduation Success Rate (GSR) is 50% or higher.
  - Filter provides relief only to access to postseason competition, not to Level One, Two or Three penalties.
  - This filter is only available the first time a team is below the penalty benchmark. A team that is below the penalty benchmark for a second occasion and beyond would not be permitted to use this filter and would therefore be ineligible for postseason competition.
  - The Historically Black Colleges and Universities (HBCU)/Lower Resource Advisory Group to the Committee on Academic Performance will be given an opportunity to provide feedback on this filter and offer possible modifications.

Improvement Filter for Access to Postseason Competition

Improvement filter for teams that have demonstrated meaningful improvement, defined as:

- Team must have an average APR of 950 over the two most recent years to demonstrate meaningful improvement.
- This filter only applies the <u>second time and beyond</u> that a team is subject to postseason ineligibility.

Conference Policy Regarding Postseason Restriction

- Requires that conferences adopt a written policy regarding teams subject to a postseason restriction with respect to the conference's automatic qualification for postseason/championships and revenue distribution.

- Allows conference to develop its own policy. Simply requires that a written policy exist.

NEW PENALTY STRUCTURE: THREE LEVELS

LEVEL ONE:

Playing and Practice:

(4 hours/1 day per week in -season, to be replaced with academic activities)

LEVEL TWO:

Playing and Practice: Four hours/1 day week in-season **AND** out of season as follows:

AND

Nonchampionship season/spring football eliminated

OR

10% of season/contests for sports with no nonchampionship season.

LEVEL THREE:

Menu of Penalties

Teams would be subject to level three penalties until APR improves.

Note on the Ongoing Work of Other NCAA Working Groups

- Financial aid penalties were removed at the earliest levels of the penalty structure. The committee may revisit this recommendation based on outcomes from other working groups.

- At Level Two, currently the committee has a variety of nonchampionship season penalties. If the concept of reducing or eliminating the nonchampionship season progresses, the committee will revisit these penalties.

Penalty Structure: Level One

Level One:

- Reduction by four hours/one day of practice per week in-season. Results in 16 hours per week rather than 20 and five days per week rather than six.

- Must be replaced by academic activities.

Penalty Structure: Level Two

1. Reduction of four hours/one day of practice per week in-season.
   - Must be replaced by academic activities.
2. Reduction of four hours of practice per week out-of-season.
   - Must be replaced by academic activities.
3. Cancellation of nonchampionship season or spring football.
4. For sports without nonchampionship season, 10% reduction in contests and length of season.

Penalty Structure: Level Three Menu of Penalties

Teams would be subject to Level Three menu of penalties repeatedly until APR improves

Menu options:

- Financial aid penalties (any amount, any type).
- Practice penalties (Reduction of four hours/week and up).
- Contest reductions (10% up to full season).
- Restricted and corresponding membership.
- Coach-specific penalties, including game restrictions, recruiting restrictions.
- Restricted access to practice for incoming student-athletes that fall below pre-determined academic standards.
- Multiyear postseason competition ban.

Three “Clean” Years Concept Penalty Structure

- The current policy that allows teams to “reset” back to Occasion/Level One only after three years in which no penalties are assessed would continue to apply in the new penalty structure.

- The new penalty structure is cumulative and progressive consistent with the current structure.

Improvement Filter for Penalty Levels Two and Three

Improvement filter for teams that have demonstrated meaningful improvement, defined as:

- Team must have a 950 APR average over the two most recent years to demonstrate meaningful improvement.
  - Does not apply to Level One penalties – applies to Level Two and Three penalties only.

Access to Championships

Access to championships - effective 2012-13
(see slide #26 for details of transition)

New penalty structure – effective 2012-13
(see slide # 27 for details of transition)

- Data used – for 2012-13.

  2010-11.

  2009-10.

  2008-09.

  2007-08.

APR Benchmarks during Transitional Phase for Access to Postseason

Championship/Postseason Competition Year	Multiyear APR to Avoid Ineligibility for Postseason	Two Most Recent Years Average APR to Avoid Ineligibility for Postseason
2011-12	Status Quo – current penalty structure and benchmarks apply.	N/A
2012-13	Four-Year APR of 900 or higher OR	Two most recent years average at or above 930
2013-14	Four-Year APR of 900 or higher OR	Two most recent years average at or above 930
2014-15	Four-Year APR of 930 or higher OR	Two most recent years average at or above 940
2015-16 and beyond	Four-Year APR of 930 *Improvement Filter applies the second time and beyond a team is subject to postseason ineligibility. This filter requires two most recent years average at or above 950.	N/A

Note: Mission filter applies only the first time a team is subject to postseason ineligibility.

APR Benchmarks during Transitional Phase for Level One, Two, Three Penalties

Championship/Postseason Competition Year	Multiyear APR to Avoid Ineligibility Level One, Two, Three Penalties	Improvement Filters
2011-12	Status Quo.	Status Quo.
2012-13	Four-Year APR of 900 or higher OR	Level One = None. Levels Two and Three = Two most recent years APR average of 950 or higher.
2013-14	Four-Year APR of 900 or higher OR	Level One = None. Levels Two and Three = Two most recent years APR average of 950 or higher.
2014-15 and beyond	Four-Year APR of 930 or higher OR	Level One = None. Levels Two and Three = Two most recent years APR average of 950 or higher.

* Mission filter does <u>not</u> apply to Level One, Two, Three penalties.

** Improvement filter does <u>not</u> apply to Level One penalties, only to Level Two and Three penalties.

Waivers/Appeals Process

- Access to Postseason - First Occasion Team Below Penalty Benchmark / Level One Penalties:
  - Staff makes initial decision on any submitted waiver.
  - Institution may appeal to the NCAA Division I Committee on Academic Performance Subcommittee on Appeals "on paper."
  - Relief provided only for extraordinary mitigation. Expect few, if any, waivers to be granted.
- Access to Postseason - Second Occasion Team Below Penalty Benchmark / Level Two Penalties:
  - Staff makes initial decision on any submitted waiver.
  - Teleconference appeals with institution and the Committee on Academic Performance Appeals Subcommittee.
  - Relief provided based on waiver directive.

Waivers/Appeals Process

- Access to Postseason - Third Occasion Team Below Penalty Benchmark / Level Three Penalties:
  - Institutions are required to submit proposed penalties from menu of options (e.g., self-imposed). Staff makes initial decision.
  - If staff is unable to make decision or decision is not accepted, institution appears at an in-person Committee on Academic Performance hearing.
  - Relief provided based on waiver directive.
  - Appeals reviewed by NCAA Division I Board of Directors Academic Performance Program Historical Penalties Appeals Subcommittee.

APR Improvement Plans

- Will be required immediately for all teams under 930 multiyear APR.
- Plans must include element that assesses and evaluates team's academic admissions profiles and academic outcomes with resulting institutional changes.

Timing for Announcing/Taking Penalties

Board approved continuation of the current data collection and penalty announcement process.

- Data submitted in fall, opportunity for waivers in winter/spring and announcement after last postseason event.
- Penalties taken in next academic year.

Committee on Academic Performance will continue to study the feasibility of a more rapid collection and turn around of data to expedite the timing of the announcement of APRs.

Teams Transitioning within Penalty Structure

- Teams will be reset to Level One of new penalty structure, except for those teams that have already been subject to Historical Penalties Occasion Two penalties. Teams that have previously been subject to Occasion Two penalties will continue to move through the penalty structure (i.e., to Level Three penalties if do not experience three “clean” years).

- Teams that are subject to the new penalty structure based on submission of 2010-11 data AND that have already been subject to Historical Penalties Occasion Two penalties would immediately be subject to the Level Three menu of penalties, and possible in-person hearings in spring 2012.

Historically Black Colleges and Universities Advisory Group

- Approved a Historically Black Colleges and Universities (HBCU) Advisory Group to assist on issues that impact HBCU institutions.

Questions/Comments may be directed to:

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NCAA Division I Proposal No. 2011-94
Academic Redshirt Status and Continued Practice at Quarter Institutions

Purpose.

The purpose of this document is to review the specific provisions of the new initial-eligibility model adopted by the NCAA Division I Board of Directors October 2011 in regards to continued eligibility for practice for an academic redshirt and promote discussion regarding the application of the provision in relation to the full breadth of NCAA Division I institutions.

Academic Redshirt and Continued Practice under the New Initial-Eligibility Model.

At its October 2011 meeting, the Board of Directors adopted an increased initial-eligibility model that creates a higher academic standard for incoming first-year student-athletes to compete than to practice and receive athletically related financial aid during the initial year of collegiate enrollment.

Per the new legislation, prospective student-athletes who achieve the academic standard for athletically related aid and practice, but fail to achieve the academic standard for competition, are considered academic redshirts. Academic redshirts are able to practice during the fall term only based on meeting the academic redshirt standard. Continued practice in a subsequent term(s) is determined based upon collegiate academic success. Specifically, the applicable bylaw indicates:

An academic redshirt must successfully complete nine semester or eight quarters in the first regular academic term in order to be eligible for practice in a subsequent term or terms of the first academic year (see Bylaw 14.4.2.1).

Points to Consider.

1. As currently adopted, continued practice for an academic redshirt at a quarter institution is entirely dependent upon academic success during the fall term, with no impact on the ability to continue practice during the spring quarter for failure to be academically successful during the winter quarter.

2. Conversely, lack of academic success during the fall term eliminates the ability to continue practice for the remainder of the academic year, regardless of any subsequent academic success during the winter quarter.

Discussion Questions.

1. Should continued access to practice during the spring quarter for an academic redshirt at a quarter institution be linked to continued academic success during the winter quarter?

2. Should an academic redshirt at a quarter institution have the ability to regain access to practice during the spring quarter to the extent they were academically unscuccessful during the fall term, but academically successful during the winter quarter?

CURRENT LEGISLATION IMPACTED BY INITIAL-ELIGIBILITY STATUS

Recruiting:

13.1.1.2 Two-Year College Prospective Student-Athletes.

A prospective student-athlete who was not a qualifier as defined in Bylaw 14.02.11.1 and who is enrolled in the first year of a two-year college may not be contacted in person on or off an institution's campus for recruiting purposes.

13.6.2.3.1 Nonqualifier in First Year.

A person who is not a qualifier and who is enrolled at a two-year college may not be provided an expense-paid visit to a member institution until he or she has completed an academic year at a two-year college.

13.6.7.5.2 Nonqualifier Prohibition.

The student host must be enrolled in the member institution being visited by a prospective student-athlete. A nonqualifier (see Bylaw 14.02.11) may not serve as a student host during his or her first academic year in residence. **[D]** *(Revised: 3/19/97, 4/24/03 effective 8/1/03, 3/26/04)*

Transfer:

14.5.4.1 Qualifier. Effective Date: August 1, 2012

A transfer student from a two-year college who was a qualifier (per Bylaw 14.3.1.1) is eligible for competition in the first academic year in residence only if the student: *(Revised: 4/24/03 effective 8/1/03, 10/27/11 effective 4/1/12; for student-athletes initially enrolling full time in a collegiate institution on or after 8/1/12)*

(a) Has spent at least one full-time semester or one full-time quarter in residence at the two-year college (excluding summer sessions);

(b) Has presented a minimum grade-point average of 2.500 (see Bylaw 14.5.4.5.3.2); and

(c) Has satisfactorily completed an average of at least 12-semester or quarter hours of

transferable-degree credit acceptable toward any baccalaureate degree program at the certifying institution for each full-time academic term of attendance at the two-year college.

14.5.4.2 Not a Qualifier. Effective Date: August 1, 2012

** This legislation is only a heading and does not contain any text in the manual. **

14.5.4.2.1 Eligibility for Financial Aid, Practice and Competition. Effective Date: August 1, 2012

A transfer student from a two-year college who was not a qualifier (per Bylaw 14.3.1.1) is eligible for institutional financial aid, practice and competition the first academic year in residence only if the student: *(Revised: 1/10/90 effective 8/1/90, 1/9/96 effective 8/1/96, 4/24/03 effective 8/1/03, 6/1/06, 4/24/08 effective 8/1/09 for student-athletes initially enrolling full time in a collegiate institution on or after 8/1/09, 10/27/11 effective 8/1/12; for student-athletes initially enrolling full time in a collegiate institution on or after 8/1/12)*

(a) Has graduated from the two-year college;

(b) Has completed satisfactorily a minimum of 48-semester or 72-quarter hours of transferable-degree credit acceptable toward any baccalaureate degree program at the certifying institution, including six-semester or eight-quarter hours of transferable English credit, three semester or four quarter hours of transferable math credit and three semester or four quarter hours of transferable natural/physical science credit;

(c) Has attended a two-year college as a full-time student for at least three semesters or four quarters (excluding summer terms); and

(d) Has achieved a cumulative grade-point average of 2.500 (see Bylaw 14.5.4.5.3.2).

14.5.4.2.2 Eligibility for Financial Aid and Practice. Effective Date: August 1, 2012

A transfer student from a two-year college who was not a qualifier (per Bylaw 14.3.1.1) is eligible for institutional financial aid and practice the first academic year in residence only if the student: *(Adopted: 10/27/11 effective 8/1/12; for those student-athletes initially enrolling full time in a collegiate institution on or after 8/1/12)*

(a) Has graduated from the two-year college;

(b) Has completed satisfactorily a minimum of 48 semester or 72 quarter hours of transferable-degree credit acceptable toward any baccalaureate degree program at the certifying institution, including six semester or eight quarter hours of transferable English credit, three semester or four quarter hours of transferable math credit and three semester or four quarter hours of transferable natural/physical science credit;

(c) Has attended a two-year college as a full-time student for at least three semesters or four quarters (excluding summer terms); and

(d) Has achieved a minimum cumulative grade-point average of 2.000 (see Bylaw 14.5.4.5.3.2).

14.5.4.3 Status as Qualifier or Nonqualifier.

A prospective student-athlete who does not graduate from high school before enrolling as a regular student in a two-year college may not transfer work back to the high school, graduate from the high school and establish initial eligibility at a member institution on the basis of the revised high school record. Such a student is considered to be a two-year college transfer who was a nonqualifier.

14.5.5.1.2 Attendance for Less Than One Academic Year.

A transfer student from a four-year institution who was not a qualifier (as defined in Bylaw 14.02.11.2) and who attended a four-year institution less than one full academic year shall not be eligible for competition during the first academic year of attendance at the certifying institution. Participation in practice sessions and the receipt of financial aid during the first academic year of attendance at the certifying institution by such students is governed by the provisions of Bylaw 14.3.2.1 (see Bylaw 14.5.5.4). *(Revised: 1/3/06, 1/9/06 effective 8/1/07)*

14.5.5.2 Exceptions for Transfers from Four-Year Colleges.

A transfer student (other than one under disciplinary suspension per Bylaw 14.5.1.2) from a four-year collegiate institution is not subject to the residence requirement for intercollegiate competition, provided the student does not have an unfulfilled residence requirement at the institution from which he or she is transferring (except for the return to original institution without participation or with minimal participation exception) and any of the following exceptions is satisfied. During the student-athlete's first academic year of full-time collegiate enrollment, such conditions may serve as a basis for an exception to the residence requirement only for transfer students who, at the time of initial collegiate enrollment, met the requirements for qualifiers (set forth in Bylaw 14.3.1) in Division I. *(Revised: 1/10/90, 1/10/91 effective 8/1/91, 4/27/00 effective 8/1/01, 3/10/04, 5/19/08, 6/24/09)*

NCAA Division I Proposal No. 2011-94
Academic Redshirt Status and the Five-Year Rule/Clock-Extension Waiver

Purpose.

The purpose of this document is to provide an overview of the new initial-eligibility model adopted by the NCAA Division I Board of Directors in October 2011 and promote discussion on how an academic redshirt year might be considered in a five-year rule waiver request.

Overview of New Initial-Eligibility Model.

At its October 2011 meeting, the Board of Directors adopted an increased initial-eligibility model that creates a higher academic standard for incoming first-year student-athletes to compete than to practice and receive athletically related financial aid during the initial year of collegiate enrollment.

Effective 2015, in order to compete during the initial year of collegiate enrollment, prospective student-athletes must earn a core-course grade-point average that is approximately one half-point higher for a given test score compared to the current core-course grade-point average. Additionally, prospective student-athletes who wish to compete during the initial year of collegiate enrollment must successfully complete 10 core courses prior to their seventh semester (or equivalent) of high school. Seven of the 10 core courses must be successfully completed in English, math or natural or physical science.

Prospective student-athletes who achieve the current minimum initial-eligibility standard may be eligible for athletically related aid during the initial year of collegiate enrollment and practice during the first regular academic term of enrollment. Practice during the second regular academic term of enrollment may be earned by successfully completing nine semester or eight quarter hours of academic credit.

Per the new legislation, prospective student-athletes who achieve the academic standard for athletically related aid and practice, but fail to achieve the academic standard for competition, are considered academic redshirts.

Definition of an Academic Redshirt.

The new legislation defines an academic redshirt as "one who is a high school graduate and who presented the same academic qualifications applicable to qualifiers except the required minimum cumulative grade-point average and minimum combined score on the SAT critical reading and math sections or a minimum sum score on the ACT as specified in Bylaw 14.3.1.2.1."

Overview of Five-Year Rule Waiver.

The NCAA Division I Committee on Student-Athlete Reinstatement may approve waivers of the five-year rule as it deems appropriate. A waiver of the five-year period of eligibility may be granted, based on objective evidence, for reasons that are beyond the control of the student-athlete or the institution and deprive the student-athlete of the opportunity to participate for more than one season in his/her sport within the five-year period.

Points to Consider.

1. Current five-year rule waiver legislation specifies that a student-athlete's inability to participate due to failure to meet NCAA academic requirements is considered a circumstance within the control of the student-athlete.

2. Current five-year rule waiver legislation notes that a redshirt year is a circumstance within the control of a student-athlete.

3. Current NCAA Division I Student-Athlete Reinstatement Guidelines note that nonqualifier status is a circumstance considered within the control of the student-athlete and should be considered a participation opportunity.

4. Current NCAA Division I Student-Athlete Reinstatement Guidelines note the academic year in residence as a circumstance within the control of the student-athlete within NCAA extension legislation.

5. The NCAA Division I Academic Cabinet has sponsored a proposal that, if adopted, would establish a year of academic readiness for two-year college transfers. NCAA Proposal No. 2011-65 would delay the start of the five-year period of eligibility by one academic year. Specifically, a student-athlete's eligibility under the five-year rule would not begin while the student is enrolled in his or her first academic year of a minimum full-time program of studies at a two-year college, provided certain conditions are met.

   *** Proposal No. 2011-65 remains in the 2011-12 legislative cycle and is to be voted on at the 2012 NCAA Convention in January. ***

Discussion Questions.

1. Should academic redshirt status be considered a denied participation opportunity or a circumstance within the control of the student-athlete for purposes of the five-year rule waiver?

2. If academic redshirt status should be considered a denied participation opportunity, is it necessary to amend the current five-year rule legislation and current NCAA Division I Student-Athlete Reinstatement Guidelines?

ATTACHMENT A

NEW INITIAL-ELIGIBILITY LEGISLATION

2011-94

ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPLETION -- CORE COURSE REQUIREMENTS AND INITIAL-ELIGIBILITY INDEX

Status: Adopted, 60-Day Override Period

Intent: To revise the academic requirements that shall be satisfied for an entering freshman with no previous full-time college attendance to be eligible for financial aid, practice and competition during the first academic year in residence, as specified.

A. Bylaws: Amend 14.02.11, as follows:

14.02.11 Qualification Status.

[14.02.11.1 unchanged.]

14.02.11.2 Academic Redshirt. An academic redshirt is defined as one who is a high school graduate and who presented the same academic qualifications applicable to qualifiers (see Bylaw 14.3.1.1) except for the following:

(a) The required minimum cumulative grade-point average and minimum combined score on the SAT critical reading and math sections or a minimum sum score on the ACT as specified in Bylaw 14.3.1.2.1; and

(b) Bylaw 14.3.1.1-(c) shall not apply.

14.02.11.~~2~~**3** Nonqualifier. A nonqualifier is a student who has not graduated from high school or who, at the time specified in the regulation (see Bylaw 14.3), has not successfully completed the required core-curriculum or has not presented the required minimum core-curriculum grade-point average and/or the corresponding SAT/ACT score required for a qualifier **or an academic redshirt**.

B. Bylaws: Amend 14.3, as follows:

14.3 FRESHMAN ACADEMIC REQUIREMENTS

14.3.1 Eligibility for Financial Aid, Practice and Competition. A student-athlete who enrolls in a member institution as an entering freshman with no previous full-time college attendance shall meet the following academic requirements, as certified by the NCAA Eligibility Center, as approved by the Executive Committee, and any applicable institutional and conference regulations, to be considered a qualifier **or an academic redshirt** ~~*and thus be eligible for financial aid, practice and competition during the first academic year in residence.*~~

14.3.1.1 Qualifier. **A qualifier shall be eligible for financial aid, practice and competition during the first academic year in residence.** A qualifier is defined as one who is a high school graduate and who presented the following academic qualifications:

(a) A minimum cumulative grade-point average as specified in Bylaw 14.3.1.1.2 (based on a maximum 4.000) in a successfully completed core curriculum of at least 16 academic courses per Bylaw 14.3.1.2, including the following:

English	4 years
Mathematics (Three years of mathematics courses at the level of Algebra I or higher). (Computer science courses containing significant programming elements that meet graduation requirements in the area of mathematics also may be accepted.)	3 years
Natural or physical science (including at least one laboratory course if offered by the high school). (Computer science courses containing significant programming elements that meet graduation requirements in the area of natural or physical science also may be accepted.)	2 years
Additional courses in English, mathematics, or natural or physical science	1 year
Social science	2 years
Additional academic courses [in any of the above areas or foreign language, philosophy or nondoctrinal religion (e.g., comparative religion) courses]	4 years

The record of the above courses and course grades must be certified by the NCAA Eligibility Center using either an official high school transcript forwarded directly from the high school or a high school transcript forwarded by an institution's admissions office; ~~*and*~~

(b) A minimum combined score on the SAT critical reading and math sections or a minimum sum score on the ACT as specified in Bylaw 14.3.1.1.2. The required SAT or ACT score 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**; and**

(c) Completion of 10 of the required 16 core courses before the start of his or her seventh semester (or the equivalent) of high school. Seven of the 10 core courses must include English, mathematics and natural or physical science. The 10 courses used to fulfill this requirement and the grades achieved in such courses shall be used in determining the student-athlete's eligibility for financial aid, practice and competition during his or her first academic year in residence and shall not be replaced by courses or grades achieved in subsequently completed core courses, including courses completed after the core-curriculum time limitation pursuant to Bylaws 14.3.1.2.1.1 or 14.3.1.2.1.2

14.3.1.1.1 Exception -- Early Academic Certification. A student-athlete shall be certified as a qualifier, provided he or she has achieved the following academic criteria:

[Specific changes to be determined.]

[14.3.1.1.1.1 unchanged.]

14.3.1.1.2 Initial-Eligibility Index **for Qualifiers**. ~~*Freshmen may establish eligibility using the*~~ **A student-athlete must meet the requirements of the** following eligibility index **to be certified as a qualifier**:

[Current index to be deleted. New index to be determined.]

14.3.1.2 Academic Redshirt. An academic redshirt may receive institutional athletically-related financial aid but may not compete during the first academic year in residence. An academic redshirt may practice only on

campus or at the institution's regular practice facility during the first regular academic term in residence. An academic redshirt must successfully complete nine semester or eight quarters in the first regular academic term in order to be eligible for practice in a subsequent term or terms of the first academic year (see Bylaw 14.4.2.1). An academic redshirt is defined as one who is a high school graduate and who presented the same academic qualifications applicable to qualifiers (see Bylaw 14.3.1.1) except for the following:

(a) The required minimum cumulative grade-point average and minimum combined score on the SAT critical reading and math sections or a minimum sum score on the ACT as specified in Bylaw 14.3.1.2.1; and

(b) Bylaw 14.3.1.1-(c) shall not apply.

14.3.1.2.1 Initial-Eligibility Index for Academic Redshirts. A student-athlete must meet the requirements of the following eligibility index to be certified as an academic redshirt:

[Index to be determined.]

14.3.1.2.2 Outside Competition -- Academic Redshirt. An academic redshirt may participate in the institution's intramural program (provided the intramural team is not coached by a member of the institution's athletics department staff), but during the first year of enrollment, such an individual is not permitted to practice or compete on an institutional club team or on an outside sports team.

[14.3.1.2 through 14.3.1.5 renumbered as 14.3.1.3 through 14.3.1.6, unchanged.]

14.3.2 Eligibility for Financial Aid, Practice and Competition -- Nonqualifier.

14.3.2.1 Nonqualifier. A nonqualifier is a student who has not graduated from high school or who, at the time specified in the regulation (see Bylaw 14.3), did not present the core-curriculum grade-point average and/or SAT/ACT score required for a qualifier **or an academic redshirt**.

14.3.3 Seasons of Competition -- Nonqualifiers. Nonqualifiers, recruited or nonrecruited, shall not engage in more than three seasons of competition in any one sport. A student who transfers to a Division I member institution from another collegiate institution shall not engage in more than four seasons of competition with not more than three of those seasons in Division I.

14.3.3.1 Fourth Season of Competition -- ~~*Not a Qualifier*~~ **Nonqualifiers**. A fourth season of intercollegiate competition shall be granted to a student-athlete who is ~~*not a qualifier*~~ **a nonqualifier**, provided that at the beginning of the fifth academic year following the student-athlete's initial, full-time collegiate enrollment, the student-athlete has completed at least 80 percent of his or her designated degree program.

14.3.3.1.1 Waiver. The Progress-Toward-Degree Waivers Committee (see Bylaw 21.7.5.1.3.2) shall have the authority to grant a fourth season of intercollegiate competition to a student-athlete who is ~~*not a qualifier*~~ **a nonqualifier** based on objective evidence of extraordinary circumstances that warrant a waiver of the normal application of this regulation.

14.3.4 Residence Requirement **-- Academic Redshirts and** Nonqualifiers. **An academic redshirt must fulfill an academic year of residence in order to be eligible to compete and to practice away from the institution.** A nonqualifier must fulfill an academic year of residence in order to be eligible for practice, competition and athletically related financial aid (see Bylaw 14.3.2.1.1).

[14.3.5 through 14.3.6 unchanged.]

C. Bylaws: Amend 14.4.2, as follows:

14.4.2 Eligibility for Financial Aid and Practice. Eligibility for institutional financial aid and practice during each academic year after a student-athlete's initial year in residence or after the student-athlete has used one season of eligibility in a sport shall be based upon the rules of the institution and the conference(s), if any, of which the institution is a member.

14.4.2.1 Eligibility for Practice During Initial Year in Residence -- Academic Redshirt. An academic redshirt must successfully complete nine semester or eight quarter hours of academic credit during the first regular academic term of his or her initial year in residence in order to be eligible for practice in a subsequent term or terms of his or her initial year in residence.

Source: NCAA Division I Board of Directors (Committee on Academic Performance)

Effective Date: August 1, 2015; for students initially enrolling full time in a college institution on or after August 1, 2015.

Proposal Category: Amendment

Topical Area: Eligibility

Rationale: These concepts represent a philosophical shift requiring demonstration of academic success in order for a student-athlete to compete in the initial year of enrollment. The standards continue to use high school grades in core academic classes, ACT or SAT score and core course accumulation. However, they are combined in a more nuanced way to identify students at risk of academic difficulties in college and intervene with them in educationally appropriate ways through an academic redshirt year. Setting a higher standard for competition during the first year of enrollment allows for identification of student-athletes who are likely to be academically successful during their first year of enrollment. Student-athletes who need more time to acclimate to college life may be provided athletically related financial aid and practice. Also, student-athletes must demonstrate academic success in the first term of enrollment by passing nine semester or eight quarter hours in order to be eligible for practice in the second academic term. The delayed effective date will allow for notice of the increased standards. In addition, the current process of determining obvious academic qualifiers will require recalibrating the core-course grade-point average, ACT/SAT and core-course distribution requirements to work in concert with the modified initial-eligibility standards.

Estimated Budget Impact: Minimal.

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

History

Oct 03, 2011: Submit; Submitted for consideration.

Oct 27, 2011: Board of Directors, Sponsored

Oct 27, 2011: Board Review, Adopted; Adopted as Emergency Legislation

Oct 28, 2011: Adopted, Override Period; Start of Override Period

Dec 26, 2011: Adopted, Override Period; End of Override Period; (Number of Override Requests = 1)

ATTACHMENT B

FIVE-YEAR RULE LEGISLATION

Bylaw 14.2.1.5 Five Year Rule Waiver.
The Committee on Student-Athlete Reinstatement, or its designated committee, by a two-thirds majority of its members present and voting, may approve waivers of the five-year rule as it deems appropriate. *(Revised: 7/30/10)*

Bylaw 14.2.1.5.1 Waiver Criteria.
A waiver of the five-year period of eligibility is designed to provide a student-athlete with the opportunity to participate in four seasons of intercollegiate competition within a five-year period. This waiver may be granted, based upon objective evidence, for reasons that are beyond the control of the student-athlete or the institution, which deprive the student-athlete of the opportunity to participate for more than one season in his/her sport within the five-year period. The Committee on Student-Athlete Reinstatement reserves the right to review requests that do not meet the more-than-one-year criteria detailed in this bylaw for circumstances of extraordinary or extreme hardship. A student-athlete who has exhausted his or her five years of eligibility may continue to practice (but not compete) for a maximum of 30 consecutive calendar days, provided the student-athlete's institution has submitted a waiver request. The student-athlete may not commence practice until the institution has filed such a request. Further, if such a request is denied prior to exhausting the 30-day practice period, the student-athlete must cease all practice activities upon the institution's notification of the denial. *(Revised: 4/17/91, 1/11/94, 8/10/94, 10/12/95, 4/27/00, 7/30/10)*

Bylaw 14.2.1.5.1.1 Circumstances Beyond Control
Circumstances considered to be beyond the control of the student-athlete or the institution and do not cause a participation opportunity to be used shall include, but are not limited to, the following: *(Adopted: 8/10/94, Revised: 10/12/95, 7/30/10)*

(a) Situations clearly supported by contemporaneous medical documentation, which states that a student-athlete is unable to participate in intercollegiate competition as a result of incapacitating physical or mental circumstances;

(b) The student-athlete is unable to participate in intercollegiate athletics as a result of a life-threatening or incapacitating injury or illness suffered by a member of the student-athlete's immediate family, which clearly is supported by contemporaneous medical documentation; *(Revised: 1/9/06)*

(c) Reliance by the student-athlete upon written, contemporaneous, clearly erroneous academic advice provided to the student-athlete from a specific academic authority from a collegiate institution regarding the academic status of the student-athlete or prospective student-athlete, which directly leads to that individual not being eligible to participate and, but for the clearly erroneous advice, the student-athlete would have established eligibility for intercollegiate competition; *(Revised: 10/9/96)*

(d) Natural disasters (e.g., earthquake, flood); and

(e) Extreme financial difficulties as a result of a specific event (e.g., layoff, death in the family) experienced by the student-athlete or by an individual upon whom the student-athlete is legally dependent, which prohibit the student-athlete from participating in intercollegiate athletics. These circumstances must be clearly supported by objective documentation (e.g., decree of bankruptcy, proof of termination) and must be beyond the control of the student-athlete or the individual upon whom the student-athlete is legally dependent. *(Adopted: 10/12/95, Revised: 8/12/97)*

Bylaw 14.2.1.5.1.2 Circumstances Within Control.
Circumstances that are considered to be within the control of the student-athlete or the institution and cause a participation opportunity to be used include, but are not limited to, the following: *(Adopted: 8/10/94, Revised: 10/12/95, 7/30/10)*

(a) A student-athlete's decision to attend an institution that does not sponsor his/her sport, or decides not to participate at an institution that does sponsor his/her sport;

(b) An inability to participate due to failure to meet institutional/conference or NCAA academic requirements, or disciplinary reasons or incarceration culminating in or resulting from a conviction; (Revised: 10/12/95)

(c) Reliance by a student-athlete upon misinformation from a coaching staff member;

(d) Redshirt year;

(e) An inability to participate as a result of a transfer year in residence or fulfilling a condition for restoration of eligibility; and

(f) A student-athlete's lack of understanding regarding the specific starting date of his or her five-year period of eligibility. (Adopted: 10/9/96)

Bylaw 14.2.2 Additional Applications of the Five-Year Rule.
** This legislation is only a heading and does not contain any text in the manual. **

Bylaw 14.2.2.1 Athletics Competition.
Even though a student is enrolled for less than a minimum full-time program of studies at a collegiate institution, the student's five-year period of eligibility begins if the individual represents the institution in intercollegiate athletics.

Bylaw 14.2.2.2 Nonrecognized College.
Enrollment in a postsecondary, noncollegiate institution (e.g., technical school, seminary or business college) in the United States that is not accredited at the college level by an agency or association recognized by the Secretary of the Department of Education and legally authorized to offer at least a one-year program of study creditable toward a degree, constitutes enrollment in the application of the five-year rule only if: *(Revised: 1/10/90, 8/8/02)*

(a) The student is enrolled in a minimum full-time program of studies at such an institution that conducts an intercollegiate athletics program; or

(b) The student, whether enrolled for a minimum full-time program of studies or not, represents the institution in intercollegiate athletics.

Bylaw 14.2.2.3 Joint College/High School Program.
A student-athlete's eligibility under the five-year rule does not begin while a student is enrolled in a collegiate institution in a joint high school/college academic program for high school students in which the courses count as both high school graduation credit and college credit, provided the student has not officially graduated from high school and does not participate in intercollegiate athletics while enrolled in the joint program. *(Revised: 11/1/01 effective 8/1/02)*

Bylaw 14.2.2.4 Vocational Program.
A student-athlete's eligibility under the five-year rule does not begin while the student is enrolled in a minimum full-time program of studies as a part of a special vocational program that combines enrollment in regular college courses and participation in vocational training courses, provided the student is not considered to be regularly matriculated by the institution, does not go through the customary registration and testing

procedures required of all regular entering students and is not eligible for the institution's extracurricular activities, including athletics.

Bylaw 14.2.2.5 Eligibility for Practice.
A student-athlete receiving institutional financial aid after having engaged in four seasons of intercollegiate competition in a sport may continue to take part in organized, institutional practice sessions in that sport without being a counter (see Bylaw 15.02.3), provided the individual has eligibility remaining under the five-year rule. **[D]** *(Revised: 8/5/04)*

ATTACHMENT C

NCAA DIVISION I STUDENT-ATHLETE REINSTATEMENT GUIDELINES

Bylaw 14.2.1.5 (Extensions)

a. General. In the two-prong analysis, the first prong focuses on whether a student-athlete was denied two seasons of participation for reasons beyond the student-athlete's or the institution's control. The second prong focuses on whether the student-athlete had four seasons of participation opportunity within his or her five-year period of eligibility. *(December 1999)*

b. Student-Athlete Could Have Competed. The committee reviewed the issues related to whether a student-athlete had a participation opportunity when he or she could have competed in limited competition at some point during the season before or after a circumstance listed under circumstances beyond the control of the institution or student-athlete occurred. The committee directed the student-athlete reinstatement staff apply a similar analysis to that used under the hardship waiver to determine if a student-athlete had a participation opportunity. Specifically, in a year in which the student-athlete does not compete, he or she is determined to have a denied participation opportunity when the injury or event occurs any time prior to the first contest of the second half of the season. Additionally, in cases where a student-athlete begins the season incapacitated and is cleared to return to competition prior to the conclusion of the season, the year shall be deemed a denied participation opportunity if the student-athlete is cleared with less than 30 percent of the regularly scheduled contests/dates of competition remaining but does not return to competition. *(December 1999, revised May 2011)*

c. Extension Analysis for Midyear Enrollees in Two-Term Sports. The committee reviewed examples of extension cases in which the student-athlete initially enrolled in spring term and participated in a two-term sport (e.g., basketball, swimming, etc.) and experienced four participation opportunities and two denied participation opportunities, yet still sought an extension of the five-year period of eligibility in order to participate in a full championship season. The committee determined that, based on fulfilling the requirement of two denied participation opportunities, a case-by-case review may result in an extension to compete during the remainder of the championship segment with the understanding:

(1) Consideration of a student-athlete's initial term of enrollment (during a season) as a denied participation opportunity requires that there must be circumstances outside the student-athlete and institution's control to accompany any lack of participation; and

(2) The committee recognized that in some cases the fall term immediately prior to the expiration of the student-athlete's five-year period of eligibility may include the ability for a student-athlete to participate in more than 30 percent of the season and, therefore, would be considered a participation opportunity. *(December 2009)*

d. Student-Athlete Chooses Not to Enroll. The committee directed the student-athlete reinstatement staff to consider circumstances in which the student-athlete decides not to enroll in an institution in order to pursue other interests within the student-athlete's control, even though the student-athlete subsequently suffers an incapacitating injury. *(June 2001)*

e. Nonqualifier. The committee noted that the nonqualifier status is a circumstance considered within the control of the student-athlete or the institution and, therefore, should be considered a participation opportunity. Given the ability of nonqualifiers and partial qualifiers to earn a fourth season of competition under the recently adopted legislation, the committee noted the academic year in residence is addressed as a circumstance within the control of the institution or student-athlete within NCAA extension legislation. *(June 2001)*

f. Business and Technology Education Council, Bylaw 14.2.1.5 (Extension-Waiver Criteria). The committee directed the student-athlete reinstatement staff to restart the five-year/10-semester period of eligibility for student-athletes who have transferred to an NCAA institution and have triggered their period of eligibility due to enrolling in the Business and Technology Education Council National Diploma Program prior to the 2002-03 academic year. *(June 2002)*

g. Requests to Restart the Five-Year Period of Eligibility. The committee determined that if the individual intentionally starts his or her five-year period of eligibility, the student-athlete reinstatement staff should analyze the case under the year-by-year analysis to determine if he or she had four participation opportunities. The committee has the authority to grant requests when extraordinary circumstances are present. In addition, the committee noted that being uninformed of the legislation should not result in a waiver being granted. Finally, in situations where the student-athlete inadvertently starts his or her period of eligibility, the committee will consider whether an extension is warranted under the committee's authority to provide relief in extenuating circumstances. *(December 2002)*

For cases in which a request for extension to a student's five-year period to complete four years of eligibility is based on the grounds that the student-athlete did not intend to start the period of eligibility or the period of eligibility was started and something extraordinary happened after a short period of time, the committee indicated the usual

extension analysis (determining if there are at least two denied participation opportunities) is not the correct approach. The committee noted that there should be a reasonable limit on the period of matriculation (e.g., five-week window). The committee directed the student-athlete reinstatement staff to use its discretion to determine if an extension is warranted. *(February 2006)*

h. Season-of-Competition Waiver – Competition While Eligible Within an Extension Review. For purposes of an extension request combined with a season-of-competition waiver, the committee directed the student-athlete reinstatement staff to consider the following extenuating circumstances: (1) life-threatening injury or illness suffered by a member of the student-athlete's immediate family; (2) extreme financial difficulties; or (3) the student-athlete's institution dropped sport from its intercollegiate program, denied participation opportunities. *(December 2002, Updated: December 2007)*

i. Season-of-Competition Waiver – Competition While Eligible Involving Coach's Documented Misunderstanding. The committee determined that a season-of-competition waiver granted based on coach's documented misunderstanding should be considered a participation opportunity for purposes of extension legislation. *(December 2002)*

j. Expiration of Five-Year Period of Eligibility During the Regular Season. The committee determined that relief should be provided from the five-year period of eligibility legislation to all student-athletes (domestic or international) who exhaust their eligibility during the season because the student-athletes initially enrolled full time at an international institution with an unconventional academic calendar (e.g., basketball student-athlete enrolled in February). Specifically, the committee indicated the intent is to grant waivers for student-athletes who have begun their season, but due to nontraditional start of their clock, the clock will expire in the middle of the season. Requests should only be granted to allow the student-athlete to finish the semester or quarter during which the clock expires. *(June 2003, Clarified: June 2005)*

NCAA Division I Proposal No. 2011-94
Application of 10 Core-Course Requirement to International Prospective Student-Athletes

Purpose.

The purpose of this document is to provide the position of the NCAA International Student Records Committee regarding the application of the new initial-eligibility model's 10 core-course requirement to international prospective student-athletes.

Overview of New Initial-Eligibility Model.

In October 2011, the NCAA Division I Board of Directors adopted a new initial-eligibility model that creates a higher academic standard for competition in the initial year of full-time enrollment.

Effective 2015, in order to compete during the initial year of collegiate enrollment, prospective student-athletes must earn a core-course grade-point average that is approximately one-half point higher for a given test score compared to the current core-course grade-point average to be eligible to compete in the initial year of full-time enrollment. Additionally, prospective student-athletes who wish to compete during the initial year of collegiate enrollment must successfully complete 10 core courses prior to their seventh semester (or equivalent) of high school. Seven of the 10 core courses must be successfully completed in English, math or natural or physical science.

Prospective student-athletes who achieve the current minimum initial-eligibility standard may be eligible for athletically related financial aid during the initial year of collegiate enrollment and practice during the first regular academic term of enrollment. Practice during the second regular academic term of enrollment may be earned by successfully completing nine semester or eight quarter hours of academic credit during the initial term of full-time enrollment.

Position of International Student Records Committee.

In November 2011, the International Student Records Committee convened in Indianapolis at the national office. The committee reviewed the changes to the NCAA Division I initial-eligibility standards adopted by the Board of Directors in October 2011. In its review of the new initial-eligibility standards, the committee recommended that prospective student-athletes whose initial-eligibility certification is based solely on international credentials be exempt from the 10 core-course requirement.

The committee noted that due to the complexities of international educational systems, the 10 core-course requirement is extremely difficult, if not impossible, to calculate for international prospective student-athletes. Further, due to the varying lengths of international academic programs, determining the equivalent of the beginning of the seventh semester of secondary school is challenging. Finally, the committee noted that most international countries have course progression checks built into their curriculum, even if students are only formally assessed at the conclusion of their educational path via leaving examinations.

ACADEMIC AND MEMBERSHIP AFFAIRS
STUDENT-ATHLETE ACADEMIC TEAM DIRECTIVE
INITIAL-ELIGIBILITY WAIVERS

1. Overview.

The legislated initial-eligibility standards establish a minimal level of academic achievement necessary to receive athletically related aid, practice and compete in a student-athlete's first year of full-time collegiate enrollment at a four-year NCAA institution. If a student-athlete fails to satisfy these standards the presumption is that he or she is not adequately academically prepared for the rigors of athletics competition and/or practice in the first year of full-time collegiate enrollment. In creating the initial-eligibility standards, the Division I and Division II membership have determined the baseline standards that a student-athlete should meet in order to be academically eligible. These standards are used as a proxy for the academic readiness of a student to be academically successful during the first year of full-time collegiate enrollment at a four-year NCAA institution. As it is a proxy, there may be instances where a student-athlete has demonstrated that he or she is academically prepared to succeed at a four-year NCAA institution but has not met the legislated standards.

The goal of the initial-eligibility waiver process is to provide student-athletes relief from the legislated initial-eligibility standards in cases where such relief is warranted. This document outlines the cases for which relief may be granted. Institutions seeking an initial-eligibility waiver on behalf of a student-athlete for relief of NCAA Bylaws 14.3.1.2 (core-curriculum requirement) and/or 14.3.1.3 (test-score/grade-point average requirement) must present evidence as outlined herein.

The NCAA Division I Board of Directors has adopted legislation that raises the initial academic-eligibility standards for competition, effective August 1, 2015, reinforcing the importance of academic readiness for entering Division I student-athletes. Therefore, within the initial-eligibility waiver process, the threshold for full relief (i.e., receipt of athletically related financial aid, practice *and competition*) will be set correspondingly high.

2. Initial-Eligibility Data Analysis.

Initial academic-eligibility standards have been set based on the extensive review of longitudinal data regarding the academic success of student-athletes. Similarly, the initial-eligibility waiver process will take into account a data-based analysis of a student-athlete's likelihood of academic success in his or her first year at an NCAA institution based on the student-athlete's core-course grade-point average, core-course units and standardized test score. For student-athletes that do not meet the obvious waiver criteria (see Section 3 below), the NCAA staff will employ this research-based academic formula as part of its analysis of waiver requests to determine whether relief is warranted.

3. Obvious Waivers.

a. There may be some instances in which student-athletes fail to meet the prescribed initial-eligibility standards but have demonstrated a clear level of academic readiness. To that end, a student-athlete with the following academic record is likely to receive a waiver for full initial eligibility:

(1) A minimum SAT of 1000 or ACT of 85; and

(2) A core-course grade-point average of 3.000 or higher; and

(3) A minimum of 15 core courses in Division I or 13 core courses in Division II (must have at least three in English, two in mathematics, two in natural or physical science, one additional English, mathematics, or natural or physical science and seven/five additional core courses in any subject area).

b. If a student-athlete fails to satisfy all of the above criteria, the staff may still consider the following components of the student-athlete's academic record.

(1) All SAT/ACT exams, including residual exams administered on campus or subject-area exams (e.g., SAT Subject Tests).

(2) Performance in college courses completed prior to initial full-time enrollment.

(3) Performance on institutional placement exams.

(4) Student-athlete's collegiate course schedule, including placement level.

(5) The history and timing of completed core courses during the student-athlete's secondary school enrollment.

(6) For international student-athletes from exam-based countries, year-to-year performance as indicated on official transcripts.

(7) Other elements of a student-athlete's academic record as determined by staff on a case-by-case basis. Such elements may include:

(a) The rigor of the courses taken by the student-athlete.

(b) Trending of the student-athlete's academic performance throughout his or her high school years.

c. The following academic credentials will NOT be considered as part of an initial-eligibility waiver:

(1) Coursework that does not satisfy the legislated definition of a core course. For example if a student-athlete completes coursework that is deemed not core through the core-course review process, this coursework will not be considered as part of the initial-eligibility waiver.

(2) Coursework that was invalidated through the prospective student-athlete review process. For example, if a student takes courses that are subsequently invalidated through the prospective student-athlete review process and; therefore, unusable in the initial-eligibility certification process, this coursework will not be considered as part of the initial-eligibility waiver.

(3) College-level coursework. Although the staff may consider documentation regarding the student-athlete's potential to be successful at a collegiate institution, it cannot consider coursework completed as a full-time college student unless that coursework is acceptable coursework for initial-eligibility purposes. In the context of a conditional waiver, the staff may condition relief on the attainment of a certain academic record during the student-athlete's first full-time term of collegiate enrollment.

4. Required Documentation.

Institutions are required to provide, at a minimum, the following supporting documentation with all initial-eligibility waiver requests:

a. A completed initial-eligibility waiver application via the AMA Online Case Management System;

b. All SAT and/or ACT scores, including any scores not listed on the NCAA Eligibility Center final certification report;

c. Letters or statements from the institution and student-athlete explaining the reasons for the deficiency;

d. Evidence of the student-athlete's academic record as outlined in the Data Analysis section;

e. Evidence of the compelling mitigating circumstance(s), if any, supporting the waiver request;

f. The student-athlete's final certification report from the NCAA Eligibility Center website, if applicable;

g. A copy of the student-athlete's transcript from each high school program attended; and

h. If applicable, an academic support plan that demonstrates how the student-athlete's individual efforts, course-schedule planning and use of academic resources (including appropriate accommodations for any education-impacting disability), will position the student-athlete to succeed academically during his or her initial year of full-time collegiate enrollment. An acceptable academic support plan must be signed by both the student-athlete and an institutional representative with academic oversight for the student-athlete.

   An academic support plan is required in all cases for which the high school core-course grade-point average is below 2.300. In addition, the NCAA staff reserves the right to require an academic support plan be submitted for any initial-eligibility waiver.

5. Information to Be Considered.

When reviewing an initial-eligibility waiver, the staff may consider any information submitted by the applicant institution. In addition to the required supporting documents, the following may be provided or requested by the staff:

a. Letters of recommendation or support;

b. Student-athlete's signed, written statement;

c. For waivers other than education-impacting disability waivers, case precedent provided by the applicant institution;

d. Evidence of misadvisement or a lack of advisement by the student-athlete's high school or by an NCAA member institution; and

e. Other information as requested.

6. Staff Decisions.

In analyzing all initial-eligibility waiver cases, the staff will review the student-athlete's academic record and weigh the student-athlete's academic record against the initial-eligibility deficiency and the mitigating circumstances presented as reasons for that deficiency.

a. Approvals.

As noted in the overview of the directive the threshold for receipt of a full approval is high for Division I student-athletes, in light of the recently adopted increase in initial-eligibility standards. The staff is granted the authority to approve waivers of initial-eligibility requirements as follows:

(1) When a student-athlete's academic record clearly demonstrates he or she is academically prepared for college-level work, as noted in the obvious waivers section of the document.

(2) Absent attainment of the obvious waiver criteria, when mitigating circumstances for a deficiency are presented such that absent those circumstances it is clearly evident that initial-eligibility requirements would have been met, a waiver may be approved.

(3) Special Circumstances: Rarely, circumstances surrounding a waiver request are so unusual that the NCAA Division I Academic Cabinet and NCAA Division II Academic Requirements Committee have authorized a "staff special" approval. These are unlikely to ever be replicated given the highly unusual nature of the circumstances but warrant relief. Such cases are reported annually for review to the Academic Cabinet and Academic Requirements Committee.

b. Partial Approvals.

The staff is granted the authority to partially approve waivers of initial-eligibility requirements in those circumstances that do not meet the criteria for either approval or denial.

(1) When a student-athlete's academic record does not meet the obvious waiver criteria and, based on the use of data analysis noted, does not

project a likelihood of academic success during the initial year of full-time collegiate enrollment, but, there are mitigating circumstances present to warrant a partial waiver of initial-eligibility requirements, a waiver may be partially approved to permit the receipt of athletically related financial aid only.

(2) When a student-athlete's academic record does not meet the obvious waiver criteria but, based on the use of data analysis noted, demonstrates a likelihood of academic success during the initial year of full-time collegiate enrollment, and/or there are mitigating circumstances present to warrant a partial waiver of initial-eligibility requirements, a waiver may be partially approved for athletically related financial aid and practice.

c. Conditional Approvals.

The staff is granted the authority to conditionally provide relief for waivers of initial-eligibility requirements as follows:

(1) When a student-athlete graduates from high school and enrolls early in a collegiate institution; and

(2) When the student-athlete's academic record demonstrates his or her academic readiness for college-level work, staff may partially approve an initial-eligibility waiver for the student-athlete to receive athletically related financial aid during the initial term of enrollment.

Further, the staff may condition partial approval of a waiver to permit athletically related financial aid and practice during the following term, or full approval of the waiver on the successful completion of academic requirements as determined by staff during the student-athlete's initial term in residence.

d. Denials.

The staff is granted the authority to deny waivers of initial-eligibility requirements as follows:

- When a student-athlete's academic record does not meet the legislated standards for initial eligibility and:

  (a) No mitigating circumstances are presented;

(b) The mitigating circumstances are insufficient or do not tie directly to the deficiency; and/or

(c) The student-athlete's academic record does not warrant partial relief, a waiver may be denied.

7. Written Misadvisement Plans.

Misadvisement and lack of advisement by member institutions and high schools is not, unto itself, sufficient mitigation to warrant a full approval of initial-eligibility standards. For receipt of full approval, the documentation received must *clearly demonstrate* that but for the misadvisement or lack of advisement, the student-athlete would have satisfied all initial-eligibility requirements. Misadvisement and lack of advisement are not sufficient mitigation to provide full relief in cases where a student-athlete presents a core-course grade-point average/test score deficiency.

a. Institutional Misadvisement/Lack of Advisement.

In all initial-eligibility waivers citing institutional misadvisement or lack of institutional advisement as a mitigating circumstance, staff has the discretion on a case-by-case basis to request the following supporting documentation:

(1) A written statement of explanation from the person or persons responsible for providing erroneous information regarding initial-eligibility requirements;

(2) Contemporaneous documentation demonstrating the misadvisement (e.g., notes, phone logs);

(3) A written statement from the student-athlete in question demonstrating whether he or she, in good faith, relied on the erroneous information;

(4) The institution's recruitment history of the student-athlete;

(5) A written statement or plan from the institution regarding its actions to educate institutional staff in order to avoid misadvisement of future student-athletes. An institutional misadvisement plan may include, but is not limited to:

(a) Education sessions with coaches and other personnel who have a role in counseling student-athletes.

(b) Early placement of student-athletes on the Institutional Request List to identify potential deficiencies early.

(c) Work with the student-athlete's high school to obtain necessary records for initial-eligibility certification.

(d) No sole reliance on other entities (e.g., high school) for information.

(e) More careful evaluation of the student-athlete's transcript to ensure courses are on the high school's list of NCAA-approved core courses.

(f) Advice and encouragement on the completion of additional core courses and/or standardized exams.

b. High School Misadvisement/Lack of Advisement.

In all initial-eligibility waivers citing high school misadvisement or lack of institutional advisement as a mitigating circumstance, staff has the discretion on a case-by-case basis to request the following supporting documentation:

(1) Written documentation from the individual at the high school who provided erroneous information;

(2) A written statement from the individual in question demonstrating whether the student-athlete, in good faith, relied on the erroneous information.

Lack of advisement may be submitted as mitigation if the person or persons at the high school were advising a student-athlete regarding meeting high school graduation requirements, even if those conflict with initial-eligibility requirements.

8. Analysis of Mitigating Circumstances.

The following provides an overview of the mitigating circumstances used to support a request for an initial-eligibility waiver. All mitigating circumstances submitted to support an initial-eligibility waiver request are analyzed to determine whether those circumstances impacted the student-athlete's ability to satisfy initial-eligibility requirements and whether the mitigating circumstances were partially or fully within the control of the student-athlete. As noted in the overview, the threshold for receipt of full

relief from initial eligibility is high for Division I student-athletes, in light of the recent increases to initial-eligibility standards.

a. Personal Hardship.

Staff may approve waivers involving a student-athlete when circumstances that contributed directly and clearly to a student-athlete's failure to satisfy initial-eligibility requirements are present. In such scenarios:

(1) The circumstances must be out of the student-athlete's control;

(2) The circumstances must involve the student-athlete, the student-athlete's family members, or an individual or individuals with whom the student-athlete has an existing relationship; and

(3) Documentation must be provided to clearly demonstrate the circumstances in question had a direct impact on the student-athlete's deficiency.

b. Presentation of Nontraditional Coursework.

- A student-athlete's completion of courses that do not satisfy the legislated definition of a core course and courses invalidated through the prospective student-athlete review process, may NOT be considered as misadvisement in the analysis of a waiver case.

c. Institutional Misadvisement/Lack of Advisement.

(1) The documentation must clearly demonstrate that but for the misadvisement or lack of advisement, the student-athlete would have satisfied all initial-eligibility requirements.

(2) Assertions of high school misadvisement or lack of advisement should be tied to a student-athlete's nonrecruited status at the time of the misadvisement.

d. Nonrecruited Status.

(1) Nonrecruited status cannot be used as the sole mitigation to support a full waiver of initial-eligibility requirements. It may support partial waiver relief.

(2) If an institution asserts late recruitment in support of a waiver request, the student-athlete's awareness and knowledge of initial-eligibility requirements may be factored into the staff's analysis.

e. Lost Academic Opportunity.

- If a student-athlete loses an academic opportunity (e.g., a full academic term or terms) due to extenuating circumstances including, but not limited to, an incapacitating injury or illness, extreme financial difficulty, civil unrest or a natural disaster, staff may consider coursework replacing that lost opportunity, even if such coursework is completed outside the applicable core-course time limitation.

f. Student-Athlete Repeating Year of High School.

Staff may approve waivers involving a student-athlete whose grade level is reclassified and he or she subsequently completes coursework outside the core-curriculum time limitation using the following criteria:

(1) The student-athlete's reclassification resulted in the successful completion of post-eighth semester coursework;

(2) The institution recruiting the student-athlete did not have an opportunity to advise the student-athlete to attempt to rectify any core-course deficiency within the student-athlete's first eight semesters of high school;

(3) The student-athlete's only deficiency is one core-course unit of English, and he or she completed an additional unit of English subsequent to his or her eighth semester of enrollment;

[Note: The staff may consider core-course deficiencies in subject areas other than English on a case-by-case basis]

(4) The student-athlete meets all other initial-eligibility requirements; and

(5) Any other relevant considerations (e.g., overall academic record, high test score, etc.)

g. International Cases.

(1) Test-Score Time Limitation.

When an international student-athlete triggers full-time enrollment at an international institution that does not require an SAT or ACT and; therefore, is not able to present a standardized test score within the applicable time limitation, the following guidelines are applicable:

(a) No recruiting contact with <u>any</u> NCAA institutional staff member prior to initial full-time enrollment in a collegiate institution; and

(b) Minimum required test score was achieved on the individual's initial taking of either the ACT or SAT.

(c) The student-athlete's academic record (optional).

(2) Academic Curriculum/Track.

When an international student-athlete chooses an academic track pursuant to his or her home country's program at an early age (e.g., 13 or 14) and that track does not require an academic subject that is required for NCAA initial eligibility, and he or she presents a core-course deficiency no more than two core-course units in social science/physical science and there is also either late recruitment or no recruitment history, staff will consider the following in support of the waiver request:

(a) The strength of the student-athlete's academic record (e.g., test score, core-course grade-point average);

(b) Whether the student-athlete attempted to rectify the deficiency?

(c) Whether the student-athlete completed higher level coursework?

(3) <u>Split Files</u>.

Occurs when a student-athlete graduates from an educational system other than the one in which he or she began secondary school.

(a) Delayed graduation issue: Student-athlete's date of graduation is based on the country in which he or she began secondary education.

(b) Key factors to consider:

i. Did the student-athlete have control over the reclassification?

ii. When is the academic year (e.g., September through June; January through December)?

iii. Was the student-athlete appropriately placed in a grade level based on the objective evidence or records at hand?

iv. Was the reclassification based on a language barrier?

aa. What courses were completed after the core-course time limitation?

bb. Does the student-athlete rectify the core-course deficiency (with the inclusion of one additional year of coursework versus multiple years)?

cc. What is the strength of the student-athlete's overall academic record?

dd. Was the student-athlete mainstreamed by his or her high school?

i. Coursework Completed Prior to Grade Nine.

Staff may consider core courses completed prior to grade nine, even if the student-athlete's high school did not award graduation credit for the course, provided the student-athlete's transcript verifies successful completion of the course and he or she demonstrated progression in that academic subject area.

j. Other Circumstances.

There are some circumstances presented in an initial-eligibility waiver case that may not be viewed in a light most favorable to the applicant institution and student-athlete. These circumstances include but are not limited to:

- High school grading scale (e.g., seven-point scale). Standing alone, a high school's grading scale is not viewed as compelling mitigation to provide relief for a core-course grade-point average deficiency.

SUPPLEMENT NO. 23

NCAA Division I Academic Cabinet

Policies and Operating Procedures

June 2011

NCAA Division I Academic Cabinet
Policies and Operating Procedures

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Cabinet Responsibilities.

Legislated Duties of the NCAA Division I Academic Cabinet.

The cabinet shall:

1. Be responsible for review and consideration of the portions of Division I legislation that relate to principles of sound academic requirements;

2. Work with the Division II governance structure to ensure that consistent policies exist, when possible, while maintaining each division's philosophy and legislative intent;

3. Study issues and make policy or legislative recommendations concerning transfer student-athletes, including maintaining relationships between the Association and the nation's two-year colleges as represented by established regional and national organizations;

4. Oversee academic policies;

5. Establish, manage and monitor eligibility standards and related policies; and

6. Administer waivers as specified by legislation and/or policy.

Cabinet Composition.

Full Cabinet Membership. Pursuant to NCAA legislation, the cabinet shall be composed of 21 members. Of the 21 members, each of the 11 Football Bowl Subdivision conferences will be represented and the other 10 members will come from among the 20 Football Championship Subdivision/Division I conferences on a rotating basis. The conferences will be responsible for developing a rotation schedule.

One member of the NCAA Division I Student-Athlete Advisory Committee shall serve as a member of the cabinet in an advisory capacity and may serve on the cabinet up to one year after completion of his or her intercollegiate athletics eligibility.

Appointments. The conferences represented in each subdivision shall review the open cabinet positions in the subdivision and coordinate the appointments to those positions to assure consistency with the compositional requirements of each cabinet and with the diversity requirements. At minimum, each council and cabinet in the governance structure shall include representatives that comprise of at least 20 percent persons who are ethnic minorities and at least

35 percent persons of each gender. Each council and cabinet shall also have positional requirements to include 20 percent directors of athletics and 20 percent faculty athletics representatives. The NCAA Division I Leadership Council shall assure there is a fair rotation among those conferences of representation on more than two cabinets at any one time, and that over any period of time there is a fair rotation of representation on each cabinet. The NCAA Division I Board of Directors shall review the appointments from each subdivision and may direct any subdivision or conference to revise its appointments.

Cabinet Terms.

1. **Four-Year Term.** Members of the cabinet shall be appointed for one four-year term. A member's term of service shall commence on the first day of July following the member's appointment, and a former cabinet member may be appointed to an additional term on the cabinet after three years have elapsed. An individual who has served two terms on the cabinet may not serve further on that cabinet or committee. The terms of office of Football Bowl Subdivision positions and Football Championship Subdivision and Division I Subdivision positions shall expire on a staggered basis to provide for continuity. Members may be appointed for less than full terms. A conference may remove its representative to a cabinet during a term.

2. **The NCAA Division I Academic Cabinet Administrative Committee.** The NCAA Division I Academic Cabinet Administrative Committee is empowered to act on behalf of the full cabinet to transact necessary and routine items of business clearly required to promote the normal and orderly administration of cabinet business.

   The Administrative Committee consists of three to five members, including the chair of the cabinet (who also serves as chair of the Administrative Committee), chair-elect (when applicable), and one to three other members appointed by the chair and approved by the full cabinet on a yearly basis. At least one member must be from a FBS conference and at least one from either an FCS or Division I Conference. All Administrative Committee members, including the chair, may vote on items of business before the committee.

   The Administrative Committee is authorized to:

   a. Act for the cabinet on routine and noncontroversial matters (e.g., site recommendations) between cabinet meetings.

   b. Act for the cabinet on matters of an emergency nature.

   c. Organize and structure meeting agendas subsequent to the submission of agenda items by cabinet members and conferences.

d. Appoint ad hoc members to the cabinet.

g. Recommend to the Administrative Cabinet that a member be replaced if he or she is not properly discharging his or her duties.

h. Establish cabinet meeting dates.

The full cabinet will receive all Administrative Committee minutes.

Policies and Requirements for Committees that Report to the Cabinet.

Committee	Composition	Duty
NCAA Division I Initial-Eligibility Waivers Committee	The committee shall consist of 20 members appointed by the Administration Cabinet.	Oversee the process for reviewing requests for waivers of the initial-eligibility requirements and consider appeals of staff decisions related to initial-eligibility waiver requests.
NCAA Division I Progress-Toward-Degree Waivers Committee	The committee shall consist of 14 members, which includes two subcommittees of seven appointed by the Administration Cabinet. One subcommittee will review progress toward degree waivers and the other two-year college waivers.	Oversee the process for reviewing requests for waivers of the progress-toward-degree, two-year college transfer requirements and consider appeals of staff decisions related to waiver requests for which the committee has jurisdiction.
NCAA International Student Records Committee	The committee shall consist of six members including two Division I representatives, two Division II representatives and two representatives who may be from either Division I or Division II.	Assist in reviewing initial-eligibility standards for international students.

Committee	Composition	Duty
NCAA Student Records Review Committee	The committee shall consist of nine members and shall be constituted as follows: 1. One admissions officer of a Division I or Division II institution; 2. One staff member of a Division I or Division II institution or conference office; 3. One representative from the Division I Academic Cabinet; 4. One representative from the Division II Academic Requirements Committee; 5. Four representatives from the secondary-school community; and 6. One member selected at large from either the secondary-school community or a Division I or II institution or conference office.	Establish policies and procedures related to the review of a prospective student-athlete's academic credentials and to determine the validity of a prospective student-athlete's credentials for the purpose of meeting initial-eligibility requirements.
NCAA High School Review Committee	The committee shall consist of nine members and shall be constituted as follows: 1. One admissions officer of a Division I or Division II institution; 2. One staff member of a Division I or Division II institution or conference office; 3. One representative from the Division I Academic Cabinet; 4. One representative from the Division II Academic Requirements Committee; 5. Four representatives from the secondary-school community; and 6. One member selected at large from either the secondary-school community or a Division I or II institution or conference office.	Establish policies and procedures related to the academic review of high schools and to determine the validity of a high school (e.g. core courses, curriculum, grades) for the purpose of meeting initial-eligibility requirement.

Members of all committees reporting to the cabinet are appointed by the NCAA Division I Administration Cabinet.

The Academic Cabinet approves policies and procedures for all committees reporting to the cabinet.

Selection of Cabinet Chair.

The cabinet chair serves a minimum one-year term and a maximum two-year term as chair. The cabinet shall nominate a member to the Board of Directors for consideration and approval as the cabinet chair. The chair shall not be eligible for immediate re-election to that position or to the position of vice chair. At least once in every three term rotation, there shall be an NCAA Football Championship Subdivision or Division I representative serving as chair.

A cabinet member is eligible for nomination for the position of chair if:

1. His or her cabinet term expiration date will permit service as chair for the minimum one-year term, and

2. A particular subdivision must be represented due to the rotation requirement, he or she represents a conference in that division.

The process for identifying the chair nominee is as follows:

In years in which a chair is to be selected, cabinet members eligible to serve as chair shall nominate themselves or another cabinet member by communicating with the current chair. When nominating another cabinet member, the person nominating should confirm that the nominee would accept the chair position. The full cabinet shall consider all the nominees and designate a nominee to forward to the Board of Directors for consideration and approval.

Agenda Development.

1. Any cabinet member or conference may submit an agenda item for a full cabinet meeting. (Conferences not represented on the cabinet may submit agenda items only with the knowledge of their conference commissioner.) Agenda items should be sent to the cabinet's primary staff liaison at the NCAA national office. The staff will consult with the cabinet member or conference to determine how best to handle the item and what supplementary material should be provided, if any. The item will be placed on the agenda, with the name of the member or conference that submitted the item.

2. Items should be submitted eight weeks prior to the meeting, and the agenda and supplements will be posted not later than 17 days prior to the meeting.

3. The full cabinet will receive agendas and supplements in advance of the meetings to ensure that each cabinet member has an opportunity to comment on issues being addressed by those groups. All actions, except where otherwise legislated (e.g., waivers) or determined by policy (e.g., referrals to other committees), are subject to review and final approval by the full cabinet.

Meeting Participation by Noncabinet Members.

1. Generally, appearances before the full cabinet are by invitation only. Exceptions may be made by the cabinet chair or Administrative Committee on a case-by-case basis.

2. The chair can invite subject matter experts to participate in meetings based on topics included in the agenda.

Processing Committee Recommendations.

The cabinet follows these policies in processing recommendations from committees that report to it:

1. Committees shall provide a written report from their meeting to the full cabinet (or designated subcommittee) prior to the meeting. These reports shall include any recommendations for which the committee requests full cabinet action.

2. Any change in a Division I bylaw that is recommended by a committee shall be presented to the full cabinet for discussion and action. If approved by the cabinet, the recommendation will be forwarded to the Legislative Council for review. In cases of cross-committee collaboration, recommendations may be forwarded to other relevant committees or cabinets within the governance structure.

3. The cabinet may elect to alter the recommendation, requiring a vote of the full cabinet.

4. If further deliberations are required, the cabinet may table the recommendation or refer it back to the committee for additional discussion.

Cross-Cabinet Consultations.

For topics or agenda items under the purview of more than one committee or cabinet within the governance structure, joint review by two or more bodies may be necessary. Such topics and issues shall be handled on a case-by-case basis, as determined by the cabinet chair and/or the relevant chair(s). When issues are reviewed by multiple groups within the structure, such groups should work together to coordinate the communication of their recommendation(s).

Voting Procedures.

The method of voting on issues considered by the cabinet shall be by show of hands, except for actions taken by the unanimous or obvious consent of the cabinet members present and voting.

Absences.

The cabinet meets three times annually (February, June and September). If a cabinet member is unable to attend a cabinet meeting for a compelling reason, a conference may appoint an alternate for that individual. Alternates may attend, participate fully in and vote in any cabinet meeting or activity in which the regular member is unable to participate (excluding Administrative Committee meetings).

Conflict of Interest Policy.

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

In addition to any fiduciary obligation to their institution and conference, committee members also have a fiduciary duty to the Association not to use knowledge or information obtained solely due to service on that committee to the disadvantage of the Association during the term of committee service. Further, a committee member shall not participate in the committee's discussion or vote on any action that might bring direct or indirect personal financial benefit to the member or any organization (other than the member's institution or conference) in which the member is financially interested. A committee member should also not participate in a discussion or vote for which the member's institution or conference is to be accorded a special benefit beyond benefits shared with other institutions or conferences or is to receive a penalty or disqualification. A violation of either of the above rules by a member of the committee shall not

invalidate the action taken by the committee if, following disclosure of the conflict of interest, the committee authorizes, ratifies or approves the action by a vote sufficient for the purpose, without counting the vote of the committee member with the conflict of interest, and the appropriate oversight body approves the action.

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

Speaking Agent Policy.

The president of the Association and the chair of the Executive Committee are the only individuals authorized to speak on behalf of the Association except as outlined below.

An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the Executive Committee of the Association as a speaking agent of the Association on that issue.

Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees' jurisdiction on which there is consensus, except that positions of advocacy on behalf of the committee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the NCAA Executive Committee or the president of the Association.

The president of the Association is hereby granted authority to designate additional speaking agents of the Association.

SUPPLEMENT NO. 23
ADDITIONAL DOCUMENT

NCAA Division I

Progress-Toward-Degree Waivers Committee

<u>Policies and Procedures</u>

Effective July 1, 2011

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NCAA DIVISION I PROGRESS-TOWARD-DEGREE WAIVERS COMMITTEE

POLICIES AND PROCEDURES

Legislated Duties of the NCAA Division I Progress-Toward-Degree Waivers Committee (NCAA Division I Bylaw 21.7.5.1.3.2.2).

The Progress-Toward-Degree Waivers Committee shall be responsible for reviewing requests for waivers of the progress-toward-degree requirements in accordance with NCAA Division I Bylaws 14.1, 14.3.3.1.1,14.4.3, 14.5.4 and 14.5.6.

Responsibilities of the Committee.

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

2. On a regular basis, not later than quarterly, review cases decided by both the NCAA academic and membership affairs staff and the Progress-Toward-Degree Waivers Committee to determine if case decisions should continue to be included as case precedent.

3. On an annual basis, provide a report of all NCAA staff and Progress-Toward-Degree Waivers Committee decisions to the NCAA Division I Academic Cabinet.

4. Study and make recommendations to the Academic Cabinet concerning the policies and procedures governing progress-toward-degree waivers.

5. Study and make recommendations to the Academic Cabinet, on request, regarding portions of the NCAA Division I legislation that relate to continuing eligibility.

Reporting Lines (Bylaw 21.7.5.1.3).

The Progress-Toward-Degree Waivers Committee reports directly to the Academic Cabinet.

Committee Composition (Bylaw 21.7.5.1.3.2.1).

The Progress-Toward-Degree Waivers Committee shall consist of 14 members appointed by the NCAA Division I Administration Cabinet.

Committee Terms (Bylaw 21.7.3.4).

1. Unless otherwise specified, members of the committee shall be appointed for one four-year term. A former committee member may be appointed to an additional term on that committee after three years have elapsed. An individual who has served two terms on a committee may not serve further on that committee;

2. Unless otherwise specified, a term of office shall commence on the first day of September following the member's appointment;

3. Members who serve more than one-half of a term shall be considered to have served a full term; and

4. The chair of each subcommittee may recommend to the applicable cabinet or the Administration Cabinet that a member be replaced if he or she is not properly discharging his or her duties.

Committee Organization.

The committee will operate as two seven-person subcommittes. One will hear appeal requests for progress-toward-degree waivers involving any deficiency in accordance with Bylaw 14.4 (credit hour, grade-point average or percentage of degree) and Bylaw 14.1.8 (full-time enrollment). The other will hear appeal requests for two-year college transfes involving any deficiency in accordance with Bylaw 14.5.4 (two-year college transfers) and Bylaw 14.5.6 (4-2-4 college transfers).

Committee Appointment Policies and Requirements (Bylaw 21.7.3.3).

The Administrative Cabinet shall make committee appointments. When specified, committees that are subordinate to a cabinet (and their chairs) shall be appointed by that cabinet.

- Appointment Policies. The cabinet considers the following in making appointments to the committee:

    a. Appropriate subdivisional representation;

    b. Consideration of an individual's position on campus or at the conference office;

    c. Individuals eligible for reappointment;

    d. Consideration of an individual's expertise/background in a particular area or field;

e. A one-page information form has been developed on which each nominee provides information regarding institutional/conference position, experience, current or past NCAA committee service, education and qualifications. Submission of other documentation such as resumes is not requested. Such documents, if submitted, are not provided to the cabinet. No nominee will be considered by the cabinet unless the information form is submitted;

f. Nominations must be submitted by member conferences. Only nominations submitted in accordance with the deadline will be considered, except in a situation where no nominee meets the specific requirements for the vacancy. In that case, the cabinet may appoint an individual to fill the vacancy;

g. All nominations are to be sent to the coordinator responsible for committee administration at the NCAA national office and not directly to the members of the cabinet;

h. Replacements for a conference's original submission will be accepted only if the replacement is received by the chair of the cabinet at least seven-calendar days prior to the initial day of the cabinet's next regularly scheduled meeting;

i. A file of nominees for committee service shall be maintained in the national office for a one-year period, and such nominees should be considered for any vacancy occurring on the appropriate committee during that year; and

j. The cabinet will solicit additional nominations when there are no eligible and qualified individuals nominated prior to the deadline.

Resignation Policy.

If a member of the committee decides that he or she must resign from participating as a member of the committee, the committee member must provide written notice to the NCAA staff member responsible for coordinating progress-toward-degree waivers. Once the staff has received a written notice of resignation the procedures to solicit and appoint a new member will be initiated and a new committee member will be appointed as soon as possible.

Selection of Subcommittee Chairs.

The chair of each subcommittee shall be selected from among the subcommittee members. Generally, the chair serves as chair for the remainder of his or her term on the subcommittee. The subcommittee shall recommend appointment of a chair to the Academic Cabinet which shall

appoint the chairs.

Responsibilities.

1. Chair of the Subcommittees:

   a. Lead subcommittee teleconferences and any in-person subcommittee meetings;

   b. Welcome and assist in transition and training of new subcommittee members;

   c. When requested, review cases that do not meet the filing-deadline requirement to determine if the case should be considered by the subcommittee; and

   d. Contact subcommittee members who are not discharging their responsibilities and recommend to the Academic Cabinet that a member of the subcommittee be replaced if such a member is not discharging his or her duties.

2. Subcommittee Members:

   a. Thoroughly review all case materials prior to the teleconference and be prepared to discuss and decide each case;

   b. Be present and participate on all scheduled teleconference calls;

   c. Communicate to staff if unable to participate on a particular teleconference call;

   d. Recuse themselves from cases when appropriate; and

   e. Adhere to the committee policies and procedures.

3. Staff:

   a. Review and process/prepare all progress-toward-degree and two-year transfer waiver cases;

   b. Render all initial decisions based on standard of review of progress-toward degree and two-year transfer waivers issued by the cabinet;

   c. For case decisions appealed by a member institution, the staff will prepare the case in accordance with established guidelines for review by the subcommittee; and

d. Provide all information the subcommittee needs. The staff shall present the case on a subcommittee teleconference call. During its presentation, the staff shall provide a brief overview of the case, including the mitigating circumstances that the institution and/or student-athlete have raised and applicable case precedent. The staff will then answer questions. The staff will provide assistance to the subcommittee but will not deliberate or determine any waiver appeal. The staff will provide the applicant institution with the result of the subcommittee's decision as soon as reasonably possible, but not later than 24 hours after the decision.

Waiver Types.

The committee will hear the following types of cases:

1. Appeals. After the staff has decided a progress-toward-degree or two-year transfer waiver, the involved institution may appeal the decision to the subcommittee. Institutions must file notification of its intent to appeal the staff decision within 30 days from receipt of the written staff decision. Institutions may file an appeal for any reason.

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

   b. Any relief provided by the staff (e.g., partially-approved waiver) in a waiver request that is appealed to the committee may not be overturned.

2. Waivers of Bylaw 14.3.3.1.1. The progress-toward-degree subcommittee has the authority to review requests for a fourth season of intercollegiate competition when a student-athlete who is not a qualifier did not regain a fourth season of competition by completing at least 80 percent of his or her designated degree by the start of the fifth academic year of enrollment. This request is to be reviewed based on objective evidence of extraordinary circumstances that warrant a waiver of the normal application of this regulation.

3. Less-than Full-time Enrollment Cases. The progress-toward-degree subcommittee has the authority to review requests for less-than full-time enrollment for practice and/or competition when the mitigation presented has not been considered by the staff in the past. The progress-toward-degree subcommittee also reviews cases in which the institution requests enrollment in fewer than nine hours per term or when the number of hours requested will create a deficiency for the student-athlete.

Teleconference and Voting Procedures.

The subcommittees shall meet via teleconference as needed. A quorum of 50 percent of the subcommittee members present and eligible to vote is needed for the call to proceed. It is vital that all subcommittee members be present on all calls to ensure the timely consideration of waiver appeals. The institution is not present on the call.

The subcommittee chairs are responsible for conducting the teleconference call and begins by asking for a motion to approve the minutes (the cases decided on the previous teleconference) and the staff decisions, if any. Once the minutes and staff decisions are approved with any noted revisions, the chair proceeds to the cases for discussion, which are considered individually. The staff member who processed the case is present on the call to present the basic facts of the case. The staff member provides assistance to the subcommittee but does not deliberate or determine any waiver that is before the subcommittee. The subcommittee chairs lead the discussion and call for a vote. The chair has the authority to determine any procedural issues that arise.

Each case must be moved, seconded and a vote taken. The chair votes only in the event of a tie or if the chair is needed for a quorum. If a case involves a subcommittee member's institution, or an institution from his or her conference, or feels that he or she must recuse himself or herself and the subcommittee member is needed to establish a quorum, the subcommittee member should move the case prior to discussing the case and then recuse himself or herself from discussion or voting on the case. The subcommittee member should hang up to avoid participating in the discussion.

The decisions of the Progress-Toward-Degree Waivers Committee are final, binding and shall not be subject to further review by any other authority.

Information to be Considered.

When deliberating the outcome of any progress-toward-degree or two-year transfer waiver, the subcommittees may consider any information submitted by the applicant institution and student-athlete relative to, or affected by, the student-athlete's institutional-academic record. The staff includes all documentation submitted by the institution for the committee's review. This may include, but is not limited to (see the Progress-Toward-Degree Waiver Directive for more details on documentation):

1. A completed waiver application submitted through AMA Online;

2. Copies of official transcripts from all institutions attended;

3. Documented extenuating/mitigating circumstances that may have contributed to the

student-athlete's failure to satisfy the progress-toward-degree requirements;

4. A reasonable academic-recovery plan for the student-athlete, including the use of any necessary academic resources or accommodations;

5. A degree-audit form/degree-completion plan;

6. Letters of recommendation or support;

7. Current term courses and grades (including summer school);

8. In cases of misadvisement, documentation of the misadvisement, lack of advisement and/or misapplication of progress-toward-degree regulations that may have contributed to the student-athlete's failure to satisfy progress-toward-degree requirements;

9. In cases of misadvisement, a reasonable institutional recovery plan indicating how the misadvisement, lack of advisement and/or misapplication of progress-toward-degree legislation will be avoided in the future;

10. In cases involving an education-impacting disability, documentation of the diagnosis and accommodations for the disability;

11. Student-athlete's written comments; and

12. Any case precedent provided by the applicant institution.

Decisions of the Committee.

The committee has the authority, provided to it by the Academic Cabinet (Bylaws 14.1.8.3.5, 14.3.3.1.1**,** 14.4.3.6, 14.4.3.7, 14.4.3.8, 14.4.3.9, 14.5.4.8 and 14.5.6.8), to hear, deliberate and decide all waivers of the progress-toward-degree requirements, two-year transfer requirements, full-time enrollment and fourth season of competition for nonqualifiers. After reviewing all information, the committee will render one or a combination of (i.e., partial conditional approval) the following decisions:

1. **Approval:** The subcommittee believes that the student-athlete's academic record and/or demonstrated circumstances warrant a waiver of the normal application of the progress-toward-degree or two-year transfer legislation. By approving the waiver, the subcommittee is permitting the student-athlete to compete.

2. **Conditional Approval (future deficiencies):** The subcommittee believes that the student-athlete's academic record and/or demonstrated circumstances warrant a conditional approval of the normal application of the progress-toward-degree or two-year

transfer legislation of a future designated deficiency. [A waiver decision may be conditionally approved, provided the

student-athlete's academic-recovery plan is reasonable and demonstrates the student-athlete's ability to graduate within five years of initial collegiate enrollment.]

3. **Denial:** The subcommittee believes that the student-athlete's academic record and/or demonstrated circumstances do not warrant a waiver of the normal application of the progress-toward-degree or two-year transfer legislation.

4. **Partial approval:** The subcommittee believes that the student-athlete's academic record and/or demonstrated circumstances warrant a partial approval of the normal application of the progress-towards-degree or two-year transfer legislation.

5. **Table/Defer:** The subcommittee may table/defer a student-athlete's waiver due to inadequate or insufficient documentation. The case will be heard at the next available opportunity, and the subcommittee will direct the staff to work with the institution to obtain the needed information. In its directive to the staff, the subcommittee should indicate what information/documents need to be acquired. A case may be tabled for not more than two calls unless the subcommittee agrees that it is unable to render a decision without the requested information. No waiver case will be tabled for more than four weeks (calls).

   If an institution is unable to obtain the requested information within four weeks, it may request an extension from the chair of the subcommittee. The request should include documentation of the institution's efforts to obtain the requested information. If the request is denied, the case shall be heard on the next available call. If the extension request is approved, the chair shall provide a deadline for the case to be heard.

Outside Participation.

For those cases in which NCAA enforcement services is involved in the continuing eligibility of a prospective student-athlete, the following procedures shall be used. Institutional, legal, enforcement services and academic and membership affairs representatives may participate in a portion of the waiver proceeding; however, a total of three representatives may appear, including legal counsel. The student-athlete is permitted three participants, limited to the student-athlete, his or her parent or guardian and legal counsel. Academic and membership affairs staff shall have five minutes to present the case pursuant to normal waiver procedures.

The institution, enforcement services and the student-athlete each have up to 10 minutes to present relevant facts and information. The subcommittee members are permitted to ask questions of any participants during the call. After the presentations, the institutional representatives, enforcement services staff, student-athlete and his or her representatives will leave the call. Only the subcommittee members and academic and membership affairs staff

remain on the call for deliberation and decision.

The staff provides assistance to the subcommittee but do not deliberate or determine any waiver. The chair of the subcommittee shall have the authority to determine all other procedural issues that arise.

For those cases in which an education-impacting disability is cited as mitigation, the NCAA disability consultant will be invited to participate on the call, and the following procedures shall be used. The staff member assigned the case will present the facts. Then the disability consultant may comment on the student-athlete's education-impacting disability and how it impacted his or her academic performance. The subcommittee members are permitted to ask questions of any participants during the call. After the presentations, the disability consultant will leave the call. Only the subcommittee members and academic and membership affairs staff remain on the call for deliberation and decision. The staff provides assistance to the subcommittee but do not deliberate or determine any waiver. The chair of the subcommittee shall have the authority to determine all other procedural issues that arise.

Reconsideration.

After the staff/subcommittee has acted on a progress-toward-degree waiver, the institution may request the staff/subcommittee reconsider its decision if the institution submits new information that was not originally considered by the staff/subcommittee. Cases with new/additional information may not be heard by the cabinet or waiver subcommittee until the waivers staff has reviewed/considered the new information. **If the staff does not consider the additional information to be new, then the case will proceed as appealed.**

Recusal.

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

Confidentiality.

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

Speaking Agent Policy.

The NCAA speaking agent policy is as follows:

The president of the Association and the chair of the NCAA Executive Committee are the only individuals authorized to speak on behalf of the Association except as outlined below.

"An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the Executive Committee of the Association as a speaking agent of the Association on that issue.

Subommittee chairs are hereby designated as speaking agents of their subcommittees regarding issues within their subcommittees' jurisdiction on the which there is consensus, except that positions of advocacy on behalf of the subcommittee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the NCAA Executive Committee or the president of the Association.

The president of the Association is hereby granted authority to designate additional speaking agents of the Association."

Committee members are expected to adhere to this policy.

Federal Education Right to Privacy Act.

Pursuant to the Federal Education Right to Privacy Act (FERPA) regulations, each student-athlete whose institution is filing a waiver signs under the following statement:

"I give my consent to disclose only to authorized representatives of this institution, its athletics conference (if any) and the NCAA, any documents or information pertaining to my NCAA eligibility. Additionally, I give my consent to the NCAA to disclose personally identifiable information from my education records to a third party (including but not limited to the media) in order to explain the NCAA's decision regarding this waiver request, without such disclosure constituting a violation of my rights under the Family Educational Rights and Privacy Act."

Absences (Bylaw 21.7.2.3).

The chair of the subcommittee is authorized to recommend to the Administrative Cabinet that a member be replaced if such member is not discharging the member's duties properly. In addition, a member who is absent from two consecutive meetings/teleconferences without reasons approved by the appointing authority (i.e., cabinet) shall be removed from the subcommittee. For purposes of this committee, meetings are defined to include both in-person and teleconferences.

Additional Attendance Issues.

The processing of progress-toward-degree waivers is a very time-sensitive process. Student-athletes need timely decisions in order to practice and compete. The staff and committee work to ensure institutions receive waiver decisions as quickly as possible. Since the subcommittees make many of these waiver decisions, it is imperative that all subcommittee members are present on each call. Lack of a subcommittee quorum can result in decisions being delayed, which is not a desirable outcome.

There may be times that a committee member is unable to attend a call due to other commitments or circumstances beyond his or her control. However, if those circumstances arise, it is the responsibility of the committee member to inform the staff immediately so an alternate call may be scheduled, if needed.

APPENDIX

NCAA Division I Progress-Toward-Degree Waiver Committee Roster

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NCAA Division I Proposal No. 2011-65
Academic Year of Readiness and the New Initial-Eligibility Model

Purpose.

The purpose of this document is to provide an overview of the current status of the year of academic readiness proposal and promote discussion regarding the continued importance of the proposed concept as a specific choice option for nonqualifiers within the spectrum of available avenues for promotion of student-athlete academic success at NCAA four-year institutions, as well as discussion of extending the choice option to academic redshirts as defined by the new initial-eligibility model.

Overview of Current Status of NCAA Division I Proposal No. 2011-65.

At its October 2011 meeting, the NCAA Division I Board of Directors adopted an increased initial-eligibility model that creates a higher academic standard for incoming first-year student-athletes to compete than to practice and receive athletically related financial aid during the initial year of collegiate enrollment. Additionally, the Board of Directors adopted increased two-year transfer requirements, a new waiver structure for two-year transfers and changes to the NCAA Division I Academic Performance Program. The Board declined to take action on Proposal No. 2011-65 in regards to the year of academic readiness at two-year institutions and the proposal continues in the normal legislative cycle. It is likely that any final action will not occur until the Board's April 2012 meeting.

To date the NCAA Division I Committee on Academic Performance and the NCAA Division I Men's Basketball Issues Committee have provided position statements in regards to Proposal No. 2011-65 as follows:

> *Committee on Academic Performance:* The committee took no formal position. Although the committee is generally supportive of the academic year of readiness, the committee believes further membership discussion is useful.
>
> *Men's Basketball Issues Committee:* The committee took no formal position, but supports the concept of standards that will better prepare men's basketball student-athletes to succeed academically at an NCAA Division I institution. The committee is concerned as to whether prospective student-athletes would avail themselves of this option and whether there are potential issues with the application of the proposal that may not be readily discernible at this time.

Additionally, the NCAA Division I Legislative Council took an initial position of preliminary opposition to the proposal during its October 2011 meeting and noted the following:

1. Expressed concern regarding logistical issues in tracking/monitoring the application of the legislation.

2. Noted that the proposed increase in two-year college transfer regulations may be sufficient to address concerns regarding lack of academic preparedness on transfer to a four year institution.

Proposal 2011-65 and New Initial Eligibility Standards.

As noted above, subsequent to the NCAA Division I Academic Cabinet's sponsoring of Proposal No. 2011-65 into the 2011-12 legislative cycle, the Board adopted an increased initial-eligibility model that creates a higher academic standard for incoming first-year student-athletes to compete than to practice and receive athletically related financial aid during the initial year of collegiate enrollment. Prospective student-athletes who achieve the current minimum initial-eligibility standard may be eligible for athletically related aid during the initial year of collegiate enrollment and practice during the first regular academic term of enrollment. Practice during the second regular academic term of enrollment may be earned by successfully completing nine semester- or eight-quarter hours of academic credit.

Per the new legislation, prospective student-athletes who achieve the academic standard for athletically related aid and practice, but fail to achieve the academic standard for competition, are considered academic redshirts.

Points to Consider.

1. Due to the timing of the proposal in relation to the newly adopted initial-eligibility standards, the applicability of the year of academic readiness to an academic redshirt was not specifically contemplated.

2. The February 2012 Academic Cabinet meeting represents a final opportunity within the current legislative cycle for the cabinet to address concerns raised by other NCAA committees and councils.

3. In light of the various academic changes adopted by the Board and the emphasis on embedding academics, the February 2012 cabinet meeting represents an opportunity to re-emphasize not only the initial rationale of the proposal, but also to place the year of academic readiness within the spectrum of potential options for prospective student-athletes that do not meet initial-eligibility standards to define their appropriate path to academic success at NCAA four-year institutions.

Discussion Questions.

1. Should the year of academic readiness be expanded to allow for its use by academic redshirts?

2. Are there specific points of emphasis in regards to the year of academic readiness that may best assist in alleviating initial concerns?

2011-65

ELIGIBILITY -- TWO-YEAR COLLEGE TRANSFERS -- YEAR OF ACADEMIC READINESS AT TWO-YEAR COLLEGE

Status: Legislative Council Initial Consideration

Intent: To establish a year of academic readiness for two-year college transfers, as specified.

A. Bylaws: Amend 13.1.1, as follows:

13.1.1 Contactable Individuals.

[13.1.1.1 unchanged.]

13.1.1.2 Two-Year College Prospective Student-Athletes. A prospective student-athlete who was not a qualifier as defined in Bylaw 14.02.11.1 and who is enrolled in the first year of a two-year college may not be contacted in person on or off an institution's campus for recruiting purposes. **A year of academic readiness (see Bylaw 14.2.2.6) shall not be considered a completed academic year for this purpose. A prospective student-athlete enrolled in a year of academic readiness may not be contacted in person on or off an institution's campus.**

[Remainder of 13.1.1 unchanged.]

B. Bylaws: Amend 13.6.2.3, as follows:

13.6.2.3 Post-High School Visits. The one-visit limitation and the limitations on total official visits apply separately to the period in which the prospective student-athlete is in high school and to the period beginning October 15 following the prospective student-athlete's completion of high school. Thus, a prospective student-athlete may be provided a maximum of 10 official visits -- five while in high school and five beginning with the October 15 following the prospective student-athlete's completion of high school. A prospective student-athlete is not required to graduate from high school in order to receive a permissible post-high school visit. [D]

13.6.2.3.1 Nonqualifier in First Year. A person who is not a qualifier and who is enrolled at a two-year college may not be provided an expense-paid visit to a member institution until he or she has completed an academic year at a two-year college. **A year of academic readiness (see Bylaw 14.2.2.6) shall not be considered a completed academic year for this purpose. A prospective student-athlete enrolled in a year of academic readiness may not be provided an expense-paid visit to a member institution.**

[13.6.2.3.2 unchanged.]

C. Bylaws: Amend 14.2.2, as follows:

14.2.2 Additional Applications of the Five-Year Rule.

[14.2.2.1 through 14.2.2.5 unchanged.]

14.2.2.6 Delay of Five Year Rule -- Two-Year College Transfers -- Year of Academic Readiness. A student-athlete's eligibility under the five-year rule shall not begin while the student is enrolled in his or her first academic year of a minimum full-time program of studies at a two-year college, provided all the following conditions are met:

(a) The student-athlete fulfills the requirements of a year of academic readiness at the two-year college;

(b) The student-athlete shall have spent a minimum of five full-time semesters/ seven full-time quarters in residence at the two-year college. Such enrollment shall occur in consecutive terms; and

(c) The student-athlete shall not engage in more than two seasons of competition in any one sport at the certifying institution.

14.2.2.6.1 Year of Academic Readiness. A student-athlete shall fulfill a year of academic readiness if all the following conditions are met:

(a) The student-athlete has registered with the NCAA Eligibility Center and has been certified as a nonqualifier;

(b) The student-athlete shall enroll in the year of academic readiness during the student-athlete's initial year of collegiate enrollment;

(c) The student-athlete and the two-year college have confirmed the student-athlete's enrollment in the year of academic readiness with the NCAA Eligibility Center;

(d) The student-athlete completes two semesters/three quarters of consecutive full-time enrollment at the two-year college; and

(e) The student-athlete does not engage in outside competition.

14.2.2.6.2 Multiple-Two Year Colleges. If a student-athlete has been in residence at two or more two-year colleges, the terms of residence at all two-year colleges may be combined to satisfy the residence requirement.

D. 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 unchanged.]

14.4.3.1.2 Transfer. To be eligible for competition, a transfer student-athlete must meet the following credit-hour requirements based on attendance at the previous institution(s) for the specified time and may use any hours of academic credit earned at any collegiate institution:

[14.4.3.1.2-(a) through 14.4.3.1.2-(d) unchanged.]

[14.4.3.1.2.1 unchanged.]

14.4.3.1.2.2 Exception -- Year of Academic Readiness. A year of academic readiness shall be exempt from the application of Bylaw 14.4.3.1.2 (see Bylaw 14.2.2.6).

[14.4.3.1.3 through 14.4.3.1.6 unchanged.]

14.4.3.1.7 Designation of Degree Program. A student-athlete shall designate a program of studies leading toward a specific baccalaureate degree at the certifying institution prior to participating in competition that occurs during or immediately before the third year of enrollment (fifth semester or seventh quarter) and thereafter shall make progress toward that specific degree. This provision shall be applicable to the eligibility not only of a continuing student, but also of a transfer student from a four-year or two-year collegiate institution who is entering his or her third year of collegiate enrollment, even if the student has not yet completed an academic year in residence or used a season of eligibility in a sport at the certifying institution. Designation of a specific baccalaureate degree program may be accomplished by: [D]

[14.4.3.1.7-(a) through 14.4.3.1.7-(b) unchanged.]

[14.4.3.1.7.1 through 14.4.3.1.7.2 unchanged.]

14.4.3.1.7.3 Exception -- Year of Academic Readiness. A year of academic readiness shall be exempt from the application of Bylaw 14.4.3.1.2 (see Bylaw 14.2.2.6).

[14.4.3.1.8 unchanged.]

14.4.3.2 Fulfillment of Percentage of Degree Requirements. A student-athlete who is entering his or her third year of collegiate enrollment shall have completed successfully at least 40 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fourth year of collegiate enrollment shall have completed successfully at least 60 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fifth year of collegiate enrollment shall have completed successfully at least 80 percent of the course requirements in the student's specific degree program. The course requirements must be in the student's specific degree program (as opposed to the student's major).

[14.4.3.2.1 unchanged.]

14.4.3.2.2 Application of Rule to Transfer Student. A student-athlete who is entering his or her third year of collegiate enrollment shall have completed successfully at least 40 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fourth year of collegiate enrollment shall have completed successfully at least 60 percent of the course requirements in the student's specific degree program. A student-athlete who is entering his or her fifth year of collegiate enrollment shall have completed successfully at least 80 percent of the course requirements in the student's specific degree program. The course requirements must be in the student's specific degree program (as opposed to the student's major).

[14.4.3.2.2.1 unchanged.]

14.4.3.2.2.2 Exception -- Year of Academic Readiness. A year of academic readiness shall be exempt from the application of Bylaw 14.4.3.2 (see Bylaw 14.2.2.6).

[14.4.3.2.3 through 14.4.3.2.4 unchanged.]

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

14.4.3.3.1 Application of Rule to Transfer Student. The provisions of Bylaw 14.4.3.3 shall be applicable to the eligibility of a transfer student from a two-year or four-year collegiate institution who has completed an academic term in residence at the certifying institution. A student-athlete who attends the certifying institution as a full-time student, transfers to another institution and later returns to the original institution is immediately subject to the provisions of Bylaw 14.4.3.3 on re-enrollment.

14.4.3.3.1.1 Exception -- Year of Academic Readiness. A year of academic readiness shall be exempt from the application of Bylaw 14.4.3.2 (see Bylaw 14.2.2.6).

[Remainder of 14.4.3 unchanged.]

E. Bylaws: Amend 15.3.1, as follows:

15.3.1 Eligibility of Student-Athletes for Financial Aid. Institutional financial aid may be awarded for any term during which a student-athlete is in regular attendance as an undergraduate with eligibility remaining under Bylaw 14.2, ~~or~~ within six years after initial enrollment in a collegiate institution (provided the student does not receive such aid for more than five years during that period), **within seven years after initial enrollment in a collegiate institution for a two-year college transfer who completes a year of academic readiness pursuant to Bylaw 14.2.2.6 (provided the student does not receive such aid for more than six years during the period),** or as a graduate eligible under Bylaw 14.1.9.

Source: NCAA Division I Academic Cabinet

Effective Date: August 1, 2012, for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2012.

Proposal Category: Amendment

Topical Area: Eligibility

Rationale: This proposal represents an effort to assist students who are graduating from high school without foundational academic skills to succeed academically at four-year collegiate institutions. Evidence of current enrollment patterns at two-year institutions indicate part-time and often, self-funded efforts by student-athletes in order to engage in remedial coursework. This proposal provides additional time for underprepared student-athletes to gain the academic fundamentals necessary to ultimately succeed at a four-year college. Specifically, the year of academic readiness provides the opportunity for student-athletes who need remediation with the means to obtain the academic foundation by allowing for access to aid (federal and athletics); not triggering their NCAA period of eligibility or progress-toward-degree standards; and appropriately emphasizing an academic focus. The proposal notes the current educational shift toward remediation/foundational learning skill development occurring at the two-year level,

since many NCAA institutions do not offer remedial courses. Further, the proposal allows for relative ease of administration and the potential for academic development on an individualized basis that could lead to more academic options upon transfer.

Estimated Budget Impact: None.

Impact on Student-Athlete's Time (Academic and/or Athletics): Provides an opportunity for underprepared student-athletes to gain the academic foundation needed to be academically successful at a four-year institution and graduate.

Position Statement(s):

Committee on Academic Performance The committee took no formal position. Although the committee is generally supportive of the academic year of readiness, the committee believes further membership discussion is useful.

Men's Basketball Issues Committee The committee took no formal position, but supports the concept of standards that will better prepare men's basketball student-athletes to succeed academically at a Division I institution. The committee is concerned as to whether prospective student-athletes would avail themselves of this option and whether there are potential issues with the application of the proposal that may not be readily discernible at this time.

History

Jun 10, 2011: Submit; Submitted for consideration.

Jun 28, 2011: Academic Cabinet, Sponsored

Aug 29, 2011: Men's Basketball Issues Committee, No Formal Position

Sep 13, 2011: Academic Cabinet, Modified the Proposal; Modified the effective date from August 1, 2013, for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2013 to August 1, 2012, for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2012.

Oct 25, 2011: Committee on Academic Performance, No Formal Position

2011-94

ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPLETION -- CORE COURSE REQUIREMENTS AND INITIAL-ELIGIBILITY INDEX

Status: Adopted, 60-Day Override Period

Intent: To revise the academic requirements that shall be satisfied for an entering freshman with no previous full-time college attendance to be eligible for financial aid, practice and competition during the first academic year in residence, as specified.

A. Bylaws: Amend 14.02.11, as follows:

14.02.11 Qualification Status.

[14.02.11.1 unchanged.]

14.02.11.2 Academic Redshirt. An academic redshirt is defined as one who is a high school graduate and who presented the same academic qualifications applicable to qualifiers (see Bylaw 14.3.1.1) except for the following:

(a) The required minimum cumulative grade-point average and minimum combined score on the SAT critical reading and math sections or a minimum sum score on the ACT as specified in Bylaw 14.3.1.2.1; and

(b) Bylaw 14.3.1.1-(c) shall not apply.

14.02.11.~~2~~**3** Nonqualifier. A nonqualifier is a student who has not graduated from high school or who, at the time specified in the regulation (see Bylaw 14.3), has not successfully completed the required core-curriculum or has not presented the required minimum core-curriculum grade-point average and/or the corresponding SAT/ACT score required for a qualifier **or an academic redshirt**.

B. Bylaws: Amend 14.3, as follows:

14.3 FRESHMAN ACADEMIC REQUIREMENTS

14.3.1 Eligibility for Financial Aid, Practice and Competition. A student-athlete who enrolls in a member institution as an entering freshman with no previous full-time college attendance shall meet the following academic requirements, as certified by the NCAA Eligibility Center, as approved by the Executive Committee, and any applicable institutional and conference regulations, to be considered a qualifier **or an academic**

redshirt ~~*and thus be eligible for financial aid, practice and competition during the first academic year in residence.*~~

14.3.1.1 Qualifier. **A qualifier shall be eligible for financial aid, practice and competition during the first academic year in residence.** A qualifier is defined as one who is a high school graduate and who presented the following academic qualifications:

(a) A minimum cumulative grade-point average as specified in Bylaw 14.3.1.1.2 (based on a maximum 4.000) in a successfully completed core curriculum of at least 16 academic courses per Bylaw 14.3.1.2, including the following:

English	4 years
Mathematics (Three years of mathematics courses at the level of Algebra I or higher). (Computer science courses containing significant programming elements that meet graduation requirements in the area of mathematics also may be accepted.)	3 years
Natural or physical science (including at least one laboratory course if offered by the high school). (Computer science courses containing significant programming elements that meet graduation requirements in the area of natural or physical science also may be accepted.)	2 years
Additional courses in English, mathematics, or natural or physical science	1 year
Social science	2 years
Additional academic courses [in any of the above areas or foreign language, philosophy or nondoctrinal religion (e.g., comparative religion) courses]	4 years

The record of the above courses and course grades must be certified by the NCAA Eligibility Center using either an official high school transcript forwarded directly from the high school or a high school transcript forwarded by an institution's admissions office; ~~*and*~~

(b) A minimum combined score on the SAT critical reading and math sections or a minimum sum score on the ACT as specified in Bylaw 14.3.1.1.2. The required SAT or ACT score 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**; and**

(c) Completion of 10 of the required 16 core courses before the start of his or her seventh semester (or the equivalent) of high school. Seven of the 10 core courses must include English, mathematics and natural or physical science. The 10 courses used to fulfill this requirement and the grades achieved in such courses shall be used in determining the student-athlete's eligibility for financial aid, practice and competition during his or her first academic year in residence and shall not be replaced by courses or grades achieved in subsequently completed core courses, including courses completed after the core-curriculum time limitation pursuant to Bylaws 14.3.1.2.1.1 or 14.3.1.2.1.2

14.3.1.1.1 Exception -- Early Academic Certification. A student-athlete shall be certified as a qualifier, provided he or she has achieved the following academic criteria:

[Specific changes to be determined.]

[14.3.1.1.1.1 unchanged.]

14.3.1.1.2 Initial-Eligibility Index **for Qualifiers**. ~~*Freshmen may establish eligibility using the*~~ **A student-athlete must meet the requirements of the** following eligibility index **to be certified as a qualifier**:

[Current index to be deleted. New index to be determined.]

14.3.1.2 Academic Redshirt. An academic redshirt may receive institutional athletically-related financial aid but may not compete during the first academic year in residence. An academic redshirt may practice only on campus or at the institution's regular practice facility during the first regular academic term in residence. An academic redshirt must successfully complete nine semester or eight quarters in the first regular academic term in order to be eligible for practice in a subsequent term or terms of the first academic year (see Bylaw 14.4.2.1). An academic redshirt is defined as one who is a high school graduate and who presented the same academic qualifications applicable to qualifiers (see Bylaw 14.3.1.1) except for the following:

(a) The required minimum cumulative grade-point average and minimum combined score on the SAT critical reading and math sections or a minimum sum score on the ACT as specified in Bylaw 14.3.1.2.1; and

(b) Bylaw 14.3.1.1-(c) shall not apply.

14.3.1.2.1 Initial-Eligibility Index for Academic Redshirts. A student-athlete must meet the requirements of the following eligibility index to be certified as an academic redshirt:

[Index to be determined.]

14.3.1.2.2 Outside Competition -- Academic Redshirt. An academic redshirt may participate in the institution's intramural program (provided the intramural team is not coached by a member of the institution's athletics department staff), but during the first year of enrollment, such an individual is not permitted to practice or compete on an institutional club team or on an outside sports team.

[14.3.1.2 through 14.3.1.5 renumbered as 14.3.1.3 through 14.3.1.6, unchanged.]

14.3.2 Eligibility for Financial Aid, Practice and Competition -- Nonqualifier.

14.3.2.1 Nonqualifier. A nonqualifier is a student who has not graduated from high school or who, at the time specified in the regulation (see Bylaw 14.3), did not present the core-curriculum grade-point average and/or SAT/ACT score required for a qualifier **or an academic redshirt**.

14.3.3 Seasons of Competition -- Nonqualifiers. Nonqualifiers, recruited or nonrecruited, shall not engage in more than three seasons of competition in any one sport. A student who transfers to a Division I member institution from another collegiate institution shall not engage in more than four seasons of competition with not more than three of those seasons in Division I.

14.3.3.1 Fourth Season of Competition -- ~~*Not a Qualifier*~~ **Nonqualifiers**. A fourth season of intercollegiate competition shall be granted to a student-athlete who is ~~*not a qualifier*~~ **a nonqualifier**, provided that at the beginning of the fifth academic year following the student-athlete's initial, full-time collegiate enrollment, the student-athlete has completed at least 80 percent of his or her designated degree program.

14.3.3.1.1 Waiver. The Progress-Toward-Degree Waivers Committee (see Bylaw 21.7.5.1.3.2) shall have the authority to grant a fourth season of intercollegiate competition to a student-athlete who is ~~*not a qualifier*~~ **a nonqualifier** based on objective evidence of extraordinary circumstances that warrant a waiver of the normal application of this regulation.

14.3.4 Residence Requirement **-- Academic Redshirts and** Nonqualifiers. **An academic redshirt must fulfill an academic year of residence in order to be eligible to compete and to practice away from the institution.** A nonqualifier must fulfill an academic year of residence in order to be eligible for practice, competition and athletically related financial aid (see Bylaw 14.3.2.1.1).

[14.3.5 through 14.3.6 unchanged.]

C. Bylaws: Amend 14.4.2, as follows:

14.4.2 Eligibility for Financial Aid and Practice. Eligibility for institutional financial aid and practice during each academic year after a student-athlete's initial year in residence or after the student-athlete has used one season of eligibility in a sport shall be based upon the rules of the institution and the conference(s), if any, of which the institution is a member.

14.4.2.1 Eligibility for Practice During Initial Year in Residence -- Academic Redshirt. An academic redshirt must successfully complete nine semester or eight quarter hours of academic credit during the first regular academic term of his or her initial year in residence in order to be eligible for practice in a subsequent term or terms of his or her initial year in residence.

Source: NCAA Division I Board of Directors (Committee on Academic Performance)

Effective Date: August 1, 2015; for students initially enrolling full time in a college institution on or after August 1, 2015.

Proposal Category: Amendment

Topical Area: Eligibility

Rationale: These concepts represent a philosophical shift requiring demonstration of academic success in order for a student-athlete to compete in the initial year of enrollment. The standards continue to use high school grades in core academic classes, ACT or SAT score and core course accumulation. However, they are combined in a more nuanced way to identify students at risk of

academic difficulties in college and intervene with them in educationally appropriate ways through an academic redshirt year. Setting a higher standard for competition during the first year of enrollment allows for identification of student-athletes who are likely to be academically successful during their first year of enrollment. Student-athletes who need more time to acclimate to college life may be provided athletically related financial aid and practice. Also, student-athletes must demonstrate academic success in the first term of enrollment by passing nine semester or eight quarter hours in order to be eligible for practice in the second academic term. The delayed effective date will allow for notice of the increased standards. In addition, the current process of determining obvious academic qualifiers will require recalibrating the core-course grade-point average, ACT/SAT and core-course distribution requirements to work in concert with the modified initial-eligibility standards.

Estimated Budget Impact: Minimal.

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

History

Oct 03, 2011: Submit; Submitted for consideration.

Oct 27, 2011: Board of Directors, Sponsored

Oct 27, 2011: Board Review, Adopted; Adopted as Emergency Legislation

Oct 28, 2011: Adopted, Override Period; Start of Override Period

Dec 26, 2011: Adopted, Override Period; End of Override Period; (Number of Override Requests = 1)

Council tables most proposals, acts on agent issue

NCAA.org
January 11, 2012

The Division I Legislative Council tabled several proposals in anticipation of the work of the Transforming Intercollegiate Athletics: Rules Working Group's recommendations later this year, though it did cast votes Wednesday on several key pieces of legislation.

Council chair Carolyn Campbell-McGovern, senior associate executive director of the Ivy League, said the meeting was different than a customary Council meeting because members didn't pore over every detail of each proposal.

"We tabled a significant number of proposals in deference to the fact that there are a lot of discussions going on about what our rules need to look like," Campbell-McGovern said.

However, the Council approved a rule that broadens the definition of agents to include third-party influences, including family members, who market student-athletes' athletics ability or reputation for personal financial gain. The rule, sponsored by the Amateurism Cabinet, would include individuals who either directly or indirectly:

* Represent or attempt to represent a prospective or current student-athlete in the marketing of his or her athletics ability or reputation for financial gain; or

* Seek to obtain any type of financial gain or benefit from securing a prospect's enrollment at an institution or a student-athlete's potential earnings as a professional athlete.

The new definition would include certified contract advisors, financial advisors, marketing representatives, brand managers or anyone who is employed by or associated with such individuals.

Campbell-McGovern said the new rule was in line with the division's principles and simply "closed a loophole."

In the past, the agent definition applied generally to third parties marketing an athlete's skills to a professional sports team. The new rule expands the definition to include people, including parents, marketing athletics skills to a collegiate institution for personal gain.

The rule is not intended to capture parents or legal guardians, athletics department staff members, former teammates or those individuals who have the best interests of a prospective student-athlete or student-athlete in mind from assisting or providing information to a prospective or enrolled student-athlete, provided they do not intend to receive a financial gain for their assistance.

The Council defeated a proposal that would have allowed two-year college student-athletes to complete a "year of academic readiness" at the two-year school. The rule would have provided

the student-athletes the opportunity to practice and receive aid (but not compete) without starting their eligibility clock, essentially giving the student-athlete six years to complete four seasons of competition. It was considered a companion piece to the increased academic requirements for two-year transfers adopted by the Board of Directors last fall.

While generally supportive of the concept, some Council members believed it put too much responsibility in the hands of the two-year colleges.

The Council also:

* Adopted Prop. No. 2011-43, limiting institutions to signing 25 prospective football student-athletes to the National Letter of Intent or institutional offers of financial aid annually.

* Adopted Prop. Nos. 2011-45 and 2011-46, which expand to football and women's basketball the men's basketball legislation prohibiting nonscholastic events in campus facilities or non-campus facilities used as a primary venue for the team.

* Defeated Prop. No. 2011-64, which would have granted a fifth season of eligibility to football student-athletes.

The Legislative Council will continue to meet Thursday, and any of these proposals can be reconsidered. The actions are not considered final until the close of the Board of Directors meeting on Saturday.

The Council will provide feedback to the Board of Directors about the various initiatives stemming from the reform effort in Division I. The members spent the most time reviewing the work of the rules working group because it most deeply affects the Council as a rules-making body.

When presented with a rough draft of one bylaw that had been transformed using a principle-based outcome construct, the Council was generally supportive, even excited, about the direction the Manual seemed to be going, calling it a return to "common-sense" governance. However, the members also had some concerns about implementation and practical application.

The group discussed the upcoming reconsideration of the legislation allowing schools to give student-athletes who receive financial support equal to a full grant-in-aid an additional allowance for miscellaneous expenses, up to $2,000 or the cost of attendance. The group discussed several options forwarded by the Student-Athlete Well-Being Working Group.

McGovern will report to the presidents that the Council members prefer the option that allows the miscellaneous expense allowance to be awarded to student-athletes in amounts proportional to the portion of a full grant-in-aid that they receive.

NCAA Legislative Council debates new proposals

CBSSports.com
January 11, 2012
By Bryan Fischer

Cecil Newton wasn't the only thing on the docket for the NCAA Division I Legislative Council on Wednesday.

As the NCAA kicked the organization's annual convention into high gear, the council considered several proposals from member schools and other groups covering everything from the definition of an agent to recruiting contacts to multi-year scholarships.

"We're accustomed as the Legislative Council to be the primary ones looking at this legislation and really charged with making sure all the rules work right," chairwoman Carolyn Campbell-McGovern said. "It's a pretty big responsiblity."

The most noteworthy issue the council tackled was reworking the definition of an agent to close the loophole brought up in the Cam Newton investigation. The group also struck down a proposal submitted by the Colonial Athletic Association that would have given football players an extra year to play.

"We defeated the proposal in football that would have allowed students to have five seasons of eligibility in five calendar years," Campbell-McGovern said. "It was voted on separately by the FCS and FBS divisions. There was very little support."

The talk of the convention has centered on two ideas out of August's Presidential Retreat that would allow for up $2,000 in the form of a stipend to cover the cost of attendance and extend scholarships to cover multiple years. The two proposals reached the number of override votes from the membership and have been tabled for the time being until they have been sufficiently discussed and reworked.

"We had some discussion of that in order to provide some feedback to the board," the chairwoman said. "The fact that there was an override speaks to the fact that there are different positions and the membership is pretty well split. There was some discussion over what the concerns were, which have been pretty well documented.

"I think they all build on each other. The fact that it went into effect immediately and people didn't have time to plan was problematic.

"To some extent, the fact that some institutions will be able to engage in (giving out the scholarships or stipends) more than others is a concern, I didn't feel like that was one of the most prompt."

The council will provide feedback to the NCAA Board of Directors on Saturday on the proposals. Another proposal struck down dealt with the academic readiness of two-year college transfers.

"We struggled with this," Campbell-McGovern said. "We know a lot of people worked hard on this and that the two-year college community, in particular, was enthusiastic about it. We just felt like this really wasn't the time for it. We think it needs more work and we need to think more about how we can support the two-year college students better."

The board cited a need for more flexibility and support when students get to a four-year school and not have to rely on two-year colleges. The proposal is not dead - "it has merit" - but is being sent back to be reworked.

The council will resume debating Thursday morning and once the council wraps things up, the rules are considered adopted subject to final approval by the board.

Academic Data Collection for Two-Year College Transfer Student-Athletes

Background.

At its October 2008 meeting, the NCAA Division I Committee on Academic Performance approved the collection of data related to the academic performance of two-year college transfer student-athletes while at their respective two-year institution(s). Such data collection was recommended by several groups within the Division I governance structure who have reviewed the academic performance of two-year college transfer student-athletes, including the NCAA Division I Basketball Academic Enhancement Group, the NCAA Division I Football Academic Working Group, the NCAA Division I Academic Cabinet and the NCAA Two-Year College Relations Panel. Each group noted the need for continued research regarding the academic performance of these transfers, particularly while at their two-year colleges.

Effective with the collection of the 2008-09 Academic Performance Census (APC) data in fall 2009, each institution submitting data for the APC also was required to submit data on its two-year college transfers for baseball, men's and women's basketball and football. During the 2008-09 data collection, institutions provided data on all two-year college transfer student-athletes in the 2008-09 cohort. In subsequent years, data for the most recent entering two-year college class are provided. Last spring, this data collection was extended for two additional years by the Academic Cabinet (i.e., data to be submitted fall 2011 and fall 2012).

At the end of the two-year extension, the Academic Cabinet and Committee on Academic Performance will determine if any changes should be made to the list of data collection elements and/or to the data collection process. The fall 2012 APC data collection will mark the end of the two-year extension and, therefore, it is appropriate at this time for the Academic Cabinet and Committee on Academic Performance to consider the collection of this data in future cycles.

Academic Data Collection for Two-Year College Transfer Student-Athletes.

The Academic Cabinet and Committee on Academic Performance approved the following list of academic data items to be collected as part of the APC that will help to identify the academic profile of a successful two-year college transfer.

1. Number and names of two-year college(s) attended.

2. Total number of credits earned at two-year college(s).

3. Total number of English credits earned at two-year college(s) and the number of these credits that were transferable to the four-year institution.

4. Total number of math credits earned at two-year college(s) and the number of these credits that were transferable to the four-year institution.

5. Total number of science credits earned at two-year college(s) and the number of these credits that were transferable to the four-year institution.

6. Total number of physical education activity credits earned at two-year college(s) and the number of these credits that were transferable to the four-year institution.

7. Total number of transferable credit hours applicable toward the student-athlete's declared degree program at the four-year institution at the time of transfer.

8. Total number of remedial credits the student-athlete is required to take at the entering four-year institution, including identification within one of the following subjects:

    a. English.

    b. Math.

    c. Science.

    d. Other.

9. Overall two-year college grade-point average.

10. Four-year institution degree transfer credit grade-point average.

11. Graduation status at the two-year college.

12. Total number of terms of full-time enrollment by the student-athlete at the two-year college where he or she graduated/most recently attended.

13. Total number of credit hours earned at the two-year college where the student-athlete graduated/most recently attended.

14. Total number of credit hours earned by the student-athlete during the academic term (regular or summer) immediately prior to transfer to the four-year institution.

15. Number of seasons of competition used at the two-year college(s).

16. NCAA initial-eligibility status.

Summary of Data Collected Fall 2009 (2008-09 cohort).

Sport	Number of 2-4 Transfers	Number of Institutions	Range Per Institution
Baseball	1,423	239	1-22
Men's Basketball	690	227	1-12
Women's Basketball	426	190	1-7
Football	1,422	190	1-28
Total	3,961*	336	

*(*Total includes all two-year college transfers in the 2008-09 cohort. All subsequent data collection required institutions to only submit the requested data on any NEW two-year college transfers.)*

Summary of Data Collected Fall 2010 (2009-10 cohort).

Sport	Number of 2-4 Transfers	Number of Institutions	Range Per Institution
Baseball	720	200	1-17
Men's Basketball	345	169	1-8
Women's Basketball	205	123	1-5
Football	594	155	1-26
Total	1,864	287	

Summary of Data Collected Fall 2011 (2010-11 cohort).

Sport	Number of 2-4 Transfers	Number of Institutions	Range Per Institution
Baseball	689	205	1-12
Men's Basketball	357	183	1-7
Women's Basketball	190	117	1-6
Football	612	164	1-20
Total	1,848	288	

Options for Consideration.

Option No. 1: Make the current two-year college transfer student-athlete data collection process a permanent element of the APC for the four sports.

Option No. 2: Continue the two-year college transfer student-athlete data collection process for the four sports for two additional data cohorts (i.e., 2012-13 and 2013-14) with a reassessment at the end of that time.

Option No. 3: Discontinue the two-year college transfer student-athlete data collection following submission of the 2011-12 APC data.

Option No. 4: Continue with a modified data collection on a permanent basis for the four sports with the following data items:

1. Number and names of two-year college(s) attended.

2. Total number of credits earned at two-year college(s).

3. Total number of English credits earned at two-year college(s) that were transferable to the four-year institution.

4. Total number of math credits earned at two-year college(s) that were transferable to the four-year institution.

5. Total number of science credits earned at two-year college(s) that were transferable to the four-year institution.

6. Total number of physical education activity courses taken at two-year college(s).

7. Total number of transferable credit hours applicable toward the student-athlete's declared degree program at the four-year institution at the time of transfer.

8. Overall two-year college grade-point average.

9. Grade-point average for transferable credit.

10. Graduation status at the two-year college.

11. Total number of terms of full-time enrollment by the student-athlete at the two-year college where he or she graduated/most recently attended.

12. Number of seasons of competition used at the two-year college(s).

13. NCAA initial-eligibility status.

Staff Recommendation.

The staff recommends Option No. 4. This will allow the NCAA research staff and various governance groups to consider additional two-year college transfer student-athlete data, as well as to monitor the impact of the recently adopted legislation related to two-year college transfers. The data collection will also provide 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. Lastly, the modifications made to the data elements will reduce the administrative burden on member institutions specific to this data collection.

Initial Eligibility/Two-Year Transfer Education Plan

Overall Goals.

1. Educate parties affected by initial-eligibility and two-year transfer academic standard increases via multiple methods.

2. Provide educational resources for audiences connected to prospective student-athletes.

Key Messages to Communicate to Audiences.

1. Initial-eligibility changes.

    a. Increase in core course grade-point average and SAT/ACT test score sliding scale for access to competition.

    b. Minimum of 10 core courses required before seventh semester (corresponding grade-point average "locked in.")

    c. New academic standard has been created that allows for access to practice and financial aid in the first year for initial eligibility.

2. Two-year college transfer changes.

    a. Increase in two-year transfer standards (grade-point average, core course, limits on physical education activity).

    b. New academic standard has been created that allows for access to practice and financial aid in the first year for two-year transfer eligibility.

    c. Availability and benefits of the academic year in readiness at the two-year college (pending legislation).

Target Audiences.

1. Initial-eligibility changes.

    a. Prospective student-athletes (including middle school basketball prospective student-athletes) and parents.

    b. International student-athletes, administrators and coaches.

c. Coaches (high school, club, amateur team coaches).

d. Educational administrators (high school counselors, principals, athletics directors, teachers) and related professional organizations.

e. Coaching associations and national governing bodies [e.g., National Association of Basketball Coaches (NABC), American Football Coaches Association (AFCA) and Women's Basketball Coaches Association (WBCA)].

f. General public.

2. Two-year college transfer changes.

a. Two-year institution prospective student-athletes and parents.

b. Two-year institution administrators and academics advisors.

c. Two-year college athletics associations (National Junior College Athletic Association, California Community College Athletic Association, Northwest Athletic Association of Community Colleges).

d. Two-year institution's athletics department administrators (National Alliance of Two Year College Athletic Administrators).

e. Two-year college academics advisors for student-athletes (California Community College Counselors/Advisors Academic Association for Athletics, National Academic Advising Association, National Association of Academic Advisors for Athletics).

f. General public.

Channels/Methods to Reach Audiences.

1. Public awareness campaign.

a. Public service announcements during televised NCAA events using former student-athletes.

b. Videos and announcements during NCAA championships events.

c. Advertising in magazines, newspapers, radio.

d. YouTube channel with informational videos, public service announcements.

e. Webinars and videoconferences with public, high school administrators, coaches.

2. Website.

Houses a resource center for administrators, coaches, parents, student-athletes to download informational documents and view videos regarding initial-eligibility and two-year transfer issues.

3. Social media.

Twitter, Facebook pages that push individuals to the website for resources.

4. Emails and online newsletters.

Mass emails to high school institutions and prospective student athletes; signing up on the website for subscriptions to online newsletters, E-zines.

5. In-person meetings; speaking engagements.

a. Basketball prospective student-athletes: 7th and 8th grade events basketball, April and June evaluation period events (pairing possibly with NCAA enforcement staff), partnership with NABC for events, iHoops).

b. Football prospective student-athletes: 7-on-7 Disney ESPN youth football events, Pop Warner football events, AFCA meetings, high school All-American events (pairing possibly with NCAA Enforcement Staff).

c. Professional organization meetings for middle school, high school, and two-year college and four-year college administrators.

d. Coaching associations and national governing bodies (NABC, AFCA, WBCA, etc.) meetings.

6. NCAA Membership Outreach and Engagement.

7. Incentivizing NCAA Division I member institutions (compliance, academics, athletics administrators) to get out to their local high schools and two-year colleges and educate on these academic changes. Provide pre-made presentations and handouts for membership outreach.

8. Paper document mailings.

   Updated Guide to the College Bound Student-Athletes, Transfer Guides, paper tri-fold brochures, one-pagers, posters campaigns and handouts sent to high schools and two-year colleges.

9. Public phones line and specialists to handle questions for 2-4 and initial-eligibility changes.

   Provide training dedicated to initial eligibility and 2-4 questions.

Summary of Educational Initiatives
Initial-Eligibility and Two-Year College Transfer Student-Athletes

Prospective Student-Athletes and Parents (Grades 9-12).

1. Create email generated from NCAA Eligibility Center at time of registration.

2. Provide FAQ and resources on website.

3. Update Guide to College Bound Student-Athlete.

4. Create and maintain PowerPoint presentations that will be available online and provided to NCAA member institutions to provide to high school students.

5. Email blasts to prior registrants.

6. Create call center prompts to update on changes.

7. Develop social media campaign.

8. Attendance and youth clinics at both men's and women's final fours.

9. Provide webinars.

10. Create a pre-registration web link to encourage prospective student-athletes to preview rule changes.

11. Travel to conferences and events to educate; focus on football and men's basketball.

High School and Junior High School Administrators and Coaches.

1. Produce newsletter to high schools dedicated to new legislation.

2. Mass mailing to all high schools in high school database.

3. Create poster campaign to high schools.

4. Create online video on new changes.

5. Advertisements in high school focused publications.

6. Develop pamphlet campaign.

7. Travel to conferences and events to educate; focus on football and men's basketball.

General Public Education.

1. Create public service announcement to air during men's and women's championships.

2. Develop public awareness campaign that is incorporated into all NCAA events.

3. Develop social media campaign.

4. Advertisements in sports and other periodicals, programs, websites, etc.

Two-Year College Students and Parents.

1. Provide email notice at time of registration of changes.

2. Create two-year FAQ document and other resources for website.

3. Update Transfer Guide.

4. Maintain PowerPoint presentations available online.

5. Send email blast to all registrations in NCAA Eligibility Center database.

6. Create call center updates with new legislation.

7. Develop social media plan.

Two-Year Institutions.

1. Develop a listserv/database of all two-year college administrators.

2. Create newsletter for two-year community.

3. Send mass mailing to all two-year colleges.

4. Develop poster campaign.

5. Create online video.

6. Produce advertisements for two-year college focused publications.

7. Travel to speaking engagements for two-year community.

SUPPLEMENT NO. 27

Progress-Towards-Degree Evaluation

NCAA Research

Purpose of Review

- In light of the increases to initial-eligibility standards, it is appropriate to look at the continuing-eligibility standards.
- Staff considered the current standard and reviewed data demonstrating the rates at which SAs are currently meeting the standards.
- The following data also includes projections of SAs meeting modeled standards.

GPA

Current GPA Standard

- SAs must present the following GPA requirements:
  - After one year of full-time enrollment, a cumulative GPA that is 90% of the GPA required for graduation.
  - After two years of full-time enrollment, a cumulative GPA that is 95% of that required for graduation.
  - After three years and beyond, a cumulative GPA that is equal to the GPA required for graduation.

Percentage of First-Year SAs Meeting Year-End GPA Standards

	Meet 1.8 GPA	Would Meet 1.9 GPA	Would Meet 2.0 GPA
Overall	96.4	94.9	93.4
Males	95.1	93.0	90.8
Females	97.9	97.1	96.2
Minority	94.7	92.5	90.1
Nonminority	97.6	96.5	95.5
FBS	97.1	95.7	94.1
FCS	95.4	93.7	91.9

Percentage of First-Year SAs Meeting Year-End GPA Standards

- **Overall Trend**: Slightly higher percentage of first-year SAs who met the year-end 1.800 GPA standard (96.4%), than the first-year SAs who met the year-end 1.900 GPA standard (94.9%) and 2.000 GPA standard (93.4%).

- **Gender Trend**: Slightly higher percentage of first-year female SAs who met the year-end 1.800 GPA (97.9%), 1.900 GPA (97.1%) and 2.000 GPA (96.2%) standards than first-year male SAs who met the year-end 1.800 GPA (95.1%), 1.900 GPA (93.0%) and 2.000 GPA (90.8%) standards.

- **Minority Trend**: Slightly higher percentage of first-year nonminority SAs who met the year-end 1.800 GPA (97.6%), 1.900 GPA (96.5%) and 2.000 GPA (95.5%) standards than first-year minority SAs who met the year-end 1.800 GPA (94.7%), 1.900 GPA (92.5%) and 2.000 GPA (90.1%) standards.

- **Football Subdivision Trend:** Slightly higher percentage of first-year FBS SAs who met year-end 1.800 GPA (97.1%), 1.900 GPA (95.7%) and 2.000 GPA (94.1%) standards than first-year FCS SAs who met the year-end 1.800 GPA (95.4%), 1.900 GPA (93.7%) and 2.000 GPA (91.9%) standards.

- Greatest percentage difference is with SA groups who met the 2.000 GPA standard.
- Percentage of first-year SAs meeting year-end GPA standards did not fall below 90% in any category.

Characteristics of Those First-Year SAs Not Meeting Year-End GPA Standards

	Does Not Meet 1.8 GPA	Does Not Meet 1.9 GPA	Does Not Meet 2.0 GPA
Percentage of Males	4.9	7.0	9.2
Percentage of Females	2.1	2.9	3.8
Percentage Minority	5.3	7.5	9.9
Percentage Nonminority	2.4	3.5	4.5
Average High School Core GPA	2.80	2.80	2.81
Average Best Test	980	977	979

Characteristics of Those First-Year SAs Not Meeting Year-End GPA Standards

- **Gender Trends:** Slightly higher percentage of first-year male SAs who are not meeting the year-end 1.800 GPA (4.9%), 1.900 GPA (7.0%) and 2.000 GPA (9.2%) standards than first-year female SAs who are not meeting the year-end 1.800 GPA (2.1%), 1.900 GPA (2.9%) and 2.000 GPA (3.8%) standards.

- **Minority Trends:** Slightly higher percentage of first-year minority SAs who are not meeting the year-end 1.800 GPA (5.35), 1.900 GPA (7.55) and 2.000 GPA (9.9%) standards than first-year nonminority SAs who are not meeting the year-end 1.800 GPA (2.4%) 1.900 GPA (3.5%) and 2.000 GPA (4.5%) standards.

- **Average HSGPA Trends:** No difference between the average high school GPA for first-year SAs who are not meeting the year-end 1.800 GPA standard (2.80%) and 1.900 GPA standard (2.80 %). Slightly higher average high school GPA for first-year SAs who are not meeting the 2.000 GPA standard (2.81%).

- **Average Best Test Trend:** Slightly higher average test score for first-year SAs who are not meeting the year-end 1.800 GPA standard (980) than first-year SAs who are not meeting the year-end 1.900 GPA standard (977) or 2.000 GPA standard (979).

Percentage of First-Year SAs Meeting Year-End GPA Standards by Sport

	Meet 1.800 GPA	Would Meet 1.900 GPA	Would Meet 2.000 GPA
Men's Baseball	96.6	95.3	92.9
Men's Basketball	96.2	93.3	90.8
Men's Football	93.4	90.6	87.7
Men's Other	95.7	94.2	92.6
Women's Basketball	97.9	96.4	94.8
Women's Other	97.9	97.2	96.4

Percentage of First-Year SAs Meeting Year-End GPA Standards by Sport

- GPA Trends by Sport:

<u>2.000 GPA</u>:

- Women's Other: Highest percentage of SAs who met 2.000 GPA standards (96.4%).
- Men's Football: Lowest percentage of SAs who met 2.000 GPA standards (87.7%).
- All sports except men's football had at least 90% of first-year SAs meeting year-end 2.000 standards.

<u>1.900 GPA</u>:

- Women's Other: Highest percentage of SAs who met 1.900 GPA standards (97.2%).
- Men's Football: Lowest percentage of SAs who met 1.900 GPA standards (90.6%).
- All sports had at least 90% of first-year SAs meeting year-end 2.000 standards.

Percentage of First-Year SAs Meeting Year-End GPA Standards by Sport

- GPA Trends by Sport:

  1.8 GPA:

  - Women's Other and Women's Basketball: Highest percentage of SAs who met 1.800 GPA standards (97.9%)
  - Men's Football: Lowest percentage of SAs who met 1.800 GPA standards (93.4%)
  - All sports had at least 90% of first-year SAs meeting year-end 2.000 standards.

Percentage of Second-Year SAs Meeting Year-End GPA Standards

	Meet 1.9 GPA	Would Meet 2.0 GPA
Overall	98.4	97.0
Males	97.6	95.6
Females	99.2	98.5
Minority	97.3	94.9
Nonminority	99.0	98.3
FBS	98.5	97.2
FCS	98.0	96.4

Percentage of Second-Year SAs Meeting Year-End GPA Standards

- **Overall Trend**: Slightly higher percentage of second-year SAs who met the year-end 1.900 GPA standard (98.4%) than second-year SAs who met the year-end 2.000 GPA standard (97%).

- **Gender Trend**: Slightly higher percentage of second-year female SAs who met the year-end 1.900 GPA (99.7%) and 2.000 GPA (98.5%) standards than second-year male SAs who met the year-end 1.900 GPA (97.6%) and 2.000 GPA (95.6%) standards.

- **Minority Trend**: Slightly higher percentage of second-year nonminority SAs who met the year-end 1.900 GPA (99%) and 2.000 GPA (98.3%) standards than second-year minority SAs who met the year-end 1.900 GPA (97.3%) and 2.000 GPA (98.3%) standards.

- **Football Subdivision Trend:** Slightly higher percentage of second-year FBS SAs who met year-end 1.900 GPA (98.5%) and 2.000 GPA (97.2%) standards than second-year FCS SAs who met the year-end 1.900 GPA (98%) and 2.000 GPA (96.4%) standards.

- Greatest percentage difference is with SA groups who met the 2.000 GPA standard.
- Percentage of second-year SAs meeting year-end GPA standards did not fall below 94.9% in any category.

Characteristics of Those Second-Year SAs Not Meeting Year-End GPA Standards

	Does Not Meet 1.9 GPA	Does Not Meet 2.0 GPA
Percentage of Males	2.4	4.4
Percentage of Females	0.8	1.5
Percentage Minority	2.7	5.1
Percentage Nonminority	1.0	1.7
Average High School Core GPA	2.76	2.76
Average Best Test	957	961

Characteristics of Those Second-Year SAs Not Meeting Year-End GPA Standards

- **Gender Trends:** Slightly higher percentage of second-year male SAs who are not meeting the year-end 1.900 GPA (2.4%) and 2.000 GPA (4.4%) standards than second-year female SAs who are not meeting the year-end 1.900GPA (.8%) and 2.000 GPA (1.5%) standards.

- **Minority Trends:** Slightly higher percentage of second-year minority SAs who are not meeting the year-end 1.900 GPA (2.7%) and 2.000 GPA (5.1%) standards than second-year nonminority SAs who are not meeting the year-end 1.900 GPA (1.0%) and 2.000 GPA (1.7%) standards.

- **Average HSGPA Trends:** No difference between the average high school GPA for second-year SAs who are not meeting the year-end 1.900 GPA standard (2.76%) and second-year SAs who are not meeting the 2.000 GPA standard (2.76%).

- **Average Best Test Trend:** Slightly higher average test score for second-year SAs who are not meeting the year-end 2.000 GPA standard (961) than second-year SAs who are not meeting the year-end 1.900 GPA standard (957).

Percentage of Second-Year SAs Meeting Year-End GPA Standards by Sport

	Meet 1.9 GPA	**Would Meet 2.0 GPA**
Men's Baseball	98.3	97.3
Men's Basketball	97.9	95.6
Men's Football	96.5	93.4
Men's Other	98.3	96.8
Women's Basketball	98.9	97.8
Women's Other	99.2	98.6

Percentage of Second-Year SAs Meeting Year-End GPA Standards by Sport

- GPA Trends by Sport:

  2.0 GPA:

  - Women's Other: Highest percentage of second-year SAs who met 2.000 GPA standards (98.6%)
  - Men's Football: Lowest percentage of second-year SAs who met 2.000 GPA standards (93.4%)
  - All sports except men's football had at least 93% of second-year SAs meeting year-end 2.000 standards.

  1.9 GPA:

  - Women's Other: Highest percentage of second-year SAs who met 1.900 GPA standards (99.2%)
  - Men's Football: Lowest percentage of second-year SAs who met 1.900 GPA standards (96.5%)
  - All sports had at least 96% of second-year SAs meeting year-end 2.000 standards.

Percentage of First-Year SAs Meeting Year-End GPA Standards

Discussion:

1. Is the current GPA requirement too low?

2. Should the minimum GPA required be increased?

Credit Hours

Current Standards

- SAs must pass the following annually:
  - At least 6 credit hours in each regular term of full-time attendance.
  - At least 18-semester or 27-quarter hours in each academic year.
- First year SAs must pass at least 24-semester or 36-quarter hours in the overall academic year.

Average Term by Term Credit Hours Earned and Attempted

	Average Credit Hours Earned/Attempted in Term 1	Average Credit Hours Earned/Attempted in Term 2
Overall	13.6/14.6	13.5/14.4
Males	13.2/14.4	13.1/14.3
Females	14.2/14.8	14.0/14.6
Minority	13.0/14.4	13.0/14.4
Nonminority	14.0/14.7	13.8/14.5
FBS	13.1/14.2	13.0/14.1
FCS	14.0/14.9	13.9/14.8

Note: Only those SAs at semester schools are included in the analyses.

Average Term by Term Credit Hours Earned and Attempted

- **Overall Trend**: SAs earn slightly more than 13 credit hours per term during each term of the academic year.
- **Gender Trend**: Female SA's generally attempt the same number of credit hours that male SA's attempt, however, female SA's earn more credit hours per term (14.2 in term one and 14.0 in term two) than male SA's (13.2 in term one and 13.2 in term two).
- **Minority Trend**: Higher number of credit hours earned by nonminority SAs (14.0 in term one and 13.8 in term two) than earned by minority SAs (13.0 in terms one and two).
- **Football Subdivision Trend:** FCS SAs generally earn more credit hours per term (14.0 in term one and 13.9 in term two) than FCS SAs (13.1 in term one and 13.0 in term two).
- Each category of SA earned at least 13 credit hours per term during each term of the academic year.

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Average Term by Term Credit Hours Earned and Attempted by Sport

	Average Credit Hours Earned/Attempted in Term 1	Average Credit Hours Earned/Attempted in Term 2
Men's Baseball	13.9/14.8	13.0/14.0
Men's Basketball	12.7/14.1	12.0/13.7
Men's Football	12.1/13.8	12.7/14.2
Men's Other	14.0/14.8	13.7/14.6
Women's Basketball	13.5/14.4	12.9/13.9
Women's Other	14.2/14.9	14.1/14.7

Note: Only those SAs at semester schools are included in the analyses.

Average Term by Term Credit Hours Earned and Attempted by Sport

- Credit Hour Trends by Sport:

  Term One:

  - Women's Other: Greatest number of credit hours earned (14.2) followed by Men's Other (14.0).
  - Men's Football: Fewest number of credit hours earned (12.1).

  Term Two:

  - Women's Other: Greatest number of credit hours (14.1) followed by Men's Other (13.7).
  - Men's Basketball: Fewest number of credit hours earned (12.0)

Average Term by Term Credit Hours Earned and Attempted by Sport

- Credit Hour Trends by Sport:
  - Men’s Football and Men’s Basketball are the two sports failing to earn at least 13 hours per term in either term.
  - Each sport saw a drop in credit hours earned from term one to term two.

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Average Remedial Credit Hours Accumulated by Term

Term 1	0.30
Term 2	0.13
Quarter 1	0.38
Quarter 2	0.20
Quarter 3	0.06

Percentage of SAs Meeting Term by Term Credit Hour Standards

	Earn 6 credit hours in Term 1	Earn 6 credit hours in Term 2	Earn 9 credit hours in Term 1	Earn 9 credit hours in Term 2	Earn 12 credit hours in Term 1	Earn 12 credit hours in Term 2
Overall	98.3	97.5	95.0	93.9	86.2	85.2
Males	97.6	96.7	93.2	92.3	82.1	81.8
Females	99.0	98.4	97.2	95.7	91.2	89.2
Minority	97.4	96.4	92.4	91.4	79.8	79.8
Nonminority	98.8	98.1	96.6	95.4	90.3	88.7
FBS	98.2	97.3	94.0	93.2	83.0	82.5
FCS	97.7	97.2	94.8	93.8	87.1	96.3

Note: Only those student-athletes at semester schools are included in the analyses.

Percentage of SAs Meeting Term by Term Credit Hour Standards

- **Overall Trend**: Higher percentage of SAs who earn 6 credit hours per term in terms one and two (98.3/ 97.5%), than the SAs who earn 9 credit hours per term (95.0/ 93.9%) and 12 credit hours per term (86.2/ 85.2%).

- **Gender Trend**: Higher percentage of female SAs who earn 6, 9, and 12 credit hours per term than male SAs.

- **Minority Trend**: Slightly higher percentage of nonminority SAs who earned 6, 9, and 12 credit hours per term. Greatest difference in credit hours earned per term occur at 12 hours in terms one and two, with nonminority SAs having a significantly higher percentage of hours earned (90.3/ 88.7%) than minority SAs (79.8/ 79.8%).

- **Football Subdivision Trend:** Slightly higher percentage of FBS SAs who earn 6 hours per term during term one (98.2%) than FCS SAs (97.7%). Generally even percentage of SAs earning 9 hours per term during terms one and two. FCS SAs have a higher percentage of SAs earning 12 hours per term (87.1/ 96.3%) in each term than FBS SAs (83.0/ 82.5%).

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Percentage of SAs Meeting Term by Term Credit Hour Standards by Sport

	Earn 6 credit hours in Term 1	Earn 6 credit hours in Term 2	Earn 9 credit hours in Term 1	Earn 9 credit hours in Term 2	Earn 12 credit hours in Term 1	Earn 12 credit hours in Term 2
Men's Baseball	98.9	97.8	96.6	94.0	89.5	83.9
Men's Basketball	98.5	94.3	94.3	87.6	79.0	71.9
Men's Football	95.8	95.7	88.2	90.8	72.2	77.3
Men's Other	98.6	97.6	96.1	94.0	88.8	86.7
Women's Basketball	98.9	97.2	96.3	92.6	87.5	81.7
Women's Other	99.0	98.5	97.3	96.1	91.6	90.1

Note: Only those student-athletes at semester schools are included in the analyses.

Percentage of SAs Meeting Term by Term Credit Hour Standards by Sport

- Credit Hour Trends by Sport:

  6 Hours:

  - Women's Other: Highest percentage of SAs who earned 6 credit hours in terms one (99.0%) and two (98.5%).
  - Men's Basketball: Lowest percentage of SAs who earned 6 hours overall during term two (94.3%).
  - All sports had a greater than 93% of SAs earning 6 credit hours during terms one and two.

  9 Hours:

  - Women's Other: Highest percentage of SAs who earned 9 credit hours in terms one (97.3%) and two (96.1%).
  - Men's Football: Lowest percentage of SAs who earned 9 credit hours during term one (88.2%).
  - Men's Basketball: Lowest percentage of SAs who earned 9 credit hours during term two (87.6%).
  - All sports except Men's Football and Basketball had at least 92% of SAs earning 9 credit hours in terms one and two.

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Percentage of SAs Meeting Term by Term Credit Hour Standards by Sport

- 12 Hours:
  - Women's Other: Highest percentage of SAs who earned 12 credit hours in terms one (91.6%) and two (90.1%).
  - Men's Football: Lowest percentage of SAs who earned 12 credit hours during term one (72.2%).
  - Men's Basketball: Lowest percentage of SAs who earned 12 credit hours during term two (71.9%).
  - Women's Other: The only sport with greater than 90% of SAs earning at least 12 credit hours in terms one and two (91.6 and 90.1%).

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Credit Hour Requirement

Discussion

1. Is six hours the appropriate credit hour requirement?
2. Should all sports be increased to nine credit hours?

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Degree Completion

Current Standards

- SAs must demonstrate the following:
  - Completion of 40% of the designated degree by the start of the third year of full-time enrollment.
  - Completion of 60% by the start of the fourth year of full-time enrollment.
  - Completion of 80% by the start of the fifth year of enrollment.

Percentage of SAs Meeting the Yearly Degree Completion Standards

	Meet 40% standard after 2nd year	Meet 60% standard after 3rd year	Meet 80% standard after 4th year
Overall	91.6	94.5	94.6
Males	89.7	92.7	92.3
Females	93.6	96.5	97.0
Minority	87.6	91.5	92.2
Nonminority	94.1	96.2	95.9
FBS	91.7	94.2	93.8
FCS	91.0	95.3	94.5

Note: 2nd year SAs: N=22,447; 3rd year SAs: N= 19,437; 4th year SAs: N=17,124

Percentage of SAs Meeting the Yearly Degree Completion Standards by Sport

	Meet 40% standard after 2nd year	**Meet 60% standard after 3rd year**	**Meet 80% standard after 4th year**
Men's Baseball	94.0	95.4	94.3
Men's Basketball	93.5	95.6	95.4
Men's Football	87.0	90.7	90.5
Men's Other	90.1	93.1	93.0
Women's Basketball	95.2	98.0	97.3
Women's Other	93.4	96.4	97.0

Note: 2nd year students: N=22,447; 3rd year students: N= 19,437; 4th year students: N=17,124

Degree Completion Requirements

- Overall, more than 90% of SAs meet the current requirements.
- Those groups identified as less likely to meet the requirements include male and minority SAs in meeting the 40% requirement (89.7% of males and 87.6% of minorities meet 40%).
- Staff does not recommend any changes to these requirements at this time.

Progress Toward Degree: GPA Standard

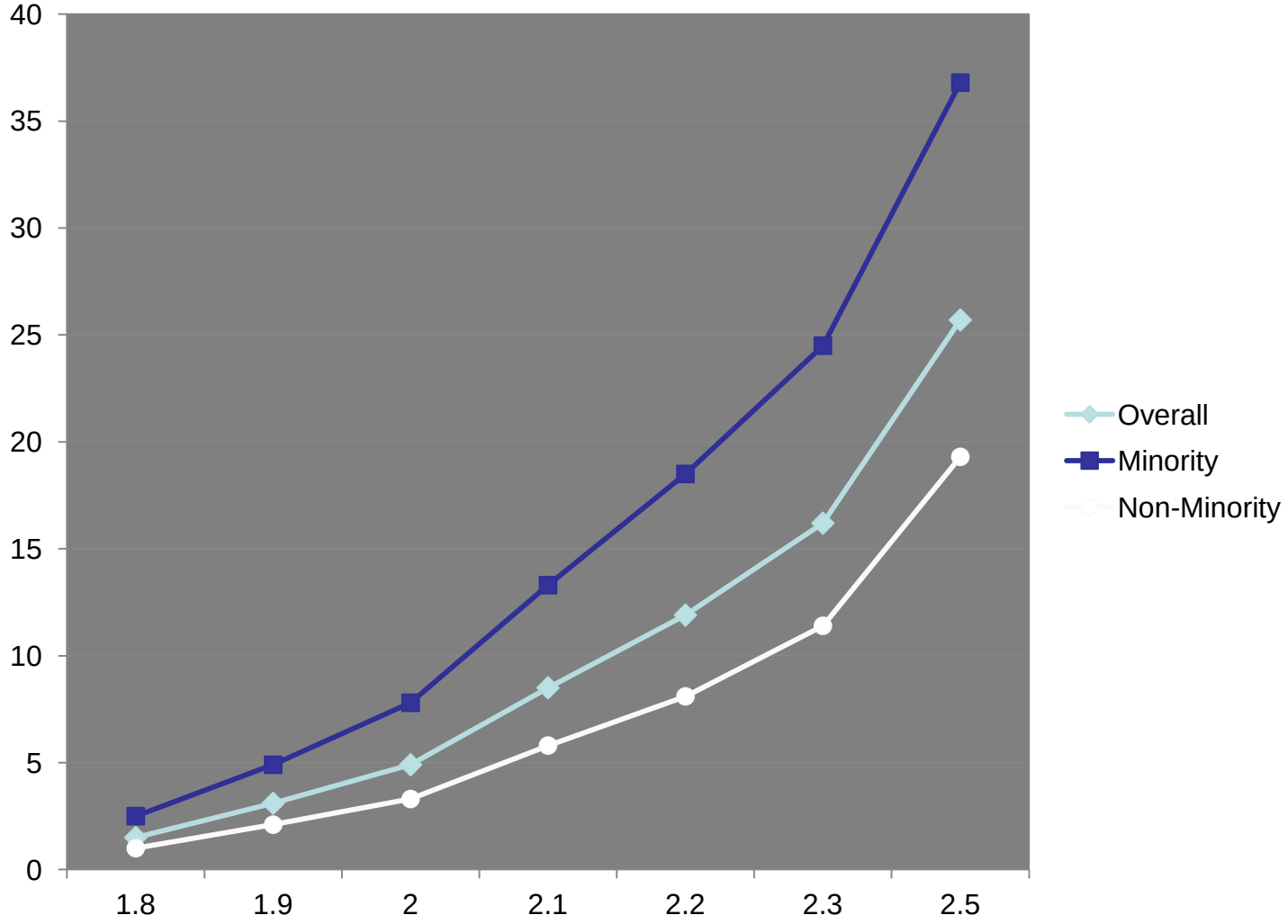
2007-08 Freshman Cohort (retained through end of 1st year); N = 20,105

Outcome: 2nd year Eligibility

GPA Standard	Selection Effects (% not meeting cut)	% False Negatives (Meet GPA standard but not eligible at end of 2nd year)	% False Positives (Do not meet GPA standard but eligible at end of 2nd year)
1.8	1.5	3.8	0.5
1.9	3.1	3.3	1.6
2.0	4.9	3.0	3.0
2.1	8.5	2.6	6.1
2.2	11.9	2.2	9.2
2.3	16.2	1.9	13.1
2.5	25.7	1.2	22.1

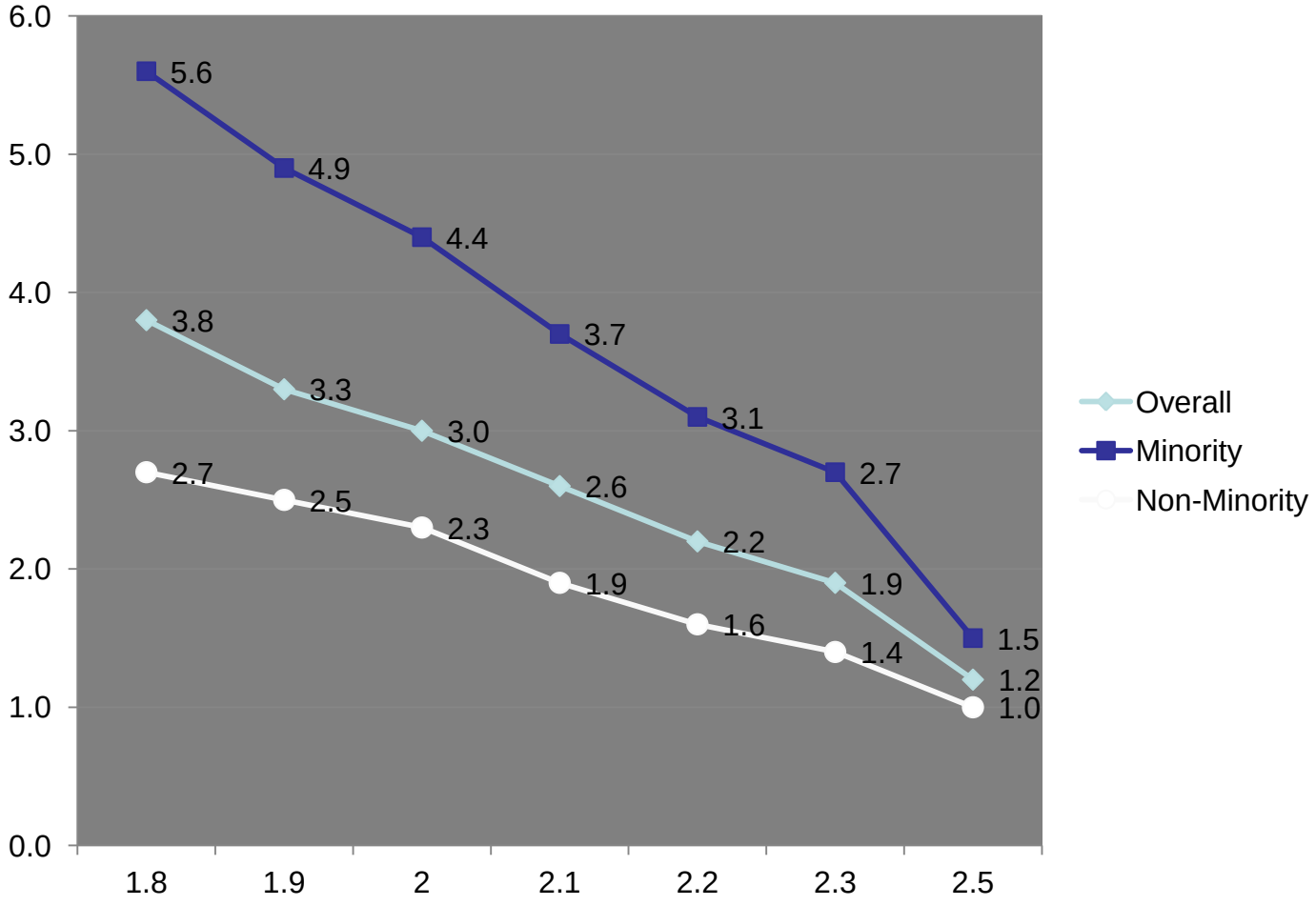
GPA Standard	Selection Effects (% not meeting cut)		% False Negatives (Meet GPA standard but not eligible at end of 2nd year)		% False Positives (Do not meet GPA standard but eligible at end of 2nd year)	
	Minority	Nonminority	Minority	Nonminority	Minority	Nonminority
1.8	2.5	1.0	5.6	2.7	0.8	0.2
1.9	4.9	2.1	4.9	2.5	2.5	0.9
2.0	7.8	3.3	4.4	2.3	4.9	2.0
2.1	13.3	5.8	3.7	1.9	9.7	4.0
2.2	18.5	8.1	3.1	1.6	14.0	6.0
2.3	24.5	11.4	2.7	1.4	20.2	8.9
2.5	36.8	19.3	1.5	1.0	31.8	16.4

Percentage Not Meeting GPA Cut



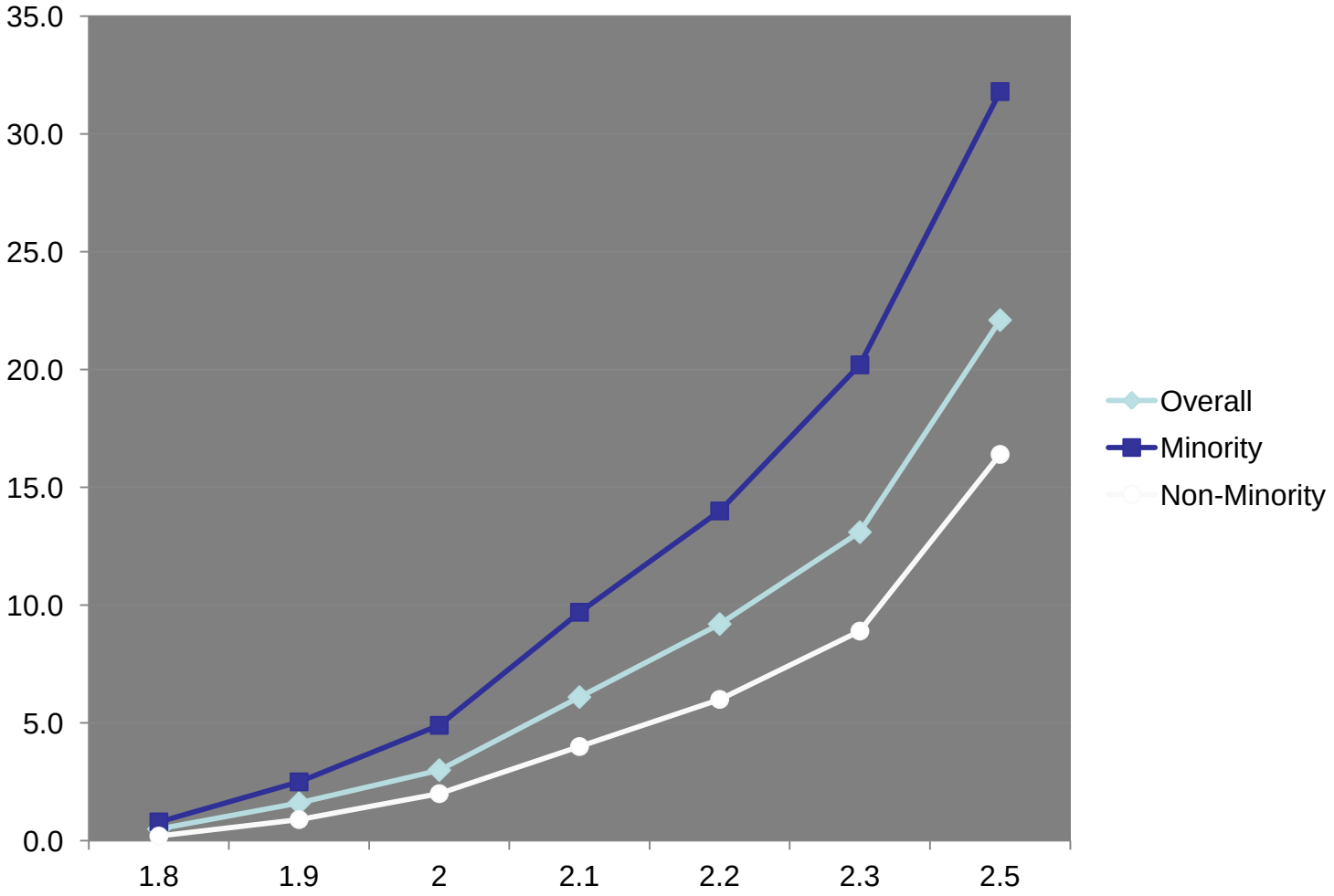
Percentage False Negatives

(Meet GPA Standard but not eligible at end of 2nd year)



Percentage False Positives

(Do not meet GPA Standard but are eligible at end of 2nd year)



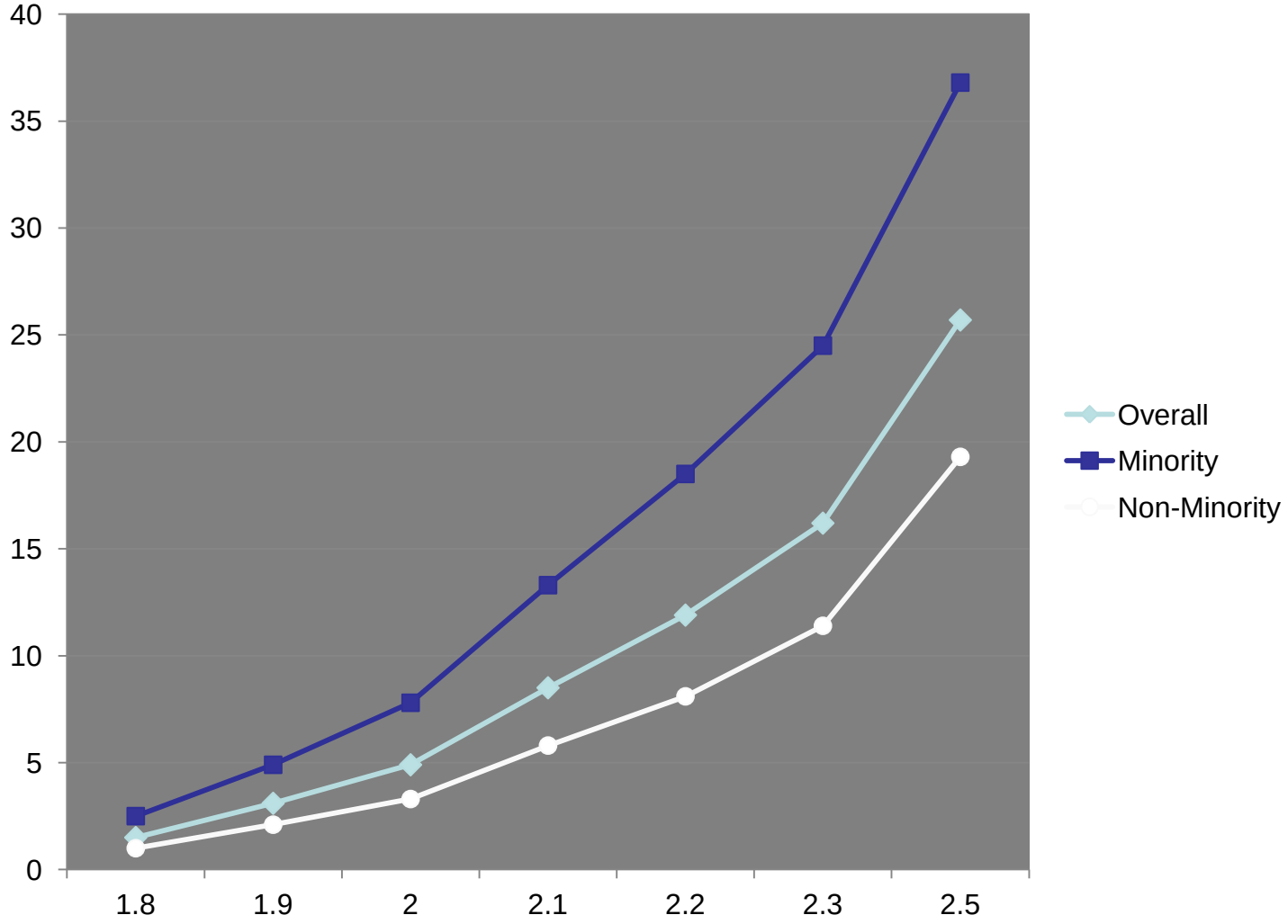
2007-08 Freshman Cohort (retained through end of 1st year); N = 20,105

Outcome: 2nd year Retention

GPA Standard	Selection Effects (% not meeting cut)	% False Negatives (Meet GPA standard but not retained at end of 2nd year)	% False Positives (Do not meet GPA standard but retained at end of 2nd year)
1.8	1.5	10.0	0.5
1.9	3.1	9.6	1.6
2.0	4.9	9.3	3.1
2.1	8.5	8.7	6.1
2.2	11.9	8.2	8.9
2.3	16.2	7.6	12.6
2.5	25.7	6.3	21.1

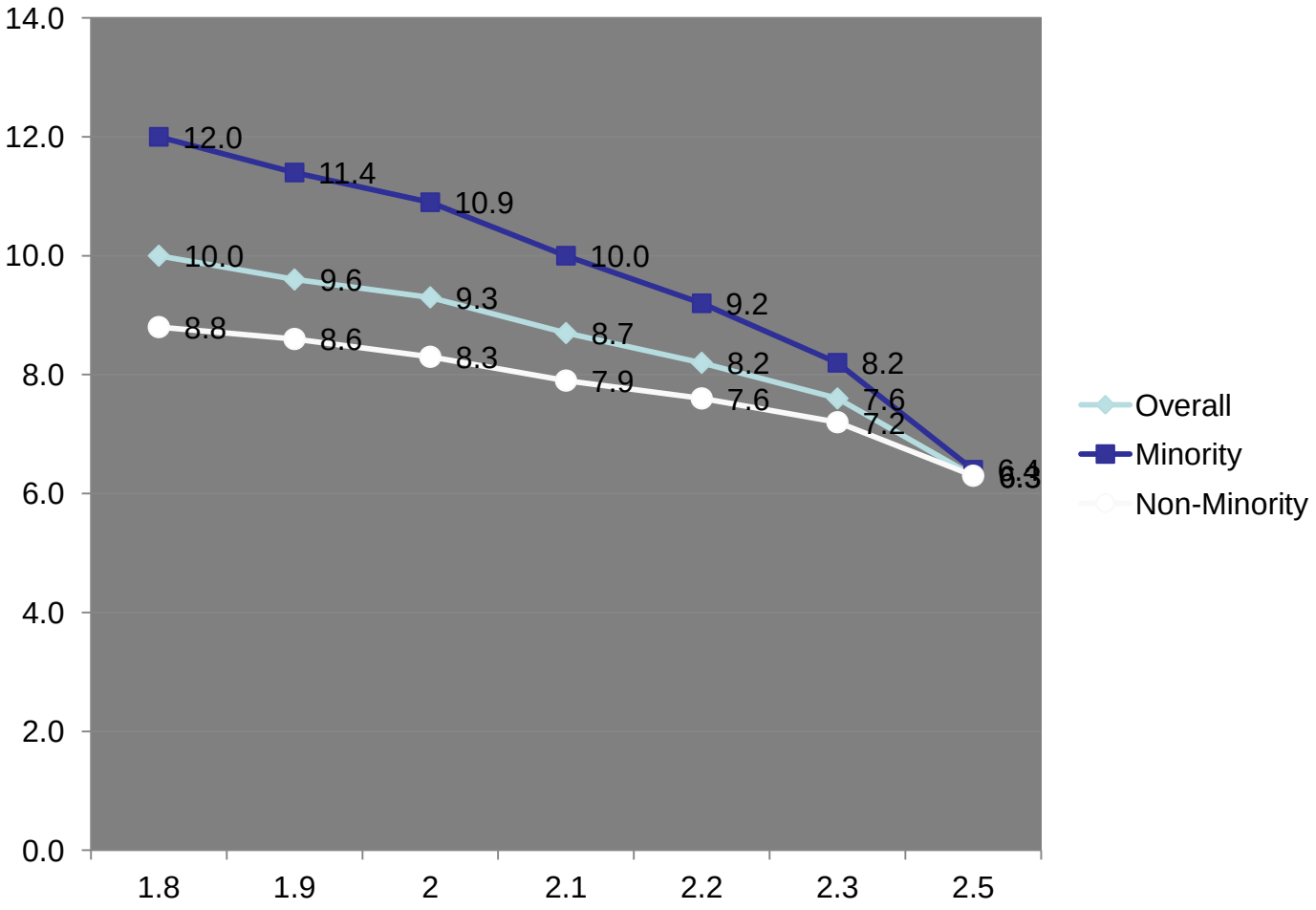
GPA Standard	Selection Effects (% not meeting cut)		% False Negatives (Meet GPA standard but not retained at end of 2nd year)		% False Positives (Do not meet GPA standard but retained at end of 2nd year)	
	Minority	Nonminority	Minority	Nonminority	Minority	Nonminority
1.8	2.5	1.0	12.0	8.8	1.0	0.2
1.9	4.9	2.1	11.4	8.6	2.8	1.0
2.0	7.8	3.3	10.9	8.3	5.2	1.9
2.1	13.3	5.8	10.0	7.9	9.8	3.9
2.2	18.5	8.1	9.2	7.6	14.3	5.8
2.3	24.5	11.4	8.2	7.2	19.5	8.6
2.5	36.8	19.3	6.4	6.3	30.5	15.5

Percentage Not Meeting GPA Cut



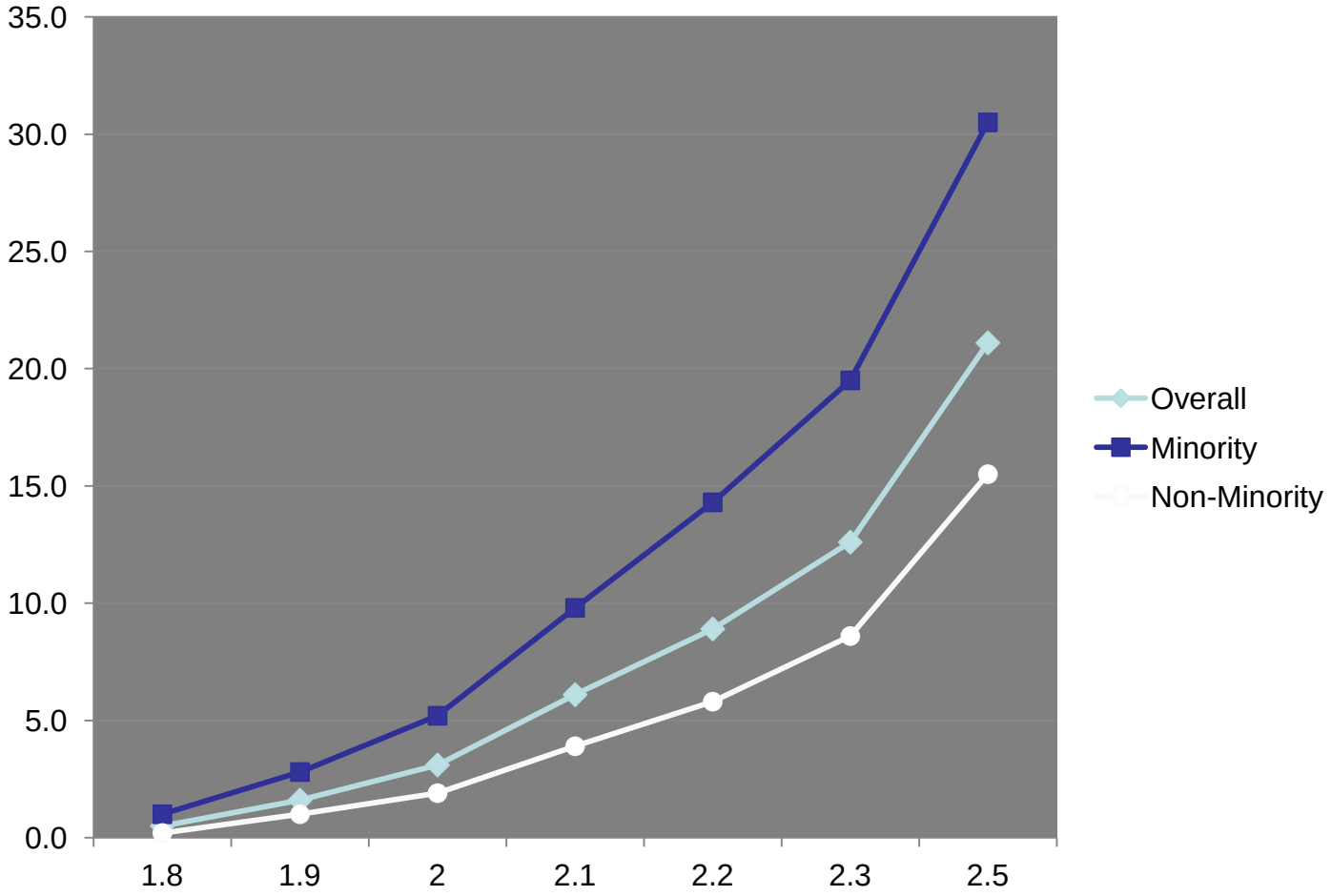
Percentage False Negatives

(Meet GPA Standard but not retained at end of 2nd year)



Percentage False Positives

(Do not meet GPA Standard but are retained at end of 2nd year)



NCAA Research

SUPPLEMENT NO. 28

Eligibility for Postseason Competition Between Terms for Multiple Round Events

Purpose.

In light of the current climate of embedding academic success, the purpose of this document is to review the current application of academic eligibility bylaws relative to multiple round postseason competition where the competition may begin during a regular academic term, but distinct rounds may occur between terms [e.g., Football Championship Subdivision (FCS), baseball championship] and promote discussion relative to its continued application.

Eligibilty for Postseason Competition.

Current legislation requires that, in general, to be eligibile to compete in a postseason event that occurs between regular terms (including summer), a student-athlete must have satifactorily completed six-semester or six-quarter hours of academic credit in the preceding regular academic term. Postseason events include, for example, conference tournaments, bowl games, National Invitation Tournaments, and NCAA championships.

However, additional legislation and interpretations regarding change in eligibility status indicates that a student-athlete who is academically eligible at the time of the student-athlete's or institution's first participation in an NCAA championship remains eligibile for the entire event even if it is a multiday tournament. Applicable legislation and interpretations are attached for reference.

For example, an FCS football student-athlete eligible for the fall term, whose team wins their first round game contested as part of the NCAA championship taking place prior to the completion of the institution's fall term, would be eligibile for all subsequent rounds of the tournament, including any round that may occur between the institution's terms, regardless of their ability to complete six hours of academic credit during the fall term. Additionally, even if the initial round occurred between terms but prior to the applicable certification date and in the absence of sufficient posted grades, the individuals entire elgibility for all rounds of the tournament would be based on fall term eligibility regardless of whether latter posting indicated an inability to meet the six-credit hour standard for the fall term.

Points to Consider.

1. Under current legislation, student-athletes can engage in NCAA championship activity after discovering the student-athlete's inability to satisfactorily complete a minimum of six-credit hours during the term just completed.

2. Mulitple round events provide distinct breaks to re-certify student-athletes to ensure completion of six credit hours from the preceding term for rounds completed between terms.

3. Additional examples of multiple round events that could begin during the term and continue between institutional terms include the baseball and softball championships and the track and field championships.

4. The time between the end of a quarter institution's winter term and the beginning of its spring term may also coincide with winter sport tournaments such as the men's and women's basketball tournament.

5. Legislation as currently applied provides certainty of continued eligibility for an NCAA championship event pursuant to one eligibility certification at the beginning of the tournament.

6. Replacing the current application with an every round academic certification, could result in the potential for review of up to three distinct certifications for any specific tournament. For example, a quarter institution could need to review winter term eligibility, between term eligibility, and spring term eligibility for the men's basketball tournament based on the timing of specific rounds.

7. Current application of the between term legislation extends to bowl games conducted after the beginning of the next term (i.e., certification of six hours completed only instead of academic certification to compete for the next term).

Discussion Questions.

1. Should a student-athlete have to be certified as satisfactorily completing six credit hours during the preceding regular academic term to maintain eligibility for subsequent rounds of an NCAA championship contested between terms?

2. If so, is the current timing of certification pursuant to NCAA Division I Bylaw 14.1.10.2.2 adequate?

3. Should a student-athlete have to be certified for competition for the next academic term to the extent additional rounds extend into that term?

14.1.10 Change in Eligibility Status.

If a student-athlete's academic eligibility changes at the end of a quarter or semester, the student-athlete shall become eligible or ineligible to compete on the date his or her eligibility officially is certified by the appropriate institutional authority. In a case in which the student becomes eligible at the end of the term, the earliest date on which the student can become eligible to compete is the day after the date of the last scheduled examination listed in the institution's official calendar for the term that is ending. In a case in which the student-athlete becomes ineligible, the ineligibility shall become effective not later than the first day of classes of the following semester or quarter. In any case, if the student-athlete is academically eligible to compete at the time of the student-athlete's or the institution's first participation in an NCAA championship, he or she shall remain eligible for the remainder of the championship.

14.1.10.2 Eligibility for Postseason Competition -- Between Terms.

To be eligible to compete in a postseason event (e.g., conference tournament, bowl game, National Invitation Tournament, NCAA championship) that occurs between regular terms (including summer) a student-athlete shall have satisfactorily completed six-semester or six-quarter hours of academic credit during the preceding regular academic term of full-time enrollment (see Bylaw 14.4.3.1). *(Adopted: 4/28/05 effective 8/1/05, Revised: 12/12/06, 1/8/07 effective 8/1/07, 4/26/07 effective 8/1/07)*

14.1.10.2.1 Less than Full-Time Enrollment.

A student-athlete who was enrolled in less than a minimum full-time program of studies pursuant to an exception or waiver during the term immediately prior to the postseason event is subject to the following requirements: *(Adopted: 1/8/07 effective 8/1/07)*

(a) If the student-athlete was enrolled in at least six credit hours, he or she shall have satisfactorily completed six semester or six quarter hours of academic credit; or

(b) If the student-athlete was enrolled in less than six credit hours, he or she shall have satisfactorily completed the number of semester or quarter hours of academic credit in which he or she was enrolled.

14.1.10.2.2 Timing of Certification.

A student-athlete's eligibility under this provision shall be determined within 14 business days

(see Bylaw 14.02.2) (regardless of the date in which grades are posted or submitted) after the date of the last scheduled examination listed in the institution's official calendar for the term that is ending. If the postseason event occurs prior to the conclusion of the 14 business days, eligibility shall be determined by using grades from the immediately preceding regular academic term (e.g., fall term if certifying for a bowl game), provided a sufficient number of grades from the term have been posted. All grades posted in accordance with institutional procedures by 5 p.m. local time (where the institution is located) on the day prior to the postseason event must be considered. If the postseason event occurs prior to the conclusion of the 14 business days and an insufficient number of grades from the immediately preceding term have been posted, eligibility shall be determined by using grades from the most recent regular academic term for which a sufficient number of grades have been posted. *(Adopted: 1/8/07 effective 8/1/07)*

14.1.10.3 Eligibility for Postseason Competition -- Postseason Football Bowl Game During an Institution's Second Academic Term. (FBS)

If an institution is selected to participate in a postseason bowl game that will occur during the institution's second regular term (e.g., winter quarter, spring semester) of the academic year, a student-athlete's eligibility to compete in the bowl game shall be certified consistent with the standards applicable to postseason competition that occurs between terms (see Bylaws 14.1.10 and 14.1.10.2). However, a student-athlete must meet full-time enrollment requirements applicable to term-time competition (see Bylaw 14.1.8.2). *(Adopted: 4/26/07)*

Title: Certification of Eligibility for Postseason Competition between Terms (I)

Date Issued: July 9, 2008

Date Published: July 15, 2008

Type: Staff Interpretation

Item Ref: d

The membership services staff confirmed that an institution is required to certify a student-athlete's eligibility for a postseason event occurring between terms based on the grades available at 5 p.m. local time (where the institution is located) on the day prior to the start of the postseason event. A student-athlete certified eligible for the postseason event remains eligible for the entire event (e.g., multiday tournament), provided the event concludes prior to the start of the next regular academic term. If the student-athlete later participates in another postseason event occurring between terms, the institution must re-certify the student-athlete with grades available at 5 p.m. local time (where the institution is located) on the day prior to the start of that

postseason event. However, if a student-athlete becomes ineligible and any portion of the postseason event occurs on or after the first day of classes of the next regular term, the student-athlete is ineligible for the remainder of the event, except for participation in NCAA championships and postseason bowl games.

[References: NCAA Division I Bylaw 14.1.10 (change in eligibility status); 14.1.10.2 (eligibility for postseason competition between terms); 14.1.10.2.2 (timing of certification); 14.1.10.3 (eligibility for postseason competition -- postseason football bowl games during an institution's second academic term [FBS])]

NCAA Working Group on Collegiate Model – Rules
January 2012 Report

Guided by the October 2011 resolution adopted by the NCAA Division I Board of Directors (Attachment A), the NCAA Working Group on Collegiate Model – Rules (chaired by President Jim Barker, Clemson University and vice chaired by President Steadman Upham, University of Tulsa) continues its discussion regarding a new regulatory culture and review of specific principle-based outcomes and operational bylaws. The group identified some over-arching principles, such as fairness, accountability and integrity, which will guide work within the individual bylaws.

The group identified a framework for a new approach to NCAA rules. Under this construct, all NCAA legislation must tie back to the NCAA enduring values of student-athlete success, the collegiate model, amateurism or equity and must support or advance a constitutional principle. The model will define specific principle-based outcomes in key bylaws, with accompanying operating bylaws that provide further guidance to assist with compliance. The operating bylaws are to be meaningful, enforceable and supportive of student success. Additional guidance will be provided by the national office, conferences and professional organizations (Attachment B). The group also continued its work on a redefined principle of competitive equity to better focus on issues of fairness.

[Note: While the working group has yet to formally approve the drafts of principle-based outcomes and operating bylaws - the plan is for them to do so by the end of January - much work has been completed to date. Drafts of principle-based outcomes have been developed, along with many operating bylaws. As a reminder, the Phase I review includes:

1. *Bylaw 11 (Conduct and Employment of Athletics Personnel).*
2. *Bylaw 12 (Amateurism).*
3. *Bylaw 13 (Recruiting).*
4. *Bylaw 14 (Eligibility: Academic and General Requirements).*
5. *Bylaw 15 (Financial Aid).*
6. *Bylaw 16 (Awards, Benefits and Expenses for Enrolled Student-Athletes).*
7. *Bylaw 23 (Academic Performance Program).]*

Members of the working group are working with identified thought leaders in each bylaw area to prepare completed drafts of principle-based outcomes and operating bylaws for the working group's review prior to wide circulation in early 2012.

Going forward, after the working group completes its review of the drafts, the working group plans to solicit feedback from the membership – including the various committees, councils and cabinets in the Division I governance structure – in early 2012. While the group plans to work as efficiently and move as quickly as possible, the members believe that rewriting the rule book and creating a new regulatory approach requires a thoughtful process to produce quality work.

In addition, the group asks the Board to place a moratorium on new legislation for the 2012-13 legislative cycle (unless part of the presidentially led reform agenda), as well as to ask the NCAA Division I Legislative Council to table proposals in the 2011-12 cycle that could be impacted by the working group's efforts. In order to make the principles-based approach to the rule book successful, the group believes that suspending legislation in 2012-13 and tabling a large majority of the 78 proposals in the current cycle that could be related to the group's charge is necessary to allow the membership time to think more broadly about the rules and the rules-making process.

Finally, the working group agreed there are broader issues related to institutional integrity and the NCAA regulatory culture that require the attention of each of our campuses, conferences and the NCAA. The working group believes it is important for the NCAA to determine the need to regulate behaviors historically not considered within the scope of NCAA rules, and to discuss appropriate NCAA involvement even when behaviors may not be covered by NCAA rules. The working group encouraged NCAA leadership to consider how best to address issues of institutional integrity.

In summary, the Board is asked to:

1. Support the general approach outlined for a new regulatory structure.

2. Endorse a moratorium on new legislation for the 2012-13 legislative cycle (unless part of presidential reform agenda).

3. Support the creation of a new group to address issues of institutional integrity.

ATTACHMENT A

MEMORANDUM
(Editorial Revision: November 17, 2011)

October 19, 2011

TO: NCAA Division I Board of Directors.

FROM: James Barker, President, Clemson University, chair
Stedman Upham, President, University of Tulsa, vice chair.

SUBJECT: Working Group on Collegiate Model - Rules - Board Endorsement of Resolution.

The Working Group on Collegiate Model - Rules has been charged to review and amend the NCAA Division I Manual to reduce the volume of unenforceable and inconsequential rules that fail to support our enduring values and place emphasis on legislation that is the most strategically important.

It has become clear, in considering the environment in which intercollegiate athletics is conducted, that bold actions are necessary to change the regulatory culture such that NCAA rules are value-based, meaningful, enforceable and supportive of the collegiate model of sport. The development of processes and procedures that ensure new legislation aligns with and addresses our enduring values is of paramount concern.

The working group agreed that concurrent NCAA Division I Board of Directors support for the concepts and direction outlined by the working group is critical to advancing a new regulatory approach to intercollegiate athletics. To that end, we ask for the Board's support and endorsement of the following resolution as we work to do our part to transform intercollegiate athletics.

Resolution:

> "*Whereas*, the working group has concluded that bold actions are necessary to change the regulatory culture in meaningful ways that, in conjunction with an enhanced enforcement structure, will better support the collegiate model by placing appropriate emphasis on the most significant regulations;
>
> "*Whereas*, the working group recognizes the challenges inherent to our current regulatory culture, including the creation of a number of rules that may not be critical to the NCAA's enduring values;
>
> "*Be it therefore resolved*, that the working group shall establish principle-based outcomes that will apply to each operating bylaw, promote the fundamental constitutional principle of each operating bylaw and serve as the basis for legislation of national significance that merits inclusion in the Manual;

"*Be it further resolved*, that the working group shall examine "competitive equity" in terms of fairness to member institutions and student-athletes;

"*Be it further resolved*, that the working group shall work in cooperation with the working group on enforcement to identify an appropriate penalty structure that reinforces the need to adhere to established principles;

"*Be it further resolved*, that the working group shall identify opportunities to increase shared responsibility for rules compliance among those who participate in, lead and administer intercollegiate athletics at the campus, conference and national levels;

"*Be it further resolved*, that the working group shall develop a filtering process to evaluate future proposals to ensure that such legislation is consequential, readily enforceable, promotes our enduring values and further identified principle-based outcomes;

"*Be it further resolved*, that the working group shall encourage NCAA staff to reach out to membership constituents to gather feedback on concepts identified by the working group; and

"*Be it further resolved*, that the working group shall review specific principle-based outcomes and operational bylaws at its December 2011 meeting."

NCAA
New Regulatory Approach

NCAA Enduring Values (Student-Athlete Success/Collegiate Model/Amateurism/Equity)	➢ Our Values.
NCAA Constitutional Principles, including Principles of Fairness of Competition and Competitive Baselines	➢ Reasons to regulate. -
Principle-Based Outcomes and Operating Bylaws	➢ Areas to Regulate (NCAA Bylaws 10-17 and 23). - National regulations, including required institutional procedures.
Additional Operational Guidance	➢ Guidance. - Provided by National office, conferences and professional organizations.

Characteristics.

- Fewer regulations, but focus on most important areas.
- Violations of principle-based outcomes and operating bylaws result in appropriate penalty and consequence.

Presidential Working Group – Rules – Discussion Document
(February 2012)

The NCAA Working Group on Collegiate Model - Rules has been charged with reviewing and recommending amendments to the NCAA Division I Manual that would reduce the volume of rules that are difficult to enforce and that arguably fail to support the NCAA's enduring values, specifically the collegiate model, student-athlete success, amateurism and competitive equity. It is clear from the working group's numerous discussions, and from the feedback obtained from the membership that there is support to change the regulatory structure in meaningful ways that, in conjunction with an enhanced enforcement structure, will better support the collegiate model by placing appropriate emphasis on the most significant regulations.

In addition to the challenges related to the sheer volume of rules and bureaucracy in the current regulatory environment, the working group notes a historical desire to govern the conduct of intercollegiate athletics in a way that has resulted in a set of rules designed to diminish advantages that may arise for some members as a result of differing financial or other resources. The working group continues to examine whether to regulate through a "one size fits all" approach or otherwise legislate to the lowest common denominator based on resource availability. As a result and in support of a new regulatory approach, the working group is considering the development of guiding statements/principles that will serve as a foundation for a revised set of operating bylaws. The statements/principles will provide high-level guidance and justification for the operating bylaws which will serve to govern day-to-day compliance behavior.

The working group, along with leaders from the membership and the NCAA staff developed a package of concepts related to various operating bylaws on which the group would appreciate your feedback. The package includes a set of guiding statements/principles for each of the bylaws included in phase I of the working group's review. Proposed legislative concepts related to these guiding statements call for the immediate elimination of some rules and the modification and potential elimination of additional rules after discussion and development based on membership feedback. It is important to note that the working group considers these statements/principles and concepts very much in draft and will carefully consider all feedback before sending an initial set of recommendations to the NCAA Division I Board of Directors in April 2012. With that in mind, please consider the following questions during your discussion:

1. Are the guiding statements/principles appropriate for the relevant operating bylaws? Do the statements/principles adequately support the need for operating bylaws in this area? Should any be revised or added?

2. Do you agree with the actions contemplated by the legislative concepts?

3. Is there an appropriate nexus between the proposed guiding statements/principles and the actions contemplated by the legislative concepts?

NCAA Working Group on Collegiate Model - Rules
Discussion Document - NCAA Bylaw 11

NCAA Bylaw 11 Guiding Statements/Principles.

1. Coaching staff members employed by an institution, rather than ancillary institutional athletics personnel or outside individuals not associated with the institution, shall engage in coaching student-athletes in the intercollegiate athletics setting.

2. Each member institution shall establish policies and procedures, consistent with NCAA bylaws, related to the recruitment of prospective student-athletes, including the roles and responsibilities of all athletics department staff members. Only countable coaches shall engage in off-campus recruiting activities.

3. Member institutions, as opposed to any outside persons or entities, shall be responsible for determining who they employ and the amount of salary each employee receives, subject to institutional policies and procedures.

4. Each member institution shall establish policies, including accountability measures, to ensure appropriate institutional control of athletics department staff members, to promote an environment of integrity and to prohibit relationships with outside individuals/entities that are in conflict with Association and or institutional values.

NCAA Division I Bylaw 11 (Personnel) Concepts.

1. Elimination of coaching categories. The bylaws would continue to place sport-specific numerical limits on countable coaches and would exempt undergraduate/graduate student coaches and strength and conditioning coaches (in sports other than Football Bowl Subdivision football) from such limitations. It is proposed that each sport that currently includes a volunteer coach would be able to employ one an additional coach to offset the elimination of the volunteer coach category. For those sports with multiple volunteer coaches, it may be necessary to seek input from their respective coaches associations to determine the appropriate number of additional coaches.

   Rationale.

   - The elimination of coaching categories is designed to simplify/deregulate the coaching limitations without compromising the principle of fair competition.

Comments.

a. The NCAA Working Group on Collegiate Model – Rules subgroup continues to support elimination of the graduate student category (i.e., unlimited graduate assistants in all sports), but recommends that an additional criterion prohibiting previous collegiate or professional coaching experience be included in addition to the previously recommended full-time enrollment and good academic standing requirements. In addition, it may be necessary to consider whether unlimited graduate assistant coaches with the additional requirements to serve in such a position equitably offsets the four current graduate assistants permitted in FBS football, or whether additional countable coaches should be permitted.

b. The subgroup was split on maintaining the recently adopted limit of five strength and conditioning coaches in the sport of Football Bowl Subdivision (FBS) football, but acknowledged that since FBS recently adopted the rule, there may be merit in maintaining and evaluating its effectiveness for a period of time.

c. The subgroup noted that institutions should identify and keep on file a list of their countable coaches in each sport, but such a requirement should not be a national regulation. A conference, at its discretion, may require the list to be provided to the conference office.

d. The subgroup acknowledged that one option is to eliminate the volunteer coach category, while making appropriate increases to the numerical limits to offset the elimination of the category; however, there was support for maintaining the volunteer coach category, but redefining the position to be more consistent with its original intent.

e. The subgroup did not support the establishment of numerical limitations on noncoaching staff members in the sports of football and men's basketball. The group noted that if there are legitimate concerns regarding the impact of such individuals on the fairness of the competition, there are more effective ways (e.g., limiting bench personnel during competition) to address the problem. The subgroup agreed that as long as there are sport-specific coaching limitations, there will remain a need to assist institutions in distinguishing between those individuals who should be included in the numerical limitations.

2. Elimination of regulations governing contractual agreements and compensation from sources outside the institution.

   Rationale.

   - The regulations governing contractual agreements between an institution and its athletics department staff members and the receipt of compensation from sources outside the institution are not national in significance. It should be each institution's responsibility to address these matters in accordance with their own policies and procedures.

3. Elimination of the annual certification requirement applicable to coaches involved in off-campus recruiting activities.

   Rationale.

   - The annual certification requirement is not national in significance. Institutions and/or conferences, at their discretion, should be responsible for developing rules-education materials/tests designed to ensure that coaches engaged in recruiting activities have a sufficient working knowledge of the recruiting rules.

4. Elimination of the regulations governing scouting of opponents.

   Rationale.

   - The regulations governing scouting of opponents are not national in significance. Widespread availability of video would suggest minimal competitive advantage would be gained from in-person scouting and would be offset by the coach's diversion from other coaching responsibilities.

   Comments.

   - The subgroup noted that the NCAA Division I Legislative Council (LGC) did not support eliminating the scouting prohibition in its entirety, but instead preferred prohibiting live scouting in all sports, with exceptions for same site competition activities.

5. Additional regulations prohibiting the employment of coaches who remained employed in coaching prospects who participate on nonscholastic teams/clubs.

   Rationale.

   - This proposal is designed to limit opportunities for third party involvement in institutional athletics programs as well as eliminate unenforceable rules that require institutions to attempt to monitor recruiting conversations and conduct that occurs in the course of secondary employment.

   Comments.

   - The subgroup continues to support the additional regulations, but agreed with comments offered by the LGC regarding the potential resistance by coaches from being employed at local nonscholastic sports clubs (under current restrictions) while employed at a Division I institution. The group noted that part-time coaches in many non-revenue sports have used the local sports club exception to supplement institutional income.

6. Additional regulations prohibiting the employment of Individuals Associated with Prospects (IAWP) in noncoaching categories in all sports.

   Rationale.

   - The proposal is designed to limit opportunities for third party involvement in the recruiting process. The current rule is applicable only in men's basketball, but it is likely that this trend has extended to other sports or will do so in the near future.

7. Elimination of the regulations defining recruiting coordination functions that must be performed currently only by head or assistant coaches.

Rationale.

- The regulations defining recruiting coordination functions that must be performed only by a head or assistant coach are not national in significance and, in many instances, present enforcement challenges. Each institution should be responsible for establishing its own policies and procedures related to the recruitment of prospective student-athletes, including the roles and responsibilities of all athletics department staff members. The current rules requiring off-campus recruitment to be performed only by countable coaches would remain applicable.

8. Elimination of the restrictions governing the number of off-campus recruiters at any one time (the baton rule).

Rationale.

- The restriction on the number of coaches who may be engaged in off-campus recruiting activities at any one time (the baton rule) is not national in significance and presents enforcement challenges. The rule was initially adopted as a cost containment measure, but there is no data, anecdotally or otherwise, that would suggest the rule has furthered its objective. Each institution should be responsible for establishing its own policies and procedures related to the off-campus recruitment of prospective student-athletes by authorized countable coaching staff members.

NCAA Working Group on Collegiate Model -- Rules
Discussion Document -- NCAA Bylaw 12

NCAA Bylaw 12 Guiding Statements/Principles.

1. Only an amateur student-athlete is eligible for intercollegiate athletics participation in a particular sport (current Bylaw 12.01.1).

2. Member institutions' athletics programs are designed to be an integral part of the educational program. The student-athlete is considered an integral part of the student body, thus maintaining a line of demarcation between student-athletes and professional athletes (derived from current Bylaw 12.01.2).

3. A prospective or enrolled student-athlete shall not be involved with an agent during his or her participation in intercollegiate athletics. A prospective or enrolled student-athlete who has entered into a representation agreement with an agent shall be ineligible for participation.

4. A prospective or enrolled student-athlete shall not receive more than actual and necessary expenses for his or her participation in athletics competition.

Bylaw 12 (Post-Enrollment Amateurism) Concepts.

1. Create a uniform definition of "actual and necessary" expenses and eliminate superfluous regulations and interpretations related to such permissible expenses. In individual sports, permit calculation of actual and necessary expenses over a period of time (e.g., calendar year) rather than event-by-event basis.

   Rationale.

   - Current legislation regarding what is considered actual and necessary expenses is inconsistent. This issue results in confusion by the membership and perceptions of unfairness to prospective and enrolled student-athletes.

2. Streamline rules related to expenses that may be received from outside sources while maintaining the prohibition on receipt of expenses from professional sports organizations, boosters and agents.

3. Currently, there are several bylaws addressing the provision of competition-related expenses to prospective and enrolled student-athletes that are overly complicated and bureaucratic. This legislation would be replaced with one bylaw stating that actual and

necessary competition-related expenses may be received by a student-athlete from any source other than a professional sports organization (unless within pre-enrollment professional team exception), agent or booster (exception may be appropriate for booster living in locale of prospective student-athlete). [Note: This change would allow for earmarked fundraising in both team and individual sports.] Permit payment based on performance, including prize money, up to actual and necessary expenses, pre- and post-enrollment, in both team and individual sports from an amateur team or the sponsor of event

Rationale.

- Current legislation permits payment based on performance from both amateur and professional teams (pre-enrollment only) as well as from a sponsor of an event; therefore, it appears the membership is not concerned with the basis on which the money is received, provided it is from an otherwise permissible source and does not exceed actual and necessary expenses.

4. Expand opportunities for receipt of training expenses.

Rationale.

- Currently, training expenses may only be received from the United States Olympic Committee or appropriate national governing body in the sport. Increased flexibility in the legislation would permit receipt of training expenses form other entities (e.g., regional or provincial programs). This would reduce bureaucracy, confusion and enhance student-athlete well-being.

5. Reorganize legislation to clarify rules that apply pre-collegiate enrollment versus rules that apply to enrolled student-athletes.

Rationale.

- Throughout Bylaw 12, there are many areas where the legislation applies to either prospective or enrolled student-athletes, but not both. For example, a bylaw may be written as a general prohibition against some kind of activity (e.g., competition with professionals), but an exception will follow that makes the activity permissible for one category of a student-athlete (generally for prospective student-athletes). Separating the legislation, where appropriate, to make more clear these legislative differences will result in a more user friendly and understandable Manual.

6. Elimination of other legislation that is duplicative, overbroad or vague.

7. Simplify and streamline legislation related to expenses received for participation in elite events (e.g., Olympics).

   Rationale.

   - Currently, there are over 12 bylaws throughout Bylaw 12 addressing participation in elite events. This legislation will be streamlined and placed together in the Manual.

NCAA Working Group on Collegiate Model -- Rules
Discussion Document -- NCAA Bylaw 13

NCAA Bylaw 13 Guiding Statements/Principles.

1. The recruitment process shall balance the interests of prospective student-athletes, their educational institutions and the Association's member institutions. Regulations governing the recruiting process shall shield the prospective student-athlete from undue pressure that may interfere with his or her academic and athletics pursuits. Prospective student-athletes shall be in command of the recruiting process and institutions shall not infringe on that management.

2. Visits to an institution's campus by a prospective student-athlete shall be conducted according to policies and procedures established by the institution and approved annually by the institution's president or chancellor. Campus visits shall be designed to provide the prospective student-athlete an experience that exposes him or her to the typical experiences of a student and student-athlete on that campus.

3. The recruiting process shall include adequate academic and athletics assessment opportunities that provide for an informed decision by institutional admissions officials, college coaches and prospective student-athletes. The prospective student-athlete shall be free from unwanted interactions with institutional staff members.

4. A prospective student-athlete shall make his or her college choice free from impermissible offers and inducements provided to the prospective student-athlete or his or her relatives, coaches and friends. Further, an institution may not benefit (e.g., through the enrollment of a prospective student-athlete) from undue influences exerted by any party in the recruiting process.

5. An institution shall not involve a third party or representative of athletics interest in recruiting a prospective student-athlete.

Bylaw 13 (Recruiting) Concepts.

1. Elimination of the regulations defining recruiting coordination functions that must be performed currently only by head or assistant coaches. Only countable coaches would be permitted to engage in off-campus recruiting activities.

Rationale.

- The regulations defining recruiting coordination functions that must be performed only by a head or assistant coach are not national in significance and, in many instances, present enforcement challenges. Each institution should be responsible for establishing its own policies and procedures related to the recruitment of prospective student-athletes, including the roles and responsibilities of all athletics department staff members. The current rules requiring off-campus recruitment to be performed only by countable coaches would remain applicable.

Comments.

a. The NCAA Working Group on Collegiate Model subgroup supports the elimination of the regulations defining recruiting coordination functions that must be performed currently only by head or assistant coaches and suggests that such legislation be adopted in April.

b. The subgroup did note that there have been exceptions provided in recent years that permit individuals other than countable coaches to communicate with prospective student-athletes on non-recruiting matters (e.g., camp logistics).

2. Establishment of a specific earlier date by which prospective student-athletes who have demonstrated a commitment to attend an institution are no longer considered prospective student-athletes for purposes of applying recruiting rules (offers and inducements).

Rationale.

- The proposed change is designed to further student-athlete success and well-being by allowing an individual who has demonstrated a commitment to attend a particular institution to be treated similarly to the enrolled student-athletes attending that institution.

Comments.

a. The subgroup supports the establishment of a specific earlier date by which prospective student-athletes who have demonstrated a commitment to attend an institution are no longer considered prospective student-athletes for purposes of applying all recruiting rules.

b. The subgroup suggests that the date would be the date on which the prospect student-athlete signs a National Letter of Intent (NLI), or for institutions not subscribing to the NLI, the date on which the prospective student-athlete signs a written offer of admission and/or financial aid.

c. The subgroup also suggests that the legislation be adopted in April taking into consideration an appropriate effective date for implementation.

3. The establishment of regulations that provide for earlier access (specific initial dates for communication and contact) with prospective student-athletes.

Rationale.

- The establishment of regulations that provide for earlier access with prospective student-athletes is designed to support student-athlete success and well-being by allowing both the prospective student-athlete (and his or her family) and the institution greater opportunities to make more informed, and thus more sound recruiting decisions.

Comments.

a. The subgroup supports the establishment of regulations that provide for earlier access with prospective student-athletes.

b. The subgroup suggests that June 15 at the completion of the prospective student-athlete's sophomore year is the appropriate date and should be uniform for all sports.

c. The subgroup also suggests that the legislation be adopted in April taking into consideration an appropriate effective date for implementation.

4. Elimination of restrictions governing modes and restrictions (numerical limitations) on recruiting communication.

Rationale.

- The current regulations governing modes and restrictions on recruiting communication are cumbersome and present numerous enforcement challenges. Institutions and/or conferences, at their discretion, should be responsible for establishing policies and procedures governing the recruitment of prospective student-athletes by athletics department staff members.

Comments.

- The subgroup supports elimination of restrictions governing modes and restrictions (numerical limitations) on recruiting communication and suggests that legislation be adopted in April taking into consideration an appropriate effective date for implementation.

5. Development of more flexible recruiting calendars based on a specified number of recruiting days, with specified dead periods (e.g., days surrounding the initial National Letter of Intent signing date and the NCAA championship in the particular sport).

Rationale.

- The development of more flexible recruiting calendars based on an annual specified number of recruiting days will allow each institution to better assess its recruiting needs, while furthering the principle to shield prospective student-athletes from undue pressure in the recruiting process.

Comments.

a. The subgroup supports the development of more flexible recruiting calendars based on a specified number of recruiting days, with specified dead periods (e.g., days surrounding the initial National Letter of Intent signing date and the NCAA championship in the particular sport).

b. The subgroup supports no limitations on the number of recruiting opportunities per prospect, but requests additional feedback from the membership on this issue.

c. The subgroup notes that it is advisable to seek input from the respective coaches associations regarding the appropriate annual number of recruiting days per sport, but

also support an additional filtering process before reaching a definitive conclusion. [Note: The NCAA Division I Recruiting and Personnel Issues Cabinet previously has compiled data from coaches associations on this topic.]

d. The subgroup suggests that the concept be supported in April, but that additional time is necessary to develop the details of the proposal.

6. Elimination of legislation related to publishing/providing Admissions and Graduation Data, Banned Drug List and Initial-Eligibility Standards [Note: The activities would continue as national office/NCAA Eligibility Center policies].

Rationale.

- The current legislation is not consequential as it codifies policies that will continue to be implemented, regardless of their inclusion in the manual.

Comments.

- The subgroup supports the elimination of legislation related to publishing/providing Admissions and Graduation Data, Banned Drug List and Initial-Eligibility Standards and suggests that such legislation be adopted in April.

7. Deregulation of printed recruiting materials either by eliminating the rule entirely or, in the alternative, prohibit sending or providing prospective student-athletes any recruiting materials other than general correspondence. In the latter instance, institutions could post materials on their Web site to be accessed by the prospective student-athlete.

Rationale.

- The current legislation presents enforcement challenges and does not further the principle of fair competition.

Comments.

a. The subgroup supports the deregulation of printed recruiting materials and suggests that both alternatives be presented to the membership for feedback.

b. The subgroup suggests that a proposal consistent with the feedback provided by the membership be adopted in April taking into consideration an appropriate effective date for implementation.

8. Elimination of restrictions related to general advertising or promotional materials designed to solicit the enrollment of prospective student-athletes, while maintaining prohibitions against personalized promotions.

Rationale.

- The current restrictions related to general (as opposed to personalized) advertisements/promotions present enforcement challenges and does not further the principle of fair competition.

Comments.

a. The subgroup supports the elimination of restrictions related to general advertising or promotional materials designed to solicit the enrollment of prospective student-athletes, while maintaining prohibitions against personalized promotions, but requests additional feedback from the membership regarding the scope of deregulation.

b. The subgroup suggests that the elimination of restrictions related to general advertising or promotional materials be adopted in April consistent with the feedback provided by the membership and taking into consideration an appropriate effective date for implementation.

9. Reduction in restrictions governing the official visit (e.g., entertainment radius, support groups, activities, number of hosts), while requiring institutions to address such issues through written policies.

Rationale.

- Many of the restrictions governing official visits are not national in significance, have been adopted primarily to address isolated instances of conduct that resulted in a perceived recruiting advantage and often present monitoring difficulties for institutional compliance personnel. It is more appropriate that many of these issues be

addressed through the institution's written policies as required under current legislation.

Comments.

a. The subgroup supports eliminating many of the restrictions governing official visits and notes it is more appropriate that many of these issues be addressed through the institution's written policies as required under current legislation.

b. The subgroup notes that it is advisable to develop a list of the activities that should be addressed by the institution in its policies and procedures.

c. The subgroup requests additional feedback from the membership regarding the activities that should be eliminated and suggests additional time may be necessary to reach consensus on the list of activities to be addressed in the institution's policies and procedures.

10. Expansion of regulations of governing employment of Individuals Associated with Prospects (IAWPs) in noncoaching positions to all sports.

Rationale.

- The proposal is designed to limit opportunities for third party involvement in the recruiting process. The current rule is applicable only in men's basketball, but it is likely that this trend has extended to other sports or will do so in the near future.

Comments.

a. The subgroup supports the expansion of regulations of governing employment of Individuals Associated with Prospects (IAWPs) in noncoaching positions to all sports.

b. The subgroup suggests requesting feedback from the membership about the practical application of such a rule in all sports and notes that additional time may be necessary prior to adoption and implementation.

11. Elimination of all recruiting publicity regulations entirely or, in the alternative, after a prospective student-athlete's commitment to the institution.

Rationale.

- Many of the regulations prohibiting institutions from publicizing interest in a particular prospective student-athlete appear to be motivated by a desire to minimize a "keep up with the Jones" mentality as well as to address the perception that comments made by an institutional staff member about a prospective student-athlete have provided the institution with a recruiting advantage. Given the advances in technology and the increased use of social networks, such comments are often difficult to monitor as well as enforce, and it is arguable that such publicity is of significant consequence to the prospective student-athlete when making his or her recruiting decision. At a minimum, the publicity regulations have no consequence once a prospective student-athlete has committed to an institution.

Comments.

a. The subgroup supports deregulation of publicity rules and requests feedback from the membership on both alternatives.

b. The subgroup notes that it may be necessary to maintain the prohibition against media presence during recruiting contacts/visits.

c. The subgroup suggests that legislation be adopted in April consistent with feedback provided by the membership taking into consideration an appropriate effective date for implementation.

NCAA Working Group on Collegiate Model -- Rules
Discussion Document -- NCAA Bylaw 14

NCAA Bylaw 14 Guiding Statements/Principles.

1. Student-athletes participating in intercollegiate athletics are generally expected to earn a four-year degree within five years of initial collegiate enrollment.

2. Academic standards should facilitate a student-athlete's opportunity to earn a four-year degree.

    a. Academic standards should ensure that prospective and transfer student-athletes are academically prepared for the academic rigors of pursuing a degree and participating in intercollegiate athletics.

    b. Academic standards should ensure that enrolled student-athletes are making meaningful progress toward a baccalaureate degree.

3. Eligibility for practice, competition and receipt of athletics aid shall be conditioned on satisfying academic standards of the Association and the enrolling member institution.

4. Student-athletes, prospective student-athletes and institutional staff members should engage in sound academic behavior that demonstrates academic integrity in accordance with institutional policies and NCAA legislation.

5. Academic progress, retention and graduation of student-athletes and team academic standards are a means of access to postseason competition and other privileges of Division I membership.

6. Student-athletes should be provided appropriate academic support based on their individual needs, institutional mission and academic standards, and NCAA academic requirements. Institutions should consider their ability to provide such support in the recruitment and admission of student-athletes.

7. Admissions decisions for both entering first-year and two- and four-year transfer student-athletes are the sole responsibility of each member institution.

8. Consistent with NCAA bylaws, each member conference and member institution must establish policies to limit missed class time due to student-athletes' participation in intercollegiate athletics and such policies shall be reviewed and approved by the appropriate institutional body/individual outside of athletics.

Key Questions and Outcomes for Bylaw 14.

1. Principle No. 3 addresses the issue of academic integrity. What is the proper role for the NCAA when investigating and resolving allegations of a violation of academic integrity?

2. The NCAA constitution currently includes concepts regarding certification of eligibility and sound academic standards that are not included in the principles. Should the principles be amended to include these items from the constitution?

3. The principles listed may result in the following outcomes:

    a. Elimination of any residency requirement for a student-athlete that transfers provided the act of transferring does not negatively impact a student-athlete's progress toward a degree. This would permit student-athletes in all sports, including football and basketball to be immediately eligible after transferring. [Note: The current limitations on transferring could be included in a new bylaw governing competition or an existing bylaw (e.g., recruiting).]

    b. Combine the bylaws that govern the NCAA Division I Academic Performance Program with those that regulate the academic performance of individual student-athletes.

Bylaw 14 (Eligibility) Concepts.

1. Eliminate legislation that is duplicative, inconsequential and/or unenforceable. Thought leaders from the membership have started to review legislation that NCAA staff consider duplicative, inconsequential and/or unenforceable. The NCAA staff will continue to work with key thought leaders and members of the working group to further develop this draft.

   Rationale.

   - Removing legislation from Bylaw 14 that is duplicative to legislation in other bylaws or is inconsequential and or unenforceable will ensure that the remaining legislation supports the Associations enduring values and emphasizes student-athlete academic success.

   Comments.

   - Thought leaders from the membership have started to review legislation that an internal group considers duplicative, inconsequential and/or unenforceable. The staff will continue to work with members of the working group, key thought leaders and various entities within the NCAA governance structure (NCAA Division I Academic Cabinet and the NCAA Division I Committee on Academic Performance) and other affiliated groups to finalize the draft for consideration by the full working group.

2. In addition to eliminating unnecessary legislation, the following concepts are also being considered and evaluated:

   a. Create an academic success operating bylaw that focuses specifically on student-athlete and team academic success. This will emphasize the primacy of academics at an individual and institutional level.

   b. As part of an academic success operating bylaw the following changes are being considered:

      (1) Combine the bylaws that govern the NCAA Division I Academic Performance Program with those that regulate the academic performance of student-athletes;

(2) Eliminate (or move to a different bylaw) legislation that does not directly support academic success. For example, seasons of competition and high school all-star games do not affect a student-athlete or team's academic success. This may require the development of another operating bylaw (e.g., competition) or embedding certain legislation in another operating bylaw, if the legislation is deemed necessary; and

(3) Addressing the NCAA's role concerning issues of academic integrity.

Rationale.

- Restructuring the operating bylaw to focus on academic specific legislation will emphasize the primacy of academics at an individual and institutional level. It will allow for greater focus on those bylaws that will directly affect and support student-athlete academic performance.

NCAA Working Group on Collegiate Model -- Rules
Discussion Document -- NCAA Bylaw 15

NCAA Bylaw 15 Guiding Statements/Principles.

1. A student-athlete's cost of attendance shall be calculated by the institution's financial aid office in accordance with the cost-of-attendance policies and procedures used for students in general.

2. Student-athletes may receive athletically related financial aid administered by the institution, or from a permissible outside source, without violating the principle of amateurism, provided the amount does not exceed the institution's cost of attendance.

3. Financial aid received by a student-athlete shall conform to the rules and regulations of the Association, the awarding institution and the awarding institution's conference(s), if any.

4. In each sport, there shall be limits on the number and/or value of financial aid awards an institution may provide in any academic year.

Bylaw 15 (Financial Aid) Concepts.

- Eliminate legislation that is duplicative or addressed elsewhere in Bylaws 15 and/or 16.

  Rationale.

  - The elimination of duplicative legislation is designed to ease the administration on campus personnel (e.g., Bylaw 15.2.2 permitting an institution to designate specific facilities to be used by a student-athlete for his or her room and board may be considered a nonathletic related condition that could be included in the grant-in-aid agreement.).

  Comments.

  - In addition, the Board has charged the NCAA Student-Athlete Well-Being Working Group with developing an alternative legislative proposal for providing a miscellaneous expense allowance for the Board's review in April. The development of that legislative proposal will be informative for the working group's comprehensive financial aid models and options of Phase II review. A comprehensive review of

financial aid legislation must take into consideration a variety of factors. Beyond the legislation's interaction with federal, state and institutional regulations the Division I financial aid models directly impacts the Association's enduring values. As recent attempts to change the financial aid landscape have shown, this review must consider student-athlete well-being and the place financial aid legislation has in the spectrum of competitive equity along with its relationship to issues related to Title IX and gender-equity. To achieve this, it is necessary to solicit involvement from thought leaders and subject matter experts. The groups whose involvement should be solicited include National Association of Student Financial Aid Administrators, National Association of Athletics Compliance, National Association of Collegiate Directors of Athletics, National Association of Collegiate Women's Athletics Administrators, Faculty Athletics Representatives Association, the NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet, identified presidents and chancellors, coaches associations and student-athletes.

Academic Success Principle-Based Outcome Statements and Key Questions

The following is a list of the principle-base outcome statements developed to guide the academic behavior of student-athletes, teams and institutions.

1. <u>Principle-Based Outcome Statements</u>.

a. Student-athletes participating in intercollegiate athletics are generally expected to earn a four-year degree within five years of initial collegiate enrollment.

b. Academic standards should facilitate a student-athlete's opportunity to earn a four-year degree and serve as a means of access to practice, competition and receipt of athletics aid.

(1) Academic standards should ensure that prospective and transfer student-athletes are academically prepared for the academic rigors of pursuing an academic degree and participating in intercollegiate athletics.

(2) Academic standards should ensure that enrolled student-athletes are making meaningful progress toward a baccalaureate degree.

c. Student-athletes, prospective student-athletes and institutional staff members should engage in sound academic behavior that demonstrates academic integrity in accordance with institutional policies and NCAA legislation.

d. Academic progress, retention and graduation of student-athletes and team academic standards should serve as a means of access to postseason competition and other benefits of Division I membership.

e. Student-athletes should be provided appropriate support based upon their individual needs, institutional mission and academic standards and NCAA academic requirements. Institutions should consider their ability to provide such support in the recruitment and admission of student-athletes.

f. Admissions decisions for both entering freshmen and two- and four-year transfer student-athletes are the sole responsibility of each member institution and should adhere to the institution's regular admission standards and policies.

g. The association, member conferences and member institutions must establish policies to limit missed class time due to a student-athlete's participation in intercollegiate athletics and such policies shall be reviewed and approved by the appropriate institutional body/individual outside of athletics.

2. <u>Key Questions and Outcomes</u>.

a. Principle No. 3 addresses the issue of academic integrity. What is the proper role for the NCAA when investigating and resolving allegations of a violation of academic integrity?

b. The NCAA constitution currently includes concepts regarding certification of eligibility and sound academic standards that are not included in the principles. Should the principles be amended to include these items from the constitution?

c. The principles listed may result in the following outcomes:

(1) Elimination of any residency requirement for a student-athlete that transfers provided the act of transferring does not negatively impact a student-athlete's progress toward a degree. This would permit student-athletes in all sports, including football and basketball to be immediately eligible after transferring. [Note: The current limitations on transferring could be included in a new bylaw governing competition or an existing bylaw (e.g., recruiting).]

(2) Combine the bylaws that govern the NCAA Division I Academic Performance Program with those that regulate the academic performance of individual student-athletes.

NCAA Division I Academic Cabinet
Update of NCAA Division I Athletics Certification Program

Review of Charge and Update.

During its April 2011 meeting, the NCAA Division I Board of Directors approved the suspension of the NCAA Division I Athletics Certification Program until August 2013 in order to develop a streamlined and technology-driven program that focuses on the student-athlete experience.

Over the last seven months, the NCAA Division I Committee on Athletics Certification and the NCAA staff have surveyed member institutions from Cycle 3 of the current athletics certification program, interviewed key institutional leaders and collected information from the membership. Based on this feedback, the committee is making the following recommendations for the Board's consideration.

Name of the New Program.

The committee has agreed to change the name of the program from the NCAA Division I Athletics Certification Program to the NCAA Division I Institutional Performance Program. Further, the name of the committee will also change from the NCAA Division I Committee on Athletics Certification to the NCAA Division I Committee on Institutional Performance. In selecting the new name, the committee believed the name should reflect the broad-based approach of the program and the involvement by institutional personnel outside the athletics department. Finally, the term "performance" is an active term that reflects the program's new purpose.

New Program Purpose Statement.

The central purpose of the Institutional Performance Program shall be to facilitate member institutions in reviewing their athletics programs based on identified measures that align with the core values and principles of the NCAA and the institution's mission. This shall include data compiled by the NCAA for the chancellor's/president's review and analysis. Appropriate accountability measures will also be a part of the program. The program will assist the NCAA Division I membership in continual enhancement of the student-athlete experience.

System Development.

1. Replace the current once-every-ten-years narrative self-study report with a web-based/ IT infrastructure for input and output of data annually. The new program will provide institutions with consistency in the analysis of data and have the ability to establish measurements.

2. Annual review will occur in four areas of focus: academics, fiscal management, student-athlete experience and inclusion which includes gender and diversity. Approximately 80 percent of the data that will be used in the new program is currently collected by the NCAA.

3. Institutions and conferences and will receive scorecards to assist with decision making and information.

4. Replace the peer-review team with an issue-focused review when necessary. Campus visits may occur when an institution has fallen below committee determined measurements. Therefore, not all institutions will have campus visits.

5. The new program will provide information to the institution's chancellor/president in a dashboard format. Issues or concerns will be self-evident due to measurements and indicators. If no issues or concerns are identified, the process is complete and no additional response is needed.

6. For institutions that are below an identified measurement, resources will be identified to assist with the issue. Possible resources include:

    a. Best practices;

    b. Consultant pool;

    c. NCAA staff visit; and

    d. Supplemental funds.

Organizational Change.

1. The roles and responsibilities for the committee will include the following;

    a. Establish an ongoing and efficient review process for all NCAA Division I institutions that includes an annual indicator system;

    b. Develop a streamlined educational/orientation program for all Division I institutions;

c. Establish baseline measurements and comparisons for each of the four areas when appropriate;

d. Oversee and monitor submission deadlines and implement penalties; and

e. Coordinate issue-focused external review when appropriate, including the selection, approval and evaluation of peer experts. The committee will identify and partner with outside organizations [e.g., National Association of College and University Business Officers (NACUBO), National Association of Student Personnel Administrators (NASPA), National Association of Diversity Officers in Higher Education (NADOHE)] to train and serve as peer experts.

2. The number of committee members will remain at 18; however, the composition would consist of the following:

a. One chancellor/president from each subdivision;

b. Two at-large chancellors/presidents. Each chancellor/president to chair one focus area with one chancellor/president to chair full committee;

c. One chancellor/president to be representative from the Board;

d. Thirteen subject matter experts by focus area as noted above (member will be ex-officio if not from institution – e.g., NACUBO); and

e. One student-athlete representative from the NCAA Division I Student-Athlete Advisory Committee.

3. The committee recommends that it reports to the Board and that a Board representative serve on the committee to provide committee reports and updates. If the committee is unable to report to the Board, it is recommended the committee report to the NCAA Division I Leadership Council rather than the NCAA Division I Legislative Council.

Accountability Spectrum.

The committee developed a list that included a range from low accountability to high accountability measures at three distinct levels: institutional, regional/conference and national. The result will be a spectrum of accountability measures that encompasses these three levels.

The low accountability level represents very little oversight from the NCAA staff and committee. Medium accountability represents some involvement by the staff, committee or some other oversight body (e.g., conferences). Finally, high accountability infers that the staff and committee is not only actively involved but may require action by the institution.

Institutional Accountability Measures.

Activity Required	Equity Involved	Level of Accountability
Chancellor/president selects individuals to conduct the review of data he or she deems appropriate.	Chancellor/ President	Low Accountability
Peer comparison developed by institution.	Chancellor/ President or Designee	Low Accountability
Chancellor/president provides annual report to faculty senate, all student-athletes and athletics department staff.	Chancellor/ President or Designee	Medium Accountability
Chancellor/president must make an annual report to the governing board.	Chancellor/ President or Designee	Medium Accountability

Regional Accountability Measures.

Activity Required	Equity Involved	Level of Accountability
Conference office is identified as an available resource to its institutions when an institution falls below a benchmark.	Conference and Institution	Low Accountability
Conference office randomly audits an institution to ensure annual reporting to constituent groups has occurred (e.g., faculty senate).	Conference and Institution	Medium Accountability
Conference office creates the benchmarks and has the responsibility/ability to impose sanctions on institutions accordingly.	Conference and Institution	High Accountability
Chancellor/president must make an annual report to the conference.	Chancellor/ President or Designee	High Accountability

National Accountability Measures.

Activity Required	Equity Involved	Level of Accountability
Institution's chancellor/president and athletics director signoff on the annual report/process.	Chancellor/ President and NCAA	Low Accountability
Institution must report back to the committee/staff actions regarding remediation plans.	Chancellor/ President and NCAA	Medium Accountability

Activity Required	Equity Involved	Level of Accountability
Institution has issue focused visit from staff and/or peer expert.	Chancellor/ President and NCAA	High Accountability
Public release of information on an annual basis [similar to the NCAA Division I Academic Progress Rate (APR) release].	Chancellor/ President and NCAA	High Accountability
Audit of information submitted by institutions. This could be done through the department that oversees the collection of the areas being audited (e.g., academic and membership affairs for the APR data).	Chancellor/ President and NCAA	High Accountability
Institution receives postseason championship ineligibility for noncompliance.	Chancellor/ President and NCAA	High Accountability
Institution must appear in front of the committee for hearing for noncompliance.	Chancellor/ President and NCAA	High Accountability
Institution receives practice and/or regular season competition penalties for noncompliance.	Chancellor/ President and NCAA	High Accountability

Next Steps.

If the Board accepts the report, the committee will then engage in a series of activities to develop the new program. These steps are as follows:

January 11-13, 2012.

- 2012 NCAA Convention roundtable discussion.

February 2012.

- Committee approval of process and measurements.

April 2012.

- Board approves legislative package regarding the new program.

Spring – Summer 2012.

1. Determine best practices for institutions.
2. Determine a consultant pool.
3. Determine whether staff visits the institution.
4. Determine whether the supplemental fund should be used in areas where institution is below the benchmark.

Designation of Certain Initial-Eligibility Bylaws as Common Provisions

Purpose.

The purpose of this document is to provide an update regarding the status of the designation of certain initial-eligibility bylaws as common and to promote discussion of appropriately designating two provisions not previously included.

Overview.

The NCAA Division I Academic Cabinet agreed to sponsor legislation to make certain academic provisions common during the 2010-11 legislative cycle as a means to provide consistent procedures for the determination of initial eligibility without minimizing the autonomy of each division to establish its own initial-eligibility requirements. NCAA Division I Proposal No. 2010-55 was ultimately adopted, but two of the discussed provisions were not included because of language differences in the Division I and Division II bylaws relative to college courses and multiple high school attendance.

NCAA Division II Proposal No. 2012-3 will be voted on during the 2012 Convention. If adopted, this proposal will amend the two Division II bylaws to mirror Division I and designate as common those and the other provisions previously designated by Division I as common. As noted in Division II Proposal No. 2012-3, the college courses and multiple high school attendance bylaws will only be designated as common if Division I takes action to also designate them as common.

Points to Consider

1. The Academic Cabinet was previously supportive of designating as common the initial-eligibility bylaws related to college courses and multiple high school attendance.

2. With adoption of Division II Proposal 2012-3, the language of the Division II college course and multiple high school attendance bylaws will mirror Division I.

3. In order for the bylaws to be designated as common during the 2011-12 legislative cycle, and potentially avoid the impact of any contemplated legislation sponsorship moratorium for the 2012-13 legislative cycle, the Academic Cabinet would need to request that the NCAA Division I Legislative Council adopt the designations as noncontroversial legislation during its April meeting.

Discussion Question.

Should the Academic Cabinet request the Legislative Council adopt noncontroversial legislation designating as common initial-eligibility bylaws pertaining to college courses and multiple high school attendance?

2010-55

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

Status: Adopted - Final

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 Academic Cabinet

Effective Date: Immediate

Proposal 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.]

Estimated Budget Impact: None.

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

History

Jun 28, 2010: Submit; Submitted for consideration.

Jun 29, 2010: Academic Cabinet, Sponsored
Jan 13, 2011: Leg Council Init Review, Adopted; Pending Possible Board of Directors Review
Jan 15, 2011: Adopted, Override Period; No Action Taken by the Board of Directors
Jan 16, 2011: Adopted, Override Period; Start of Override Period
Mar 16, 2011: Adopted, Override Period; End of Override Period
Mar 16, 2011: Adopted; Adopted - Final

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

Convention Year: 2012
Date Submitted: May 4, 2011
Status: Ready for Convention Vote
Effective Date: Immediate
IPOPL Number: na
SPOPL Number: 11
Official Notice Number: 2012-3
Source: NCAA Division II Presidents Council [Management Council (Academic Requirements Committee)].
Proposal Category: Presidents Council
Topical Area: Eligibility

Intent:
To change the voting line for bylaws related to initial eligibility from federated to common for Division I and Division II, as specified; further, to specify that in order to use college courses to meet initial-eligibility requirements, the course must be placed on the high school transcript; and, to specify that a student who has attended multiple high schools must submit a transcript from each high school to the NCAA Eligibility Center.

A. Bylaws: Amend 14.3.1.2, as follows:

[Common provision, Divisions I and II only, 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 on graduation from high school;

(c) A mathematics course must be at the level of Algebra I or 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 over such matters); and

(e) A course must be taught at or above the high school's regular academic level (i.e., 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 14.3.1.2.5).

[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 College Courses. College courses may be used to satisfy core-curriculum requirements if accepted by the high school, provided the courses are accepted for any other student ~~*and*~~**,** meet all other requirements for core courses **and are placed on the student's high school transcript**.

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 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 an advanced course shall receive not 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 14 best grades from courses that meet the distribution requirements of the core curriculum. Additional core courses (beyond the 14 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.

14.3.1.2.9 Multiple High School Attendance. For a student-athlete who attends more than one high school, a Form 48-H (core-course form) **and an official transcript** from each high school the student-athlete attended must be used. **However, the NCAA Eligibility Center may receive the official transcript from either the student-athlete's original high school or the high school from which the student-athlete graduated, or from an institution's admissions office.**

B. Bylaws: Amend 14.3.1.3, as follows:

[Common provision, Divisions I and II only, 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 [i.e., 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 does not have 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.

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: Bylaws 14.3.1.2.3 and 14.3.1.2.9 will only be designated as common if Division I takes action to also designate them as common.]

Co-sponsorship - Conference:
None

Co-sponsorship - Institution:
None

Position Statement(s):
None

Review History:
February 25, 2011: Recommends Approval - Academic Requirements Committee
April 12, 2011: Approved in Concept - Management Council
July 26, 2011: Approved in Legislative Format - Management Council
August 11, 2011: Approved in Concept - Presidents Council

Convention Vote: No Convention Record