A G E N D A

National Collegiate Athletic Association

Division I Academic Cabinet

NCAA National Office
Indianapolis, Indiana

June 11-12, 2012

Pre-Meeting Teleconference.

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

2. Review the reports of the February 2012 NCAA Division I Academic Cabinet in-person meeting and April 2012 conference call. [Supplement No. 2] (Herman Holt)

3. Updates from the Division I governance structure.

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

   b. NCAA Division I Committee on Academic Performance update. [Supplement No. 4] (Diane Dickman)

   c. NCAA Division I Communications and Coordination Committee update. [Supplement No. 5] (Alex Smith)

   d. Division I cabinets/councils updates. [Supplement No. 6] (Juliette Kenny)

   e. NCAA Division I Student-Athlete Advisory Committee update. [Supplement No. 7] (Kaitlyn Vincek)

4. Review of legislation and interpretations. (Smith)

   a. Update from the April 2012, NCAA Division I Legislative Council Meeting. [Supplement No. 8]

   b. Update on legislation sponsored or requested by the Academic Cabinet. [Supplement No. 9]

      (1) Submission of transcript to NCAA Eligibility Center Before signing National Letter of Intent (2011-44).

(2) Year of academic readiness at two-year college (2011-65).

(3) Noncontroversial legislation requests.

c. Update on legislation reviewed by the Academic Cabinet in the 2011-12 legislative cycle. [Supplement No. 10]

d. Review recent interpretations of interest to the Academic Cabinet. [Supplement No. 11]

5. Update from committee reporting to the Academic Cabinet.

- NCAA International Student Records Committee. [Supplement No. 12] (Steve Clar and Doug Healey)

6. NCAA Eligibility Center update. [Supplement No. 13] (Gary DeCastro, Lisa Roesler and Nick Sproull)

7. NCAA Division I Academic Progress Rate (APR) release update. (Strawley)

8. Two-year/NCAA working group update. (Callahan)

9. Review Academic Cabinet policies and procedures. (Smith)

a. NCAA Division I Academic Cabinet Policies and Operating Procedures. [Supplement No. 14]

b. NCAA Division I Progress-Toward-Degree Waivers Committee. [Supplement No. 15]

c. NCAA Division I Initial-Eligibility Waivers Committee. [Supplement No. 16]

Anticipated Action Item

- Approve updated policies and procedures for the cabinet.

In-Person Meeting.

10. Welcome and announcements.

11. Teleconference follow-up, if necessary.

12. Initial eligibility.

    a. Continued discussion of initial-eligibility standards.

        (1) Application of academic redshirt designation to specific additional bylaw provisions. [Supplement Nos. 17 and 18] (Smith)

Anticipated Action Item:

- Recommend proposals to amend current bylaws.

        (2) Application of 10-course requirement to education impacting disability student-athletes. [Supplement No. 19] (Clar, Kenny and Bill Regan)

    b. Review early academic certification. [Supplement No. 20 to be distributed] (Tom Paskus and Regan)

Anticipated Action Item:

- Approve updated obvious waiver standards.

13. Initial-eligibility and 2-4 transfer standard education update. [Supplement No. 21] (Kenny)

14. NCAA Student Records Review Committee update. [Supplement No. 22] (Clar, Regan)

    a. Prospective student-athlete review statistics.

    b. Prospective student-athlete review policies and procedures.

Anticipated Action Item:

- Approve prospective student-athlete review policies and procedures.

15. Academic waivers.

a. Initial eligibility.

(1) Update on initial-eligibility waiver statistics. [Supplement No. 23] (Kenny)

(2) Review initial-eligibility waiver directive, guidelines and obvious waivers. [Supplement No. 24] (Kenny, Paskus, Regan).

Anticipated Action Item:

- Approve initial-eligibility data based analysis for previously approved waiver directive.

b. Progress toward degree.

(1) Update on progress-toward-degree waiver statistics. [Supplement No. 25] (Shauna Cobb)

(2) Review progress-toward-degree waiver directive and guidelines. [Supplement No. 26] (Cobb)

Anticipated Action Item:

- Approve progress-toward degree waiver directive.

(3) Discuss waiver of full-time enrollment for qualifying competition for elite competition. [Supplement No. 27] (Cobb)

Anticipated Action Item:

- Approve staff authority to make waiver decisions in this area, noting minimum enrollment parameters.

(4) Update regarding two-year college transfer waiver group. [Supplement No. 28] (Andy Cardamone)

(5) Review two-year college transfer waiver directive. [Supplement No. 29] (Cardamone)

Anticipated Action Item:

- Approve two-year college transfer waiver directive.

16. Continued review of progress-toward-degree standards and discussion of possible changes. [Supplement No. 30 to be distributed] (Paskus and Strawley)

17. Update regarding eligibility for postseason competition between terms for multiple round events. [Supplement No. 31] (Smith)

18. Discuss academic standards for four-year college transfers. [Supplement No. 32 to be distributed] (Clar)

19. NCAA Division I Bylaw 14 Rules Working Group input.

    - Review and comment on NCAA Division I Bylaw 14 concepts. [Supplement No. 33] (Regan)

20. Update from enforcement working group. [Supplement No. 34] (Laura Wurtz)

21. Institutional Performance Program update. [Supplement No. 35] (Andy Louthain)

22. FLAG/GRO update. (Stephanie Castera)

23. Selection of Academic Cabinet chair. (Holt)

Anticipated Action Item:

- Approval of Academic Cabinet Chair.

24. Review dates of future Academic Cabinet meetings.

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.
February 4-5, 2013 Indianapolis, Indiana	February 3 – Travel anytime. February 4 – Meeting from 8 a.m. to 5 p.m. February 5 – Meeting from 8 a.m. to noon; return travel after 2 p.m.

25. Other business.

26. Adjournment.

SUPPLEMENT NO. 1

2011-12 NCAA Division I Academic Cabinet Roster

MAILING ADDRESS	PHONE/FAX/EMAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Carray Banks Faculty Athletics Representative Norfolk State University Technology Department Head 700 Park Avenue RTC 420 N Norfolk, Virginia 23504	Phone: 757/823-2421 Fax: 757/823-8215 E-mail: cbanks@nsu.edu	Mid-Eastern Athletic Conference FCS	July 2015
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
Thomas K. Burman Director of Athletics University of Wyoming 1000 East University Avenue Laramie, Wyoming 82071	Phone: 307/766-2292 Fax: 307/766-5414 E-mail: tburman@uwyo.edu **Assistant: Kathy Dell Hearne** **Phone: 307/766-2292** E-mail: kdhearne@uwyo.edu	Mountain West Conference FBS	July 2014
Carolyn Callahan Faculty Athletics Representative University of Virginia Curry School of Education 405 Emmet Street South Charlottesville, Virginia 22903	Phone: 434/924-0791 Fax: 434/924-1384 E-mail: cmc@virginia.edu **Assistant: Lisa Miller** **Phone: 434/982-2849** E-mail: lam3v@virginia.edu	Atlantic Coast Conference FBS	July 2014 ***Administrative Committee Member***
Barbara Church Senior Associate Director of Athletics Metro Atlantic Athletic Conference 712 Amboy Avenue Edison, New Jersey 08837-3554	Phone: 732/738-5455 Fax: 732/738-8310 E-mail: bchurch@maac.org	Metro Atlantic Athletic Conference Division I	July 2012
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	Conference USA FBS	July 2014
Eric Hall Faculty Athletics Representative Elon University Koury Center 143C 2525 Campus Box Elon, North Carolina 27244	Phone: 336/278-5880 Fax: 336/278-6767 E-mail: ehall@elon.edu	Southern Conference FCS	July 2015
Rhonda Hatcher Faculty Athletics Representative Texas Christian University TCU Box 298900 2840 West Bowie Fort Worth, Texas 76129	Phone: 817/257-7710 Fax: 817/257-7656 E-mail: r.hatcher@tcu.edu	Big 12 Conference FBS	July 2014 (Not eligible for reappointment)
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	Pacific-10 Conference FBS	July 2014

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Herman Holt, Jr., chair Faculty Athletics Representative University of North Carolina, Asheville One University Heights, CPO 2010 Asheville, North Carolina 28804-3299	Phone: 828/232-5167 Fax: 828/232-5179 E-mail: hholt@unca.edu **Assistant: Brenda Henderson** **Phone: 828/251-6443** E-mail: bhenders@unca.edu	Big South Conference Division I	July 2012 ***Administrative Committee Member***
Loretta Lamar Associate Director of Athletics/SWA U.S. Naval Academy 566 Brownson Road Annapolis, Maryland 21402-5000	Phone: 410/293-8936 Fax: 410/293-8959 E-mail: lamar@usna.edu	Patriot League FBS	July 2012
Deland Myers Faculty Athletics Representative North Dakota State University NDSU Department 1200 P.O. Box 6050 Fargo, North Dakota 58108-6050	Phone: 701/231-9450 Fax: 701/231-6246 E-mail: Deland.Myers@ndsu.edu **Assistant: Linda Gangelhoff** **Phone:** 701/231-5614 E-mail: linda.gangelhoff@ndsu.edu	Summit League FCS	July 2015
Jackie Mynarski Senior Compliance Administrator Mid-American Conference 24 Public Square, 15th Floor Cleveland, Ohio 44113	Phone: 216/566-4622 Fax: 216/696-2633 E-mail: jmynarski@mac-sports.com	Mid-American Conference FBS	July 2014 ***Administrative Committee Member***
Annette O'Connor Faculty Athletics Representative LaSalle University 1900 West Olney Avenue Philadelphia, Pennsylvania 19141-1199	Phone: 215/951-1247 Fax: 215/951-1772 E-mail: oconnor@lasalle.edu	Atlantic 10 Conference Division I	July 2012
Cinnamon Sheffield Associate Athletic Director University of North Texas 1155 Union Circle #311397 Denton, Texas 76203	Phone: 940/565-3385 Fax: 940/565-3655 E-mail: cinnamon.sheffield@unt.edu **Assistant: Becky Hall** **Phone: 940/565-2789** E-mail: becky.hall@unt.edu	Sun Belt Conference FBS	July 2014
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
Shannon Strahl Associate Athletics Director, Compliance Gonzaga University 502 East Boone Avenue Spokane, Washington 99258-0066	Phone: 509/313-5700 Fax: 509/313-5787 E-mail: strahl@athletics.gonzaga.edu **Assistant: Melony Lloyd** **Phone: 509/313-3981** E-mail: lloydm@athletics.gonzaga.edu	West Coast Conference Division I	July 2015
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

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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
Ken White Faculty Athletics Representative Utah State University 4815 Old Main Hill Logan, Utah 84322-7400	Phone: 435/797-2162 Fax: 435/797-2118 E-mail: ken.white@usu.edu **Assistant: Jean Edwards** **Phone: 435/797-2162** E-mail: jean.edwards@usu.edu	Western Athletic Conference FBS	July 2014
David Williams II Director of Athletics Vanderbilt University 305 Kirkland Hall Nashville, Tennessee 37240	Phone: 615/322-8331 Fax: 615/322-3930 E-mail: david.williams@vanderbilt.edu **Assistant: Jo Ann Patterson** **Phone: 615/322-8331** E-mail: joann.patterson@vanderbilt.edu	Southeastern Conference FBS	July 2014
Elaine Wise Faculty Athletics Representative University of Louisville Humanities Building 303 Belknap Campus 2301 South 3rd Street Louisville, Kentucky 40208	Phone: 502/852-7149 Fax: 502/852-0078 E-mail: elaine.wise@louisville.edu **Assistant: Cindy Saling** **Phone: 502/852-6811** E-mail: cindy.saling@louisville.edu	Big East Conference FBS	July 2014

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REPORT OF THE NCAA DIVISION I ACADEMIC CABINET FEBRUARY 6-7, 2012, MEETING

KEY ITEMS.

1. **Review of NCAA Division I Initial-Eligibility Requirements – Practice Requirement – Quarter Institutions.** The NCAA Division I Academic Cabinet recommended the NCAA Division I Legislative Council sponsor noncontroversial legislation regarding the application of eligibility for practice during the first year of full-time enrollment at quarter institutions. The amendment clarifies the cabinet's original intent requiring student-athletes to earn nine semester or eight quarter hours in the most recent regular academic term.

2. **Review of NCAA Progress-Toward-Degree Standards.** The cabinet began its discussion regarding potential modifications to NCAA Division I Progress-Toward-Degree-Standards. The cabinet reviewed research specific to NCAA Progress Toward Degree Standards and will continue this review during its June meeting.

ACTION ITEMS.

1. **Legislative Items**.

   a. **Initial Eligibility Core-Course Requirement for International Student-Athletes.**

      (1) Recommendation. The Academic Cabinet recommends the Legislative Council adopt noncontroversial legislation specifying that prospective student-athletes whose initial-eligibility certification is based entirely on international credentials be exempt from the 10 core-course requirement set forth in NCAA Division I Proposal 2011-94.

      (2) Effective Date. August 1, 2015, for students initially enrolling full time in a collegiate institution or or after August 1, 2015.

      (3) Rationale. Due to the unique and varied international educational systems, it is in many cases not possible to determine or administer the 10 core-course requirement for international prospective student-athletes. International academic programs vary in length and determining the equivalent of "the beginning of the seventh semester" of secondary school is challenging. Many 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.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

b. Initial-Eligibility Practice Requirement for Student-Athletes at Quarter Institutions.

(1) Recommendation. The Academic Cabinet recommends the Legislative Council adopt noncontroversial legislation to modify NCAA Division I Bylaw 14.4.2.1 (eligibility for practice during initial year in residence). Specifically, the cabinet recommends that the existing legislation be modified to specify that: 1) an academic redshirt at a quarter institution must demonstrate academic success during the regular academic term immediately preceding the subsequent regular academic term in order to continue practice during the subsequent regular academic term; and 2) an academic redshirt who was academically unsuccessful during the first regular academic term may regain eligibility for practice during the third regular academic term by demonstrating academic success during the second regular academic term immediately preceding the third regular academic term.

(2) Effective Date. August 1, 2015, for students initially enrolling full time in a collegiate institution on or after August 1, 2015.

(3) Rationale. As adopted, the new initial-eligibility legislation specifies that continued practice for an academic redshirt at a quarter institution is entirely dependent on academic success during the first regular academic quarter, with no impact on the opportunity to continue practice during the third regular academic quarter for failure to be academically successful during the second regular academic quarter. Currently, the new initial-eligibility legislation permits an academic redshirt who successfully completes eight quarter hours of academic credit during the first regular academic term of his or her initial year of residence to practice during third regular academic quarter of his or her initial year, regardless of his or her academic performance during the second regular academic quarter. Further, per the newly adopted legislation, lack of academic success during the first regular academic quarter eliminates the opportunity to continue practice for the remainder of the academic year, regardless of any subsequent academic success during the second regular academic quarter. For example, per the newly adopted legislation, an academic redshirt who earns eight hours during the first academic quarter, remains eligible for both subsequent quarters during the initial year of enrollment, even if the

student-athlete fails to pass any hours during the second quarter. In addition, an academic redshirt who fails to successfully complete eight quarter hours of academic credit during the first regular academic quarter of his or her initial year of residence may not regain eligibility for the third regular academic quarter by successfully completing nine quarter hours of academic credit during the second regular academic quarter. The cabinet confirmed its original intent indicating that the legislation should be modified to ensure continued access to practice is contingent on a demonstration of academic success at each immediate stage throughout the first academic year.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

c. Initial-Eligibility Provisions as Common.

(1) Recommendation. The Academic Cabinet recommends the Legislative Council adopt noncontroversial legislation designating the college courses and multiple high school attendance bylaws as common. Specifically, the cabinet recommends that legislation be adopted to designate the following Division I and II Bylaws as common: 14.3.1.2 (core-curriculum requirements), 14.3.1.2.2 (nontraditional courses), 14.3.1.2.1 (English as a second language course), 14.3.1.2.5 (courses for students with education-impacting disabilities), 14.3.1.2.6 (grade value of core courses), 14.3.1.2.7 (pass-fail grades), 14.3.1.2.8 (repeat courses), 14.3.1.3 (test-score requirements), 14.3.1.3.2 (combined test scores), 14.3.1.3.3 (nonstandard test administration) and 14.3.1.3.4 (test-score report).

(2) Effective Date. Immediate.

(3) Rationale. NCAA Division II Proposal No. 2012-13 modified the language of the college courses and multiple high school attendance bylaws to mirror Division I legislation. These bylaws will only be designated as common if Division I takes action to also designate them as common. Consistent with NCAA Division I Proposal 2010-55, in which those specific bylaws could not be included due to inconsistencies between Divisions I and II, designating the college courses and multiple high school attendance bylaws as common will provide similar procedures for the determination of initial eligibility without minimizing the autonomy of each division to establish its own initial-eligibility

requirements. There is some ease of burden for all involved in the initial-eligibility process by having these provisions as common.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

- None.

***INFORMATIONAL ITEMS*.**

1. Legislative.

- None.

2. Nonlegislative.

a. Report of the NCAA Division I Academic Cabinet. The cabinet reviewed the report of the September 2011, meeting.

b. Report of the NCAA Division I Board of Directors Meeting. The cabinet reviewed the report of the October 2011 and January 2012, meetings.

c. Report of the NCAA Division I Committee on Academic Performance. The cabinet reviewed the report of the October 2011, meeting and January 2012, teleconference.

d. Educational Materials Provided to the Membership. The cabinet reviewed the materials developed to assist the membership in understanding the academic changes adopted by the Board during its October 2011, meeting.

e. Review of Division I Initial-Eligibility Requirements. The cabinet discussed the impact of the increased initial-eligibility standards adopted by the Board in October 2011, on select areas. Specifically:

(1) The cabinet had a preliminary discussion regarding the application of the academic redshirt designation to additional bylaw provisions. The cabinet

recommended NCAA staff identify the potential advantages and disadvantages associated with the application of the academic redshirt designation to additional bylaw provisions in the areas of recruiting and transfers. The cabinet agreed to revisit the application of the academic redshirt designation to specific bylaws during its June meeting.

(2) The cabinet discussed the academic redshirt concept within the context of a clock-extension/five-year rule waiver request. The cabinet noted that current five-year rule waiver legislation specifies that a student-athlete's inability to participate in intercollegiate athletics for more than one season in his or her sport within the five-year period due to failure to meet NCAA academic requirements is considered a circumstance within the control of the student-athlete. The cabinet determined that academic redshirt status should be viewed as a circumstance within the control of the student-athlete, consistent with the current five-year rule waiver legislation. The cabinet recommends the NCAA Division I Student-Athlete Reinstatement Committee continue to review waivers using its current analysis.

f. Review of Academic-Eligibility Requirements for Two-Year College Transfers.

(1) The cabinet approved the continuation of a modified data collection process for 2-4 transfer data collection as part of the NCAA Division I Academic Performance Program (APP). The data provides valuable insights on the academic profile of a successful two-year college transfer student-athletes and was instrumental in the formation of the new 2-4 transfer requirements. The cabinet did eliminate three components of the collection to reduce the administrative burden on member institutions.

(2) The cabinet approved amendments to the NCAA Division I Academic Cabinet Policies and Operating Procedures and the NCAA Division I Progress Toward Degree Committee Policies and Procedures consistent with the changes adopted by the Board in October. Specifically, the polices were adopted to reflect the formation of a new subcommittee to hear 2-4 transfer waivers.

(3) The cabinet continued its discussion of the academic year of readiness. Recognizing concerns raised by the membership, the cabinet supports the formation of a small group to further review the year of academic readiness. The group will consist of representation from the NCAA membership, including the Academic Cabinet and NCAA Division I Committee on Academic Performance, and the 2-year college community.

g. **Initial-Eligibility Waiver Directive.** The cabinet approved proposed amendments to the current initial-eligibility waiver directive (Attachment A). The cabinet supported a process that takes into account a data-based analysis of a student-athlete's likelihood of academic success during his or her first year of full-time collegiate enrollment at a member institution based on the student-athlete's core-course grade-point average, core-course units and standardized test score.

h. **National Association of Academic Advisors for Athletes (N4A).** The cabinet received an in-person report from the president and president-elect of N4A, Joe Lucky, University of Memphis and Bart Byrd, Baylor University. The report noted N4A reactions to the newly adopted initial-eligibility legislation, provided feedback regarding the year of academic readiness, emphasized the importance of skill-based academic preparation, and encouraged discussion regarding the potential expansion of exceptions to the full-time enrollment requirements for practice. N4A engaged the cabinet in a conversation related to the best ways to support student-athletes during the academic redshirt year. N4A will develop strategies and best practices for the academic redshirt year to be shared with the cabient.

i. **NCAA Working Group on the Collegiate Model -- Rules.** The cabinet received an update on the NCAA Working Group on the Collegiate Model -- Rules and provided feedback on the principles developed for NCAA Division I Bylaws 14 and 23. The cabinet supported the creation of an operating bylaw that focuses solely on academic-specific legislation and encouraged the movement of legislation that does not directly support academic success to other operating bylaws.

j. **NCAA Enforcement Working Group.** The cabinet received an update on the NCAA Enforcement Working Group and provided feedback. The cabinet commended the working group's progress with creating a multilevel NCAA rules violation structure, an enhanced penalty structure for NCAA rules infractions and for making efforts to expedite cases.

k. **NCAA Division I Athletics Certification Program**. The cabinet received an update on the work of the NCAA Division I Committee on Athletics Certification and provided feedback. The cabinet supported the central purpose of the Institutional Performance Program, which 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.

l. Progress-Toward-Degree Standards Review. The cabinet began its review of progress-toward-degree standards and examined research regarding college academic outcomes of student-athletes. The cabinet noted the importance of maintaining progress-toward-degree standards that increase the likelihood of graduation within a five-year period. The cabinet agreed to further discuss potential increases to the progress-toward-degree standards during its June meeting.

m. Eligibility for Postseason Competition between Terms for Multiple Round Events. The cabinet engaged in a preliminary discussion to determine whether a student-athlete should be certified as having satisfactorily completed six credit hours during the preceding regular academic term to maintain eligibility for competition in subsequent rounds of an NCAA championship that is contested between terms. The cabinet expressed concern that a student-athlete, under current legislation, may engage in NCAA championship activity after failing to successfully complete a minimum of six credit hours during the preceding regular academic term. The cabinet agreed to revisit the issue in June.

n. Football Nine-Hour Requirement. The cabinet received an update regarding recent interpretive requests and educational efforts related to the nine-hour rule.

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

NCAA Division I Academic Cabinet February 6-7, 2012, Meeting	
ATTENDEES	**ABSENTEES**
Tom Adair, Texas A&M University, College Station, Big 12 Conference	Eric Hall, Elon University, Southern Conference
Carray Banks, Norfolk State University, Mid-Eastern Athletic Conference	
John Bruno, The Ohio State University, Big Ten Conference	
Thomas Burman, University of Wyoming, Mountain West Conference	

Carolyn Callahan, University of Virginia, Atlantic Coast Conference	
Barbara Church, Metro Atlantic Athletic Conference	
David Dosser, East Carolina University, Conference USA	
Donna Heinel, University of Southern California, Pacific-12 Conference	
Herman Holt, Jr., University of North Carolina, Asheville, Big South Conference	
Loretta Lamar, U.S. Naval Academy, Patriot League	
Deland Myers, North Dakota State University, Summit League	
Jackie Mynarski, Mid-American Conference	
Annette O'Connor, LaSalle University, Atlantic 10 Conference	
Cinnamon Sheffield, University of North Texas, Sun Belt Conference	
Sean Simmons, Robert Morris University, Northeast Conference	
Shannon Strahl, Gonzaga University, West Coast Conference	
Lloyd Taylor, The Citadel, Southern Conference	
Bradley Teague, University of Central Arkansas, Southland Conference	
Kaitlyn Vincek, Eastern Michigan University, Mid-American Conference, Student-Athlete Advisory Committee	
Ken White, Utah State University, Western Atlantic Conference	
David Williams, Vanderbilt University, Southeastern Conference	
Elaine Wise, University of Louisville, Big East Conference	
NCAA staff liaisons in attendance: Diane Dickman, Tom Paskus, Alex Smith and Jennifer Strawley	

Other guests in attendance: Bard Byrd, Baylor University and Joe Luckey, National Association of Academic Advisors for Athletes	
Other NCAA staff members in attendance for portions of the meeting: Steve Clar, Shauna Cobb, Greg Dana, Gary deCastro, Michelle Hosick, Juliette Kenny, Kevin Lennon, Andy Louthain, Binh Nguyen, Todd Petr, Bill Regan, Molly Richman, Tiese Roxbury, John Shukie, Laura Wurtz and Katy Yurk	

ATTACHMENT

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.

- 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).

4. Academic Criteria Considered.

a. If a student-athlete fails to satisfy all of the above obvious waiver 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.

b. 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.

5. 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.

6. 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.

7. 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.

The staff is also granted the authority to partially approve a waiver to allow for receipt of athletically related financial aid and limited participation in practice activities when his or her academic record, based on the data-analysis noted, minimally demonstrates a likelihood of academic success during the initial year of full-time collegiate enrollment, but there are mitigating circumstances present to warrant such a partial waiver of initial-eligibility requirements.

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.

8. 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. In order for misadvisement and/or lack of advisement to serve as sufficient mitigation to warrant a full approval of initial-eligibility standards, the documentation received must *clearly demonstrate* that the student-athlete would have satisfied all initial-eligibility requirements absent the misadvisement and/or lack of advisement. 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.

9. 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) Split Files.

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.

REPORT OF THE
NCAA DIVISION I ACADEMIC CABINET
APRIL 19, 2012, TELECONFERENCE

***KEY ITEMS*.**

1. **Review of Effective Date of NCAA Division I Academic Eligibility Requirements for Prospective Student-Athletes.** The NCAA Division I Academic Cabinet reviewed membership feedback regarding the implementation timeline of the initial-eligibility requirements that were adopted by the NCAA Division I Board of Directors October 2011 and recommended that the effective date be delayed by one year.

   Additionally, the cabinet reviewed comments from the two-year college community regarding the August 2012 effective date of the new two-year college transfer requirements and recommended that NCAA staff solicit feedback from the membership relative to a possible one-year delay.

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

a. New Initial-Eligibility Requirements. The cabinet reviewed membership comments regarding the effective date of the initial-eligibility legislation adopted by the Board October 2011. The cabinet noted the membership's concern that the August 1, 2015 effective date for implementation may adversely impact prospective student-athletes who are currently enrolled in grade nine. The cabinet recognized that the August 2015 effective date may not allow sufficient time to educate prospective student-athletes regarding the increased initial-eligibility requirements and reluctantly supported delaying the implementation date by one year until August 1, 2016.

b. Two-year College Transfer Requirements. The cabinet reviewed a request from the California College Association of Academic Advisors/Counselors for Athletics (3C4A) requesting that the August 1, 2012 effective date of the newly adopted two-year college transfer requirements be delayed by one year until August 1, 2013. The cabinet noted 3C4A concerns that the August 2012 effective date may not provide adequate time to educate the two-year college community and NCAA membership regarding the increased standards. The cabinet recommended that NCAA staff solicit membership feedback regarding a one-year delay of the legislation. Further, the cabinet noted the two-year effective date is

different from the initial-eligibility effective date in that no prospective student-athlete currently enrolled at a collegiate institution is impacted.

***INFORMATIONAL ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

- **Educational Outreach Initiatives.** The cabinet requested that NCAA staff provide an update during its June 2012 meeting regarding its plan to educate key constituents on the initial-eligibility requirements adopted by the Board.

Cabinet Chair: Herman Holt, Jr., University of North Carolina, Asheville, Big South Conference

Cabinet Liaisons: Jennifer Strawley, Academic and Membership Affairs
Diane Dickman, Academic and Membership Affairs
Alex Smith, Academic and Membership Affairs

NCAA Division I Academic Cabinet April 19, 2012, Teleconference	
ATTENDEES	**ABSENTEES**
Carray Banks, Norfolk State University, Mid-Eastern Athletic Conference	Carolyn Callahan, University of Virginia, Atlantic Coast Conference
John Bruno, The Ohio State University, Big Ten Conference	Barbara Church, Metro Atlantic Athletic Conference
Thomas Burman, University of Wyoming, Mountain West Conference	Eric Hall, Elon University, Southern Conference
David Dosser, East Carolina University, Conference USA	Donna Heinel, University of Southern California, Pacific-12 Conference
Herman Holt, Jr., University of North Carolina, Asheville, Big South Conference	Annette O'Connor, LaSalle University, Atlantic 10 Conference
Loretta Lamar, U.S. Naval Academy, Patriot League	Cinnamon Sheffield, University of North Texas, Sun Belt Conference

Deland Myers, North Dakota State University, Summit League	Sean Simmons, Robert Morris University, Northeast Conference
Jackie Mynarski, Mid-American Conference	Shannon Strahl, Gonzaga University, West Coast Conference
Bradley Teague, University of Central Arkansas, Southland Conference	David Williams, Vanderbilt University, Southeastern Conference
Kaitlyn Vincek, Eastern Michigan University, Mid-American Conference, Student-Athlete Advisory Committee	Elaine Wise, University of Louisville, Big East Conference
Ken White, Utah State University, Western Atlantic Conference	
NCAA staff liaisons in attendance: Diane Dickman, Alex Smith and Jennifer Strawley	
Other NCAA staff in attendance: Juliette Kenny, Tom Paskus and Todd Petr.	

REPORT OF THE APRIL 26, 2012, MEETING OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I BOARD OF DIRECTORS

1. **Report of the January 14, 2012, Board of Directors Meeting. The Board approved the report of its January 14, 2012, meeting.** (Unanimous Voice Vote)

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

   a. **Presidential Retreat Initiatives.** President Emmert noted that while the journey thus far may not have been easy, the membership has made significant progress to date on the various presidential retreat initiatives. It was noted that much work remains, but with the current acknowledgement of the need for greater membership input, the review process moving forward likely will have the membership more engaged and the working groups receiving increased and more thoughtful feedback.

   NCAA/Major League Baseball Discussions. The Board was informed that the NCAA has reengaged in its discussions with Major League Baseball (MLB). The group hopes to develop recommendations for Board review over the next several months regarding:

   (1) The possibility of MLB providing funding to assist with scholarships in college baseball;
   (2) Joint efforts to improve diversity in collegiate and professional baseball;
   (3) The incongruous timing of the MLB draft and the NCAA College World Series;
   (4) Possibility of involvement of professional coaches in summer league play, and
   (5) Possibility of the use of wooden bats in college baseball.

3. **Presidential Retreat Initiatives.**

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

   (1) That the Board amend the effective date of Proposal No. 2011-94 – Eligibility – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Core Course Requirements and Initial Eligibility Index to August 1, 2016.

   BOARD ACTION: **The Board agreed to delay the effective date as recommended.** (Unanimous Voice Vote) [See Proposal No. 2012-8.]

(2) That the Board seek membership input on a possible one-year delay in the effective date of Proposal No. 2011-69 – Eligibility – Transfer Regulations – 2-4 and 4-2-4 College Transfers.

BOARD ACTION: The Board defeated the recommendation. [For 1 (Schmidly), Against 16, Abstain 0.]

(3) That the Board approve amendments to the NCAA Division I Academic Performance Program (APP) that would amend the transition to the new 930 Academic Progress Rate (APR) benchmark for APP penalties and access to postseason competition for limited-resource institutions [teams in the bottom 15 percent of all Division I member institutions in resources, excluding Football Bowl Subdivison (FBS) institutions].

BOARD ACTION: **The Board approved the amendments as recommended, which included a number of recommendations from the Historically Black Colleges and Universities and Limited-Resource Insititutions Advisory Group that will assist in the ongoing efforts to improve the APR of limited-resource institutions.** (Unanimous Voice Vote)

(4) That the Board approve CAP policies and procedures for the 2012-13 academic year.

BOARD ACTION: **The Board approved the CAP policies and procedures.** (Unanimous Voice Vote)

b. Transforming Intercollegiate Athletics Student-Athlete Well-Being Working Group. Sidney McPhee, chair of the working group, noted that the working group has distributed various models for a possible miscellaneous expense allowance (MEA) toward total cost of attendance for review and comment by Division I conferences and constituent groups. It also was noted that the working group plans to conduct a focus group meeting of selected financial aid officers, directors of athletics, faculty athletics representatives, compliance officers, student-athlete advisory committee members, senior woman administrators and commissioners in an effort to evaluate the practical and administrative burdens in the implementation of the models, as well as to ensure that gender equity interests are fully addressed. The hope is for the working group to present a final recommendation for Board consideration in August. [Reference Supplement No. 4.]

c. Transforming Intercollegiate Athletics Resource Allocation Working Group. The Board was informed that the Resource Allocation Working Group has essentially completed its work with the last action taken by the NCAA Division I Presidential

Advisory Group (PAG) to defeat a recommendation to reduce scholarships in Football Championship Subdivision (FCS) football from 63 to 60, with 80 overall counters. It also was noted that the issue of the appropriate number of contests in all sports will be reviewed by the Transforming Intercollegiate Athletics Collegiate Model -- Rules Working Group in conjunction with the NCAA Division I Championships/Sports Management Cabinet. The issue of possible limits of noncoaching staff members in the sports of men's and women's basketball and football also will be considered by the Rules Working Group as it evaluates Bylaw 11.

d. **Transforming Intercollegiate Athletics Collegiate Model -- Rules Working Group**. James Barker, chair of the working group, reviewed with the Board the working group's activity over the course of the past six months and the expected timeline of its work moving forward. It was noted that at the core of the group's work is the development of principles/values/commitments on which to base the rules. One of the more difficult hurdles to get over will be a shift in focus from competitive equity to fairness in competition when thinking about the rules. The working group continues to reach out to the membership and various constituent groups to seek feedback on a proposed set of changes to the NCAA Constitution and operating bylaws. President Barker noted the importance of presidential engagement in this review process, and more importantly, in the future implementation of any rules changes. [Reference Supplement No. 5.]

e. **Transforming Intercollegiate Athletics Collegiate Model -- Enforcement Working Group**. Ed Ray, chair of the working group, updated the Board on the working group's progress with developing new infractions case procedures (including changing the size and composition of the Committee on Infractions), creating a multi-level NCAA rules violation structure and an enhanced penalty structure for NCAA rules infractions. This group plans to present some final recommendations for Board action in August. [Reference Supplement No. 6.]

4. **Report from the Division I Bowl Licensing Task Force**. John Peters, member of the task force, updated the Board on the work of the task force and presented the following recommendations:

a. That the Board approve the following schedule of time periods in which postseason bowl games should be conducted:

Year	Start Date	End Date
2011-12	December 17	January 9

2012-13	December 15	January 8
2013-14	December 21	January 13
2014-15	December 20	January 12
2015-16	December 19	January 11
2016-17	December 17	January 9
2017-18	December 16	January 8
2018-19	December 15	January 8
2019-20	December 21	January 13

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

b. In a scenario in which there are not enough bowl-eligible teams to fill contractual commitments made by conferences/institutions with bowl operators, that the Board affirm that these will be matters between the affected conferences and the bowl operators and not within the purview or obligation of the NCAA to find solutions for the bowl games to be played.

BOARD ACTION: The Board instructed staff to further evaluate this issue to determine whether it is in the best interest of the Association to support the task force's recommendation to potentially allow bowls to go "dark" or to develop a set of parameters under which to provide possible options (e.g., waivers, selection based on academic criteria) to prevent "darkness." (Unanimous Voice Vote)

c. That the legislation adopted by the Board in April 2011, which specifies that no new postseason football bowl game licenses will be issued by the NCAA Football Bowl Licensing Committee for a maximum three-year period, remain in effect. The Board supported the recommendation and took no action to change the legislation currently in effect.

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

a. Report of the April 12, 2012, Meeting of the Leadership Council. Mike Alden, chair of the Division I Leadership Council, reported on the April 12 meeting of the Council. [Reference Supplement No. 11.]

(1) <u>Transforming Intercollegiate Athletics Collegiate Model – Rules and Enforcement Working Groups</u>. The Leadership Council received a presentation from both the Rules and Enforcement Working Groups. The Council

commended both working groups on their progress to date and noted its readiness to provide whatever support it can as the groups move forward with their work.

(2) Women's Basketball Recruiting Model. The Leadership Council discussed concepts under consideration by the Leadership Council Women's Basketball Recruiting Subcommittee. The Council encouraged the subcommittee to continue to involve as many stakeholders as possible in the review process as they work toward providing a final recommendation to the Council and Board in October.

(3) Agents. The Agent Subcommittee is continuing its review of a possible Agent Registration Program.

(4) Great West Conference. The Leadership Council voted not to support a request from the Great West Conference to seek a waiver or legislation that would immediately designate the Great West Conference as an active Division I multi-sport conference.

b. Report of the April 16-17, 2012, Meeting of the Division I Legislative Council. Carolyn Campbell-McGovern, chair of the Division I Legislative Council, noted that the Council adopted four proposals as noncontroversial legislation, adopted 18 proposals that support the current deregulation efforts, tabled two proposals that relate to the start of men's basketball preseason practice and left 32 proposals on the table in deference to the work of the Rules Working Group. In addition, the Council:

(1) Voted to adopt Proposal No. 2011- 25 – Amateurism – Exceptions to Amateurism Rule – Prize Money Prior to Full-Time Collegiate Enrollment -- Tennis -- $10,000 Per Year. This proposal specifies that in the sport of tennis, prior to full-time collegiate enrollment, an individual may accept prize money based on his or her place finish or performance in open athletics events, not to exceed $10,000 per calendar year. Further, the proposal specifies that once the individual has reached the $10,000 limit, he or she may receive additional prize money on a per-event basis, provided such prize money does not exceed his or her actual and necessary expenses for participation in the event

(2) Voted to adopt Proposal No. 2011- 54 – Recruiting – Recruiting Calendars – Women's Basketball – July Evaluation and Dead Periods. This proposal specifies that during the time period of July 6-31, the women's basketball recruiting calendar shall consist of, consecutively, a seven-day evaluation period, a 10-day dead period, a seven-day evaluation period and a two-day dead period. It was noted that the Leadership Council Women's Basketball

Recruiting Subcommittee recommended, and the full Council supported, adoption of this proposal.

6. **Transfer of Interpretative Authority**. The Board was reminded of its October 2009 action to approve a Men's Basketball Reform Package intended to prohibit the "funneling of money" from institutions to an individual associated with a prospect. Through the Board's action, a new interpretative process was developed that was intended to provide clear direction to the membership on what constitutes a violation of NCAA rules related to men's basketball. The new process identified automatic violations of NCAA recruiting rules without the opportunity to appeal to the NCAA academic and membership affairs (AMA) staff or the NCAA Division I Legislative Review and Interpretations Committee (LRIC). Since that action, similar legislation relating to nonscholastic events has been introduced and adopted impacting the sports of football and women's basketball; however, the interpretative authority for that legislation was not provided to the enforcement staff. The interpretative authority for that legislation was assumed by the AMA staff. In order to maintain efficiency and to avert potential confusion in the membership, the staff is requesting that the interpretative authority originally given to the enforcement staff for specific men's basketball issues be transferred to the AMA staff, with the provision that the AMA staff maintain the strict liability standard for decisions rendered previously by the enforcement staff. [Reference Supplement No.14.]

   BOARD ACTION: The Board approved the transfer of interpretative authority as recommended and strongly encourages that LRIC adhere to and apply the rationale put forth by the Board October 29, 2009, to ensure that the progress made in the sport of men's basketball is maintained and continues. The transfer of interpretative authority will be effective June 15, 2012. (Unanimous Voice Vote)

7. **Conference/Institutional Networks.** The Board received a brief update on the issue of conference/institutional networks broadcasting programming involving prospective student-athletes. The Board was informed that the current interpretation specifies that it is not permissible for an institution- or conference-branded network to broadcast programming involving prospective student-athletes. The staff recommended that the current interpretation be maintained, as well as the current approach to "news," in order to provide the membership with additional time to review and discuss the issue. No action was taken by the Board.

8. **Update on Review of NCAA Division I Athletics Certification Program.** The Board received an update on the status of the review of the Division I Athletics Certification program and the timeline for review moving forward. The NCAA Division I Athletics

Certification Committee recommended that the Board approve a one-year delay in the implementation of a new certification program, which would include the requirement that all Division I institutions be required to implement the school's athletics certification cycle two and three plans for improvement. [Reference Supplement No. 13.]

BOARD ACTION: The Board approved the committee's recommendation for a one-year delay. (Unanimous voice vote) [See Proposal No. 2012-9.]

9. **Division I Committee on Infractions**. The committee requested the Board approve a bylaw revision and the NCAA Division I Administration Cabinet recommended one committee appointment and several reappointments.

a. **Bylaw 32 Revision**. The committee recommended that the Board approve a revision to Bylaw 32.7.1 that would assist in avoiding additional time delays and costs associated with the remanding of a summary disposition report. [Reference Supplement No. 9A.]

BOARD ACTION: The Board approved the legislative revision as recommended by the committee. (Unanimous Voice Vote) [See PP-2012-1.]

b. **Appointment**. The Division I Administration Cabinet recommended the Board appoint Greg Christopher, director of athletics, Bowling Green State University, Mid-American Conference, to the committee. [Reference Supplement No. 9B.]

BOARD ACTION: The Board approved the appointment of Greg Christopher to the committee. (Unanimous Voice Vote)

c. **Reappointments**. The Division I Administration Cabinet recommended the Board reappoint Roscoe Howard, attorney (public member); Eleanor Myers, faculty athletics representative, Temple University, Atlantic 10 Conference; James O'Fallon, faculty athletics representative, University of Oregon, Pacific-12 Conference, and Rodney Uphoff, law professor, University of Missouri, Big 12 Conference, to the committee. [Reference Supplement No. 9B.]

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

10. **Division I Infractions Appeals Committee**. The Division I Administration Cabinet recommended that the Board reappointment Susan Lipnickey, faculty athletics representative, Miami University (Ohio), Mid-American Conference, and Patricia

Ohlendorf, vice president for legal affairs, University of Texas at Austin, Big 12 Conference. [Reference Supplement No. 10.]

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

11. Governance Transitional Issues.

a. Appointment of new members to the Board of Directors. The Board unanimously approved the following new Board members whose terms begin following the Board's April 2012, meeting:

- Gene Block, chancellor, University of California, Los Angeles (UCLA), Pacific-12 Conference.
- John Broderick, president, Old Dominion University, Colonial Athletic Association.
- Rita Cheng, chancellor, Southern Illinois University, Carbondale, Missouri Valley Conference.
- John Welty, president, California State University, Fresno, Mountain West Conference.

b. Appointments to the NCAA Executive Committee. The Board unanimously approved the appointment of the following Board members to the Executive Committee whose terms begin following the Board's April 2012, meeting:

- Stan Albrecht, president, Utah State University, Western Athletic Conference.
- Guy Bailey, president, Texas Tech University, Big 12 Conference.
- David Hopkins, president, Wright State University, Horizon League.
- Timothy White, chancellor, University of California, Riverside, Big West Conference.

c. Appointments of FCS and Division I members to the Division I cabinets and councils. The Board reviewed the slate of nominees for councils and cabinets submitted by the FCS and Division I conferences. [Reference Supplement No. 16.]

BOARD ACTION: The Board approved the FCS and Division I 2012 slate of cabinet and council nominees. (Unanimous Voice Vote)

12. <u>Future Meeting Dates</u>.

a. Thursday, August, 2, 2012, Indianapolis, Indiana.

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

c. Saturday, January 19, 2013, Grapevine, Texas. [In conjunction with the NCAA Convention.]

d. Thursday, May 2, 2013, Indianapolis, Indiana.

e. Thursday, August 8, 2013, Indianapolis, Indiana.

f. Wednesday, October 30, 2013, Indianapolis, Indiana.

g. Saturday, January 18, 2014, San Diego, California. [In conjunction with the NCAA Convention.]

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

Division I Board of Directors April 26, 2012, Meeting	
ATTENDEES	**ABSENTEES**
Stanley Albrecht, Utah State University, Western Athletic Conference	Nathan Hatch, Wake Forest University, Atlantic Coast Conference
Guy Bailey, Texas Tech University, Big 12 Conference	William R. Harvey, Hampton University, Mid-Eastern Athletic Conference
James Barker, Clemson University, Atlantic Coast Conference (alternate)	
William Beauchamp, University of Portland, West Coast Conference	
Judy Genshaft, University of South Florida, Big East Conference, chair	
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 (joined via teleconference)	
David Skorton, Cornell University, Ivy League	
Steadman Upham, University of Tulsa, Conference USA	
Timothy White, University of California, Riverside, Big West Conference	

NCAA staff liaisons in attendance: David Berst, Jacqueline Campbell
Future Board members attending as observers: John Broderick, Old Dominion University, Colonial Athletic Association Rita Cheng, Southern Illinois University, Carbondale, Missouri Valley Conference John Welty, California State University, Fresno, Mountain West Conference
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 Walter Harrison, University of Hartford, chair of the Division I Committee on Academic Performance
Other NCAA staff members in attendance for portions of the meeting: Troy Arthur, Erik Christianson, Joni Comstock, Diane Dickman, Amy Dunham, Mark Emmert, Abe Frank, Bernard Franklin, Lynn Holzman, Michelle Hosick, Jim Isch, Greg Johnson, Kevin Lennon, Mark Lewis, Steve Mallonee, Keith Martin, Kathleen McNeely, Delise O'Meally, Tom Paskus, Todd Petr, Donald Remy, Wallace Renfro, Julie Roe Lach, Ronnie Ramos, Crissy Schluep, Dave Schnase, Jennifer Strawley, Robert Vowels, Bob Williams and Niu Xiaomu.

REPORT OF THE
NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE
FEBRUARY 20, 2012, MEETING

***KEY ITEM*.**

- **Timing and Announcement of the NCAA Division I Academic Performance Program (APP) Penalties.** The NCAA Division I Committee on Academic Performance continued its discussion on a more rapid collection and finalizing of NCAA DivisionI Academic Performance Rates (APRs) to expedite the announcement of APRs and application of penalties and/or postseason ineligibility. The Committee on Academic Performance will continue this discussion through the spring to ensure that all possibilities are vetted and the most efficient and effective process is in place.

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

- None.

***INFORMATIONAL ITEMS*.**

1. Penalty Hearing. The committee conducted a hearing for one team subject to Level-Three Penalties and ineligibility for postseason competition.

2. Historically Black Colleges and Universities and Limited-Resourced Institution Advisory Group. The committee received an update from Dr. Vivian Fuller, director of athletics, Jackson State University and Dr. John Rudley, president, Texas Southern University, the December 2011 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 has been working to provide recommendations regarding the APP's impact on limited-resource institutions. The committee considered several recommendations from the advisory group designed to assist limited-resourced institutions successfully transition to the 930 APR penalty benchmark. The committee also reviewed concepts to assist such institutions once the proposed transition has been completed. The committee requested the staff provide some additional information as it further considers these recommendations. The committee

anticipates conducting a conference call prior to its April meeting to review the recommendations.

3. **Timing and Announcement of APP Penalties.** The committee continued its discussion regarding the data collection and announcement of APRs and application of penalties and/or postseason ineligibility. The committee agreed to maintain the current process but will continue to review this issue.

4. **Committee on Academic Performance (APP) Data Review Process.** The committee approved the following changes to the APP data review process, effective immediately for institutions selected for 2012-13 data reviews and thereafter:

   a. Add the following criteria as one of the potential reasons for selection for the data review process. "Institutions with a team(s) with a multiyear APR(s) ranging from 910 to 950;"

   b. Eliminate the review of contemporaneous penalties and the NCAA Division I Academic Progress Rate Improvement Plans from the APR data review process;

   c. Revise the data review process to allow selection of full teams, based primarily on current multiyear APRs, to review in place of the 10 percent sample of all teams;

   d. Combine the Graduation Success Rate (GSR) data review with the APR data review; thus, selecting the same schools for both reviews;

   e. Permit selection of additional institutions for review when deemed appropriate based on APRs and GSRs; and

   f. Amend the GSR review procedures to include the opportunity to review the three most recent years of data and to review a sample of teams based on GSRs and/or inclusion in the APR data review.

   These changes reflect the new 930 APR penalty benchmark and also are a result of several years of experience conducting this work. The changes provide a more condensed timeframe for completing these reviews to help ensure the reviews are completed prior to the public release of APR data each summer.

5. **Impact of the APR Data Review Outcomes on APP Penalties.** The committee amended its policies and procedures to eliminate its policy requiring teams to advance within the APP penalty structure if an APR data review demonstrates the team avoided penalties in the past due to incorrect APR data. The policy will be effective immediately

for institutions selected for 2012-13 data reviews and thereafter. With the new APP structure, access to postseason competition is now tied to an APR benchmark each year and not tied to the penalty structure. The data will continue to be corrected during the data review process and if the result of any corrections places a team below the APR benchmark, the team will be subject to penalties and/or will lose access to postseason competition the following academic year. In addition, the committee has the authority to render an institution's data unusable in the event it was determined through a data review an institution was purposefully manipulating its data in order to avoid APP penalties. This would result in rendering all the institution's teams ineligible for postseason competition, including bowl games, until usable data are submitted by the institution. In addition, the committee can forward information to enforcement if a lack of institutional control is apparent and if student-athletes compete while ineligible.

6. **Two-Four Transfer Data Collection.** The committee approved making the two-year college transfer student-athlete data collection a permanent part of the APR data collection process, which is submitted each fall as part of an institution's Academic Performance Census (APC). This data collection will continue to provide data on the academic performance of two-year college transfers, which has been critical in establishing the new standards and will ensure the opportunity to assess the impact of this recently adopted academic legislation. This data collection includes the sports of baseball, football and men's and women's basketball.

7. **2010-11 APR Data Collection.** The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting received an update on the collection of the 2010-11 APR data. All data have been submitted from member institutions and approximately 30 institutions remain in the APP penalty waiver phase.

8. **2011-12 APP Data Reviews**. The Subcommittee on Data Collection and Reporting received an update on the 60 institutions involved in the APP data reviews for the 2011-12 academic year. The review of 57 institutions has been completed. The selection of institutions to be reviewed prior to the 2012-13 academic year will occur at the end of February. It is anticipated that approximately 50 institutions will be selected for a GSR/APR data review.

9. **2011-12 NCAA Division I Legislative Council Subcommittee for Legislative Relief Waivers for Student-Athletes Transferring Due to Team's Ineligibility for Postseason Competition Based on APP Penalties.** The staff provided a summary of the waiver requests from member institutions requesting waivers of the transfer year-in-residence for student-athletes transferring from institutions subject to postseason competition ineligibility based on APP penalties.

10. **Occasion-Two and -Three Historical Penalties Taken in 2010-11.** The committee received a summary of the number of institutions that took penalties during the 2010-11 academic year. Eleven of 30 institutions did not impose their penalties and are therefore required to report a secondary violation to the enforcement staff. It was noted that as part of the secondary process generally this failure to take the penalties results in a doubling of the penalty (e.g., one scholarship reduction becomes a two scholarship reduction.)

11. **2011-12 Penalty Waivers.** The staff provided a summary of the decisions made by the staff for postseason ineligibility, Level-One and Level-Three Penalty waivers submitted by institutions during the 2011-12 academic year.

12. **January Report of the NCAA Division I Committee on Academic Performance.** The committee reviewed the report.

13. **January NCAA Division I Board of Directors Meeting.** The committee reviewed the report.

14. **February NCAA Division I Academic Cabinet Meeting.** The committee reviewed the report.

15. **NCAA Working Group on the Collegiate Model -- Rules.** The committee received an update on the NCAA Working Group on the Collegiate Model – Rules and provided feedback on the principles developed for NCAA Division I Bylaws 14 and 23.

16. **NCAA Resource Allocation Presidential Working Group.** The committee received an update on the NCAA Resource Allocation Working Group.

17. **NCAA Working Group on Collegiate Model -- Enforcement.** The committee received an update on the NCAA Working Group on the Collegiate Model – Enforcement.

18. **Committee Policies and Procedures.** The committee was provided the updated policy document based on changes approved in October 2011 and January 2012 by the NCAA Division I Board of Directors.

19. **Newly Appointed Committee Members.** The committee will review this agenda item at a future meeting.

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
Jennifer Strawley, Academic and Membership Affairs

February 20, 2012	
Attendees	Absentees
Jan Blade, Delaware State University	Lisa Melz, Western Illinois University
Jerry Bovee, Weber State University	
Jennifer Brown, Western Carolina University	
Michael Cross, Bradley University	
Jack Evans, University of North Carolina, Chapel Hill	
Kenneth Ferguson, University of Missouri, Kansas City	
David Jamison, Robert Morris University	
Melvin Johnson, Tennessee State University	
Barbara Luebke, University of Rhode Island	
Roderick McDavis, Ohio University	
John Morris, University of Washington	
Vince Nicastro, Villanova University	
Brennan O'Donnell, Manhattan College	
Greg Sankey, Southeastern Conference	
Other Guests in Attendance: Dr. Vivian Fuller, Director of Athletics of Jackson State University , Dr. John Rudley, President of Texas Southern University.	
Other NCAA Staff Members in Attendance: Andy Cardamone, Steve Clar, Bernard Franklin, Michelle Hosick, Andy Louthain, Matt Maher, Binh Nguyen, Tom Paskus, Tiese Roxbury, Naima Stevenson, Wendy Walters, Katy Yurk.	

REPORT OF THE
NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE
MARCH 14-15, 2012, TELECONFERENCES

***KEY ITEMS*.**

- **Timing and Announcement of the NCAA Division I Academic Performance Program (APP) Penalties.** The NCAA Division I Committee on Academic Performance determined that the current data collection process will remain in place for postseason ineligibility and penalties imposed during the 2012-13 academic year.

- **NCAA Division I Proposal No. 2011-94 Eligibility -- Freshman Academic Requirements -- Eligibility for Financial Aid, Practice and Competition -- Core Course Requirements and Initial-Eligibility Index.** The NCAA Division I Committee on Academic Performance is discussing noncontroversial legislation to amend the effective date of NCAA Division I Proposal No. 2011-94 to August 1, 2016; for students initially enrolling full time in a college institution on or after August 1, 2016. This would be a one-year delay from the current 2015 date. The committee seeks membership input and comment on this issue prior to its April meeting. The committee may seek NCAA Division I Board of Directors approval during the Board's April meeting.

***ACTION ITEMS*.**

1. Nonlegislative Items.

- **Amendments to the NCAA Division I Academic Performance Program for Limited-Resource Institutions.**

  (1) Recommendation. The Committee on Academic Performance recommends the Board of Directors amend the transition to the new 930 NCAA Division I Academic Progress Rate (APR) benchmark for APP penalties and access to postseason competition for limited-resource institutions (as defined in this item). Specifically, the amendments would:

  (a) Establish a longer transition timeline to 930 APR for limited-resource institutions. Specifically, 900 APR would be the penalty benchmark for ineligibility for postseason competition and Level-One through -Three penalties taken in 2012-13 and 2013-14; 910 in 2014-15; and 920 in 2015-16. For ineligibility for postseason competition and Level-One through -Three penalties taken in 2016-17 the penalty benchmark would be 930. As a frame of reference, all other Division I member institutions are subject to the new 930 APR requirements for postseason access and Level-One through -Three penalties taken in 2014-15.

(b) For ineligibility for postseason competition and APP penalties taken in 2012-13 through 2015-16 permit use of the improvement filter that was part of the previous APP penalty determination process. Application of the improvement trending test provides limited-resource institutions relief from ineligibility for postseason competition and penalties based on making significant improvement toward the 930 benchmark. The improvement filter requires a team to satisfy one of the five improvement tests and have the following minimum single-year APR to avoid postseason ineligibility and penalties: 2010-11 – 900 APR; 2011-12 – 900 APR; and 2012-13 and beyond – 930 APR.

(c) Require a meaningful APR improvement plan in order to access the longer transition timeline or the noted improvement filter. Review, approval and the appeal process for such determinations shall be as follows:

i. The staff shall collect the institution's most recent improvement plan along with information regarding implementation of the prior year's plan, if applicable, in the fall (e.g., fall of 2012 for ineligibility for postseason competition and penalties served during 2013-14 academic year).

ii. NCAA staff will evaluate each plan to determine if the following established criteria is met:

- The institution has a history of implementation of APR improvement plans if a plan was previously required;
- The institution has identified critical issues supported by data;
- The institution has developed meaningful initiatives that address the critical issues;
- Development and assessment of the plan included broad-based campus participation;

- This plan has been approved by the chancellor or president; and

- The team's projected single-year APR targets elevate the team out of the penalty structure by the end of the four-year transition period.

iii. Staff will provide written notice to the institution advising the institution of the staff's determination (i.e., whether the plan meets the established criteria).

iv. If the institution's plan and/or implementation of the prior plan do not meet the committee's criteria, staff will advise the institution and it may appeal the staff's assessment of the plan and/or implementation of prior year's plan. The institution's appeal of the staff's determination will be heard as part of its request to waive the applicable penalties, not separately.

For the purposes of this recommendation, limited-resource institutions will be defined as teams in the bottom 15 percent of all Division I member institutions in resources (using the same formula the committee uses for other purposes), excluding all Football Bowl Subdivision (FBS) institutions. FBS institutions/teams shall not be eligible for this longer transition timeline or additional improvement filters regardless of resource level.

Finally, the committee recommends the Board support the following additional recommendations from the Historically Black Colleges and Universities and Limited-Resource Institutions Advisory Group:

(a) That the HBCU and Limited-Resource Institutions Advisory Group engage presidents serving on the advisory group to help engage other presidents in the HBCU community regarding APP matters;

(b) That the staff conduct visits to some limited-resourced campuses to meet with presidents, senior management teams, directors of athletics and other appropriate staff for the purpose of engaging in dialog and education regarding APP matters;

(c) That the HBCU and Limited-Resource Institutions Advisory Group work with the staff to help engage directors of athletics through conference initiatives;

(d) That the HBCU and Limited-Resource Institutions Advisory Group and the staff encourage enhancement and greater use of the Limited-Resource Collaboration Zone;

(e) That the HBCU and Limited-Resource Institutions Advisory Group develop a partnership with the National Association of Academic Advisors for Athletics (N4A) to establish a program for peer review of academic support programs and policies to assist limited-resource institutions in meeting benchmarks;

(f) That the staff establish a best practices document for transitional periods on campus;

(g) That the HBCU and Limited-Resource Institutions Advisory Group and the Committee on Academic Performance be updated by staff annually on the progress of limited-resource institutions moving toward the 930 benchmark;

(h) That the HBCU and Limited-Resource Institutions Advisory Group identify one presidential member of the group to serve as an ad hoc member of the Committee on Academic Performance during policy meetings; and

(i) That the staff provide education to limited-resource institutions regarding initial eligibility and two-year college transfer legislative changes and encourage limited-resource institutions to share educational materials with prospect age student-athletes.

(2) Effective Date. Immediate. This would include postseason access and penalties otherwise applicable in 2012-13.

(3) Rationale. The HBCU and Limited-Resource Institutions Advisory Group group was formed late last fall based on a recommendation from the committee and has been working to provide recommendations regarding the APP's impact on limited-resource institutions. The advisory group provided recommendations to the committee based on concerns that limited-resource institutions are at a disadvantage due to the amount of

resources available to make academic changes to increase the APR. The proposed transition recommendation allows limited-resource institutions more time to make meaningful change for academically underperforming teams. The other recommendations support the ongoing APR improvement of limited-resource institutions and facilitate working towards meeting the established benchmark of 930 for all teams.

In defining limited resource for this purpose, the committee believes it is appropriate to exclude Football Bowl Subcommittee (FBS) institutions. These institutions have made a substantial financial commitment to their athletics department in order to be members of FBS, including sponsoring the necessary number of sports and provision of increased athletics scholarships. As such, these institutions should be in a position to be able to provide the resources necessary to increase the academic performance of student-athletes similar to other Division I institutions.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

1. Timing and Announcement of APP Penalties. The Committee on Academic Performance continued its discussion of an alternative process for collection and finalizing of APRs to expedite the announcement of APRs and application of penalties and/or postseason ineligibility. The committee determined that the current data collection process will remain in place for ineligibility for postseason competition and penalties taken during the 2012-13 academic year. Currently, data are submitted each fall, waivers and appeals are conducted in the winter and spring and the announcement is made after the last postseason event each year. Ineligibility for postseason competition and any penalties assessed are 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). During its discussion regarding timing of data collection the committee noted that it will consider any possible enhancements to the waiver directive during its summer meeting after it has had one full year to understand and evaluate the waiver directive.

2. Division I Proposal No. 2011-94 Eligibility -- Freshman Academic Requirements -- Eligibility for Financial Aid, Practice and Competition -- Core Course Requirements and Initial-Eligibility Index. The Committee on Academic Performance is considering making a recommendation to the Board of Directors that it sponsor

noncontroversial legislation to amend the effective date of Proposal No. 2011-94 to August 1, 2016; for students initially enrolling full time in any college institution on or after August 1, 2016. Specifically, the original effective date of August 1, 2015, would hold those prospective student-athletes that are currently freshmen in high school to the new initial-eligibility standards. Concerns have been raised that the timing of the adoption of this legislation may not provide sufficient opportunity to educate prospective student-athletes regarding the changes. The committee invites membership comment on this matter prior to its April meeting.

Additionally, the committee supports providing the membership with an opportunity to provide input into possible enhancements to the initial-eligibility legislation. The Committee on Academic Performance would consider any enhancements suggested by the membership during its July meeting and report to the Board in August.

3. **Other Recommendations Submitted by the HBCU and Limited-Resource Institutions Advisory Group.** The committee considered two other recommendations submitted by the advisory group and recommended further study on both recommendations. The specific recommendations were consideration of filters beyond the transition time period, with specific consideration of the retention point and greater faculty athletics representative involvement in assisting institutions in implementing improvement plans and working toward the 930 benchmarks.

4. **February Report of the NCAA Division I Committee on Academic Performance.** The committee reviewed the report.

5. **Newly Appointed Committee Members.** The committee was informed of the most recent committee appointments, effective September 1, 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

March 14-15, 2012	
Attendees	Absentees
Jan Blade, Delaware State University	
Jerry Bovee, Weber State University	
Jennifer Brown, Western Carolina University	
Michael Cross, Bradley University	
Jack Evans, University of North Carolina, Chapel Hill	
Kenneth Ferguson, University of Missouri, Kansas City	
David Jamison, Robert Morris University	
Melvin Johnson, Tennessee State University	
Barbara Luebke, University of Rhode Island	
Lisa Melz, Western Illinois University	
Roderick McDavis, Ohio University	
John Morris, University of Washington	
Vince Nicastro, Villanova University	
Brennan O'Donnell, Manhattan College	
Greg Sankey, Southeastern Conference	
Other Guests in Attendance:	
Other NCAA Staff Members in Attendance: Andy Cardamone, Michelle Hosick, Andy Louthain, Tom Paskus, Todd Petr, Wally Renfro, Tiese Roxbury, Naima Stevenson, Katy Yurk.	

REPORT OF THE
NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE
APRIL 23-25, 2012, MEETING

***KEY ITEM*.**

- **NCAA Division I Proposal No. 2011-94 Eligibility – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Core Course Requirements and Initial-Eligibility Index.** The NCAA Division I Committee on Academic Performance recommends the NCAA Division I Board of Directors amend the effective date of NCAA Division I Proposal Nos. 2011-94, 2012-6 and 2012-7 to August 1, 2016, for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2016.

***ACTION ITEMS*.**

1. Legislative Items.

- **NCAA Division I Proposal No. 2011-94 Eligibility – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Core Course Requirements and Initial-Eligibility Index, Proposal No. 2012-6 – Eligibility – Freshman Academic Requirements – Eligibility for Financial Aid, Practice and Competition – Qualifier – Core-Course Requirements – Exception – International Prospective Student-Athletes, and Proposal No. 2012-7 – Eligibility – Progress-Toward-Degree Requirements – Eligibility for Practice during Each Term of the Initial Year in Residence.**

  (1) Recommendation. The Committee on Academic Performance recommends the Board of Directors amend the effective date of Proposal No. 2011-94 to August 1, 2016; for students initially enrolling full time in a collegiate institution on or after August 1, 2016. This one-year delay would also require amendments to the effective date of Proposal Nos. 2012-6 and 2012-7.

  (2) Effective Date. August 1, 2016; for students initially enrolling full time in a collegiate institution on or after August 1, 2016.

  (3) Rationale. Feedback from the NCAA membership indicates general support for delaying the effective date from August 2015 to August 2016. The current effective date was set to ensure that prospective student-athletes have adequate time to learn, understand and meet the new initial-eligibility standards. The timing of the adoption of the legislation resulted in a limited opportunity to educate prospective student-athletes that are freshman in high school during the 2011-12 academic year. With the

current effective date, these prospective student-athletes would be responsible for meeting the new initial-eligibility standards. Delaying the effective date of this legislation will allow for a robust education plan to be realized for the first class of prospective student-athletes that will be responsible for meeting the new standards. The membership, including the NCAA Division I Academic Cabinet, generally support this one-year delay.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

a. NCAA Division I Academic Performance Program Manual.

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors approve the NCAA Division I Academic Performance Program Manual for the 2012-13 academic year, which is included in the Committee on Academic Performance meeting materials, Supplement No. 6.

(2) Effective Date. Immediate.

(3) Rationale. The APP Manual was updated based on the changes adopted by the Board in October 2011 and throughout this past year. The Committee on Academic Performance policies and procedures have been combined to include the former penalties guide, data collection guide, NCAA Division I Academic Progress Rate Adjustment Directive, and APP penalty waiver directive. The documents have been combined into one document that will assist institutions with the 2012-13 data collection process and penalty applications and will be posted on the committee's page on the NCAA website at www.ncaa.org. NCAA legislation requires Board approval of the committee's policies and procedures annually.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

b. Proposal No. 2011-69 Eligibility – Transfer Regulations – 2-4 and 4-2-4 College Transfers.

(1) Recommendation. The Committee on Academic Performance recommends the Board of Directors seek membership input on a possible one-year delay in the effective date for Proposal No. 2011-69. Specifically, the two-year college community has requested a delay for Proposal No. 2011-69 in order to provide a longer period of education for the two-year college community. The current effective date is August 1, 2012; for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2012. In addition, the Committee on Academic Performance seeks further input regarding Proposal No. 2011-65 Eligibility – Two-Year College Transfers – Year of Academic Readiness at Two-Year College and possible amendments.

(2) Effective Date. Immediate.

(3) Rationale. NCAA research indicates that two-year college transfer student-athletes underperform academically upon enrollment at a four-year institution. Increased standards were adopted by the Board in October 2011 to better predict academic success at time of enrollment at a four-year institution. Further, the Board tabled Division I Proposal No. 2011-65 Eligibility – Two-Year College Transfers – Year of Academic Readiness at Two-Year College. The intent of this proposal is to provide academically underprepared student-athletes with an opportunity to gain an educational foundation to be successful at time of enrollment at a four-year institution. The Committee on Academic Performance seeks membership input prior to its July meeting regarding a possible delay in effective date of Proposal No. 2011-69 with a possible recommendation for consideration by the Board in August. The committee did note, however, that unlike the delay recommended for initial eligibility, no currently enrolled two-year college students are impacted by the current 2012 effective date. In addition, the Committee on Academic Performance seeks further input regarding possible amendments to Proposal No. 2011-65.

(4) Estimated Budget Impact. None.

(5) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

1. **Penalty Hearings**. The committee conducted five hearings for five teams subject to Level-Three Penalties.

2. **Review of the Application of Various APP Penalties.** The committee discussed the application of various APP penalties. For the sport of men's basketball, the committee confirmed that the 10 percent reduction of the playing and practice season results in a reduction of 10 days taken at the beginning of the season. Specifically, a basketball team subject to a reduction of the playing and practice season must start its regular season 10 days later than first permitted day of in-season practice. Additionally, the committee confirmed for the sports of men's and women's basketball, the APP penalty that requires a reduction of 10 percent of the number of contests results in a three game reduction from the maximum number of permissible contests. Further, the committee confirmed that summer access is not included in the prescribed level-One and -Two APP penalties. Finally, the committee confirmed that a team subject to a Level-Two APP penalty that reduces the number of hours of athletically related activities outside the playing season from eight hours to four hours is not required to provide an additional day off as part of the out-of-season penalty due to the limited number of hours of athletically related activity.

3. **APR and Penalty Reporting Forms.** The Committee on Academic Performance approved the institutional and public APR and penalty reports to be used during the 2012-13 academic year. The reports are intended to provide institutions with teams' APR, as well as a summary of the teams' penalties and/or postseason ineligibility.

4. **Definition of Graduation within the Academic Performance Program.** The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting considered a scenario in which a student-athlete completes all requirements for graduation after a summer term but does not officially graduate until the following winter because the institution does not have a summer commencementand does not confirm degrees until end of winter term. The subcommittee was asked to determine whether such a student-athlete should be considered a graduate after the summer term for the purposes of the APR.

   The current definition of graduation, as found in the APP Data Collection Guide, states: "A student-athlete is considered "graduated" for purposes of the APR if he or she has completed all graduation requirements (e.g., academic and administrative) and is considered by the institution to have graduated."

   Under this definition, an institution would not be permitted to mark a student-athlete as graduated for the previous spring-retention point because the institution does not officially consider such student-athletes as graduated until the degree is conferred. The

institution would also not be permitted to award the eligibility point for the spring term if the student-athlete in this situation has completed 10 semesters or 15 quarters as a full-time student. The subcommittee agreed not to change the current definition of graduation, but noted that institutions that lose APR points for such student-athletes may request relief for any lost points through the APR adjustment process since such circumstances are outside the control of the student-athlete. The subcommittee noted that changes to the definition of graduation has implications beyond this scenario and thus, this was best handled in the adjustment process.

5. **Limited-Resource Institution Pilot Program Concept.** The committee received an update regarding the development of a pilot program for limited-resource institutions and enhancements to the NCAA Division I Academic Performance Program Supplemental Support Fund. The committee was generally supportive of the two recommendations, noting that they will be reviewed by the NCAA Executive Committee Finance Subcommittee and potentially acted on by the Board in August.

6. **NCAA Division I Academic Performance Program Press Releases.** The committee received an update on the annual Division I Academic Progress Rate, Penalty, Postseason Ineligiblity, and Public Recognition press releases. The public release will occur in mid-June and institutions can expect communication in May with more specifics.

7. **Update on the Governance Survey.** The committee received an update on an upcoming survey from the national office to all governance committee members.

8. **Update on Men's and Women's Basketball Coaches' Meetings.** The committee received an update regarding recent meetings with the Women's Basketball Coaches Association and the National Association of Basketball Coaches.

9. **APR Data and Penalties.** The committee received a summary of the most recent APR data submitted by member institutions and a summary of the penalties imposed under the new APP penalty structure and access to postseason, which will be available for public review in June.

10. **March Teleconference Report of the NCAA Division I Committee on Academic Performance.** The committee reviewed the report.

11. **NCAA Working Group on the Collegiate Model – Bylaw 14.** The committee received an update on the NCAA Working Group on the Collegiate Model – Rules and provided feedback on the principles and preliminary concepts developed for NCAA Division I Bylaw 14. The committee expressed concern that elimination of the requirement for institutions to submit final high school transcripts for early academic qualifiers will have

a detrimental impact on the research efforts crucial to informing initial-eligibility legislation standards and policies. The committee recommended the research staff be consulted before a final decision on the elimination of this requirement is made.

12. NCAA Division I Academic Progress Rate Adjustment Requests for Student-Athletes who Transfers From an Institution Subject to Postseason Ineligibility. The committee approved an amendment to the APR adjustment directive when a student-athlete transfers from an institution in which his/her term is ineligible for postseason competition due to the APP and the student does not need an NCAA Division I Legislative Council Subcommittee for Legislative Relief waiver for the residency requirement (e.g., sports that allow for the one-time transfer exception or situations where a student-athlete transfers to a Division II institution). The retention point will be adjusted provided the following criteria are met:

a. The student-athlete immediately transferred to another four-year institution. This requires full-time enrollment at the new institution at the next available regular academic term.

b. The student-athlete did not lose any APR points at that institution, including the eligibility point in the last semester of enrollment prior to transfer.

c. The penalty would preclude the institution's team in that sport from participating in postseason competition during all of the remaining seasons of the student-athlete's eligibility.

This change will be effective with the 2011-12 APR data, submitted fall 2012 and would not apply retroactively. Such requests will be considered during the normal adjustment process with appropriate documentation (e.g., transcripts) to be provided by the institution requesting the adjustment.

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

April 23-25, 2012	
Attendees	Absentees
Jan Blade, Delaware State University	Melvin Johnson, Tennessee State University
Jerry Bovee, Weber State University	
Jennifer Brown, Western Carolina University	
Michael Cross, Bradley University	
Jack Evans, University of North Carolina, Chapel Hill *(participated via teleconference)*	
Kenneth Ferguson, University of Missouri, Kansas City	
Walter Harrison, University of Hartford	
David Jamison, Robert Morris University	
Barbara Luebke, University of Rhode Island	
Roderick McDavis, Ohio University	
Lisa Melz, Western Illinois University	
John Morris, University of Washington	
Vince Nicastro, Villanova University	
Brennan O'Donnell, Manhattan College	
Greg Sankey, Southeastern Conference	
Other NCAA Staff Members in Attendance: Kelly Brooks, Steve Clar, Greg Dana, Diane Dickman, Bernard Franklin, Michelle Hosick, Kevin Lennon, Andy Louthain, Matt Maher, Binh Nguyen, Tom Paskus, Todd Petr, Bill Regan, Tiese Roxbury, John Shukie, Naima Stevenson, Jenn Strawley, Katy Yurk.	

SUPPLEMENT NO. 5

REPORT OF
THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION
DIVISION I COMMUNICATIONS AND COORDINATION COMMITTEE (CCC)
MAY 11, 2012, CONFERENCE CALL

***ACTION ITEMS*.**

- None.

***INFORMATIONAL ITEMS*.**

1. **Report of the Committee's November 30, 2011, Conference Call.** The committee approved the report of its November 30, 2011, conference call.

2. **Update on NCAA Presidential Retreat Initiatives.** The committee was reminded of the work completed to date by the NCAA Division I Committee on Academic Performance and several of the Transforming Intercollegiate Athletics Working Groups (i.e., Student-Athlete Well Being, Resource Allocation, Enforcement). It was noted that the concept of a miscellaneous expense allowance continues to be supported by the NCAA Division I Board of Directors. The Student-Athlete Well-Being Working group has circulated to the membership and various constituent groups three possible options for this type of educational expense allowance. The working group will evaluate the feedback prior to making a final recommendation to the Board of Directors. The Resource Allocation Working Group essentially has completed its work, with the issues of the appropriate number of contests/competition in each sport and noncoaching personnel limitations being referred to the Rules Working Group in its examination of Bylaws 17 (Playing and Practice Seasons) and 11 (Conduct and Employment of Athletics Personnel). The Enforcement Working Group continues its work in 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.

3. **Rules Working Group Update – Roles of the NCAA Division I Cabinets**. The committee was informed of the extended timeline for the work of the Rules Working Group to allow for coordination with all the presidential working groups and extensive education, outreach and consensus-building within the membership. The extended timeline will allow for comprehensive feedback from the Division I cabinets and other governance groups with areas of expertise. As the cabinets meet in June and September, the chairs are reminded to encourage cabinet members to review the proposed commitments and corresponding concepts with the goal of creating rules that are meaningful, enforceable and supportive of student-athlete success. It was noted that the working group plans to present

recommendations to the Board of Directors in October 2012 or January 2013, depending on membership feedback received through the spring and summer.

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

Division I Communications and Coordination Committee May 11, 2012, Teleconference	
ATTENDEES	ABSENTEES
William Chaves, Eastern Washington University, Administration Cabinet	Mike Alden, University of Missouri, Leadership Council
Sarah Bobert, Marquette University – Awards, Benefits, Expenses and Financial Aid Cabinet	Mark Hollis, Michigan State University, Amateurism Cabinet
Carolyn Campbell-McGovern, Ivy League, Legislative Council	
Eugene Daniels, Division I Student-Athlete Advisory Committee	
Herman Holt, University of North Carolina, Asheville, Academic 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: Lynn Holzman, Michelle Hosick, Jobrina Perez, Carol Reep, Kris Richardson, Dave Schnase, Alex Smith, Danielle Teetzel, Katie Willett and Leeland Zeller.	

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I AWARDS, BENEFITS, EXPENSES AND FINANCIAL CABINET FEBRUARY 2, 2012, 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 Aid Cabinet continued its review of maximum grant-in-aid limitations and equivalency versus head count designations. As a result of the discussion of the ongoing financial aid-related work of the NCAA Working Group on Student-Athlete Well-Being, the cabinet agreed to suspend its discussions of this issue until information comes out of that working group. However, the cabinet supported the working group's establishment of 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. The cabinet also noted that a solely need-based approach to determining eligibility for the miscellaneous expense funds would eliminate gender-equity issues associated with receipt of those funds.

2. **Update from the NCAA Working Group on Collegiate Model - Rules Regarding NCAA Division I Bylaw 15.** The cabinet received an update on the NCAA Working Group on Collegiate Model - Rules regarding Bylaw 15. Following the update, the cabinet discussed items relevant to its work and provided feedback. The feedback included a recommendation that the Rules working group add a guiding statement/principle to address the impact financial aid has on gender equity issues. The cabinet also noted that the Rules working group's examination of which financial aid counts toward individual and team maximum financial aid limitations should be mindful of the effect changes in this area may have on competitive equity.

3. **Update from the Rules Working Group Regarding Division I Bylaw 16.** The cabinet received an update on the work of the Rules working group regarding Bylaw 16. Following the update, the cabinet discussed items relevant to its work and provided feedback. The feedback included the cabinet's support for deregulating the departure/return expense legislation in favor of an approach that defers to institutional and conference policies and missed class time policies.

Committee Char: *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 RECRUITING AND ATHLETICS PERSONNEL ISSUES CABINET
FEBRUARY 7-8, 2012, MEETING

KEY ITEMS.

1. **Football Recruiting Issues.** The NCAA Division I Recruiting and Athletics Personnel Issues Cabinet received an update and summary of football recruiting issues. The cabinet also received an update and overview of the NCAA enforcement services' new football issues group, including the football issues group's six-month strategic plan. The cabinet will continue to monitor trends and issues related to football recruiting. The cabinet recommends that the NCAA Working Group on Collegiate Model - Rules carefully and thoughtfully consider whether legislation that applies to nonscholastic activities in men's basketball would appropriately apply to football.

2. **Update on NCAA Working Group on Collegiate Model - Enforcement.** The cabinet received a review of the work and recommendations of the Working Group on Collegiate Model - Enforcement. The cabinet members were encouraged to provide feedback from their institutions and conferences related to the concepts once the full report is available to the NCAA membership.

3. **Update on Working Group on Collegiate Model - Rules regarding NCAA Bylaws 11 and 13.** The cabinet received an update on the Working Group on Collegiate Model - Rules regarding the work related to Bylaws 11 and 13. The cabinet discussed items relevant to its work and provided feedback related to the guiding statements/principles and legislative concepts that the working group is considering. Specifically, as it relates to Bylaw 11, the cabinet provided feedback regarding coaching categories, scouting and employment of individuals who are associated with recruited prospective student-athletes as noncoaching staff members. As it relates to Bylaw 13, the cabinet provided feedback regarding recruiting communication and materials, recruiting calendars, official visits and the involvement of coaches with prospective student-athletes in nonscholastic athletics activities. The cabinet noted that a significant portion of recruiting legislation that has been adopted in recent years has primarily been initiated as a result of issues that are of particular concern to basketball and football. Many of those issues are significantly applicable to the majority of other sports. Careful and thoughtful consideration must be given to whether it is appropriate or necessary to apply the same legislation to all sports in all cases.

Cabinet Chair: Ian McCaw, Baylor University
Staff Liaisons: *Renee Gomila, Enforcement Services*
Abigail Grantstein, Enforcement Services
Charnele Kemper, Academic and Membership Affairs
Jen Roe, Academic and Membership Affairs
Leeland Zeller, Academic and Membership Affairs

EXCERPTS FROM THE REPORT OF THE
NCAA DIVISION I AMATEURISM CABINET
FEBRUARY 16-17, 2012, MEETING

KEY ITEMS.

1. **Panel Discussion - Agent Issues.** The NCAA Division I Amateurism Cabinet continued its discussion about issues pertaining to student-athletes' transition from the collegiate experience to professional status, the agent-selection process and whether student-athletes are receiving the most accurate and useful information regarding their potential future as professional athletes. The cabinet head from a panel that included certified contract-advisors, coaches and a professional league representative.

2. **Update from the NCAA Division I Working Group on Collegiate Model - Rules Regarding NCAA Division I Bylaw 12.** The cabinet received an update on the Working Group on Collegiate Model - Rules regarding Phase I of the Bylaw 12 review. The cabinet discussed items relevant to its work and was generally supportive of the Phase I concepts. In addition to the concepts presented for Phase I, the cabinet discussed deregulating the employment legislation as well as eliminating the 45-day practice period while amateurism certification status is pending.

3. **Media Plan Update.** The cabinet received an update from the NCAA communications staff regarding the current and future outreach plans related to amateurism. The staff will continue to work with the cabinet to further develop a media action plan.

Cabinet Chair: *Mark Hollis, Michigan State University, Big Ten Conference*
Staff Liaisons: *Matt Maher, Academic and Membership Affairs*
Jobrina Perez, Academic and Membership Affairs
Marcus Wilson, Enforcement Services

EXCERPTS FROM THE REPORT OF THE
NCAA DIVISION I ADMINISTRATION CABINET
FEBRUARY 8-9, 2012, MEETING

KEY ITEMS.

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

2. **Waivers of the Division I Men's Basketball Scheduling Requirements.** The cabinet, pursuant to its authority per NCAA Bylaw 20.2.5.3, reviewed several waiver request related to violations of Bylaw 20.9.6.1 regarding institutions that have exceeded the limit of four contests against institutions that are not members of Division I. At issues in all waiver requests was a misapplication of the rules that requires exhibitions against non-Division I institutions exempted in Bylaw 17 to be included for purposes of applying the membership scheduling requirements set forth in Bylaw 20.9.6.1. The cabinet took the following action:

   - Granted the waiver of the four contest limitation set forth in Bylaw 20.9.6.1 for all institutions, provided the exhibition against the non-Division I institution resulted in the requesting institution exceeding the four-game limit.

   - Requested that the NCAA Division I Legislative Review and Interpretations Committee (LRIC) incorporate an existing official interpretation (reference; January 31, 1985) that addresses the matter into the NCAA Division I Manual in Bylaw 20.9.6.1.

   - Directed the staff to publish an Educational Column as soon as possible to provide notice to the membership of the proper application of the rule.

   The cabinet also expressed concern that the current penalty set forth in Bylaw 20.2.5.1.3 of restricted membership, which results in the institution's ineligibility for the NCAA Division I Men's Basketball Championship, appears to be overly harsh and directed the staff to develop possible alternative penalties for the cabinet's consideration. [Note: Any change to the current penalty would require a legislative change and any proposal to effectuate a change would be sponsored after expiration of the legislative moratorium imposed by the NCAA Division I Board of Directors for the 2012-13 legislative cycle.]

Cabinet chair: *William Chaves, Big Sky Conference*
Cabinet liaisons: *Jacqueline Campbell, Division I Governance*
Steve Mallonee, Academic and Membership Affairs
Sharon Tufano, Governance

EXCERPTS FROM COMMITTEE APPOINTMENTS
NCAA DIVISION I ADMINISTRATION CABINET
FEBRUARY 8-9, 2012
(All appointments are effective September 2012, unless otherwise noted.)

Committee on Competitive Safeguards and Medical Aspects of Sports.

- George Frazer, faculty athletics representative, Duquesne University, Atlantic 10 Conference.
- Lynn Snyder-Mackler, faculty athletics representative/distinguished professor, University of Delaware, Colonial Athletic Association.

High School Review Committtee.

- Reappointed Janet Constantinides, professor, University of Wyoming (term 2).
- Reappointed Susan Patrick, president, North American Council for Online Learning (term 2).

International Student Records Review Committee.

- Reappointed Christopher Foley, director of admissions, Indiana University-Purdue University at Indianapolis, Summit League (term 3).
- Reappointed Ted McKown, director of international recruitment, Kent State University, Mid-American Conference (term 3).

Olympic Sports Liaison Committee.

- Lee McElroy, director of athletics, University at Albany, America East Conference.
- Jody Mooradian, senior associate director of athletics, Boston College, Atlantic Coast Conference.

Research Committee.

- Ingrid Wicker-McCree, director of athletics, North Carolina Central University, Mid-Eastern Athletic Conference.

Walter Byers Scholarship Committee.

- Immediate vacancy: Andrew Alia, assistant commissioner, Northeast Conference.

Division I Amateurism Fact-Finding Committee.

- Reappointed Doug Wollard, director of athletics, University of South Florida, Big East Conference.
- Appointed Frank Arredondo, director of compliance and sport services, Conference USA.
- Appointed Michael Bitter, faculty athletics representative, Stetson University, Atlantic Sun Conference.
- Appointed Jennifer Cardone, associate director of athletics, University of California, Davis, Big West Conference.

Division I Committee on Athletics Certification.

- Reappointed Angela Grube, assistant vice chancellor, Western Carolina University, Southern Conference.

- Appointed Jan Brown, associate director of athletics, University at Albany, America East Conference.
- Appointed Janet Cone, director of athletics, University of North Carolina, Asheville, Big South Conference.

Division I Committee on Academic Performance.

- Granted a one-year term extension to Greg Sankey, associate commissioner, Southeastern Conference.
- Appointed Jeri Beggs, faculty athletics representative, Illinois State University, Missouri Valley Conference.
- Appointed Grace Calhoun, director of athletics, Loyola University Chicago, Horizon League.
- Appointed Carrie Leger, associate director of athletics/academics and student services, North Carolina State University, Atlantic Coast Conference.
- Appointed Robert Philippi, associate commissioner, Conference USA.

Division I Men's Basketball Issues Committee.

- Bart Bellairs, director of athletics, Southeastern Louisiana University, Southland Conference.
- Julio Freire, senior associate director of athletics, University of Nevada, Las Vegas, Mountain West Conference.
- Ritchie McKay, associate head coach, University of Virginia, Atlantic Coast Conference.

Division I Women's Basketball Issues Committee.

- Amanda Braun, senior associate director of athletics, Northeastern University, Colonial Athletic Association.
- Kristy Curry, head women's basketball coach, Texas Tech University, Big 12 Conference.
- Shelley Davis, senior associate athletic director, Howard University, Mid-Eastern Athletic Conference.

Division I Football Issues Committee.

- John McKay, senior associate director of athletics, University of Southern California, Pacific 12 Conference.

Division I Committee on Infractions.

Recommended that the Division I Board of Directors:

- Reappoint Eleanor Myers, faculty athletics representative, Temple University, Atlantic 10 Conference (term 2).
- Reappoint Roscoe Howard, attorney, Troutman Sanders.
- Reappoint James O'Fallon, faculty athletics representative, University of Oregon, Pacific 12 Conference (term 2).
- Reappoint Rodney Uphoff, law professor, University of Missouri, Columbia, Big 12 Conference (term 2).
- Appoint Greg Christopher, director of athletics, Bowling Green State University, Mid-American Conference.

Division I Infractions Appeals Committee.
Recommended that the Division I Board of Directors reappoint:

- Susan Lipnickey, faculty athletics representative, Miami University (Ohio), Mid-American Conference (term 3).
- Patricia Ohlendorf, vice president for institutional relations and legal, University of Texas at Austin, Big 12 Conference (term 2).

Division I Initial-Eligibility Waivers Committee (immediate vacancies).

- Dominick Giambrone, assistant commissioner for compliance, Sun Belt Conference (core course review subcommittee).
- Solicit additional nominees (education-impacting disability subcommittee).

Division I Legislative Review/Interpretations Committee (one immediate and two September vacancies).

- Immediate vacancy: Larry Killough, faculty athletics representative, Virginia Polytechnic Institute & State University, Atlantic Coast Conference.
- September vacancy: Matt Boyer, assistant director of athletics, The Summit League.
- September vacancy: Meredith Eaker, associate director of athletics, Liberty University, Big South Conference.

Division I Progress Toward Degree Waiver Committee (six April and two September vacancies).
Immediate vacancy:

- Jean A Boyd, senior associate director of athletics, Arizona State University, Pacific-12 Conference.

April vacancies:

- Kit Alewine, compliance coordinator, Troy University, Sun Belt Conference.
- Kelly Cruttenden, assistant director of athletics for compliance, University at Buffalo, the State University of New York, Mid-American Conference.
- Matthew Fenley, associate director of athletics, Stephen F. Austin State University, Southland Conference.
- Sarah Fraser, assistant director of athletics for compliance, Brown University, The Ivy League.
- Katreshia Louis-Verrett, associate director of athletics for compliance, North Carolina A&T State University, Mid-Eastern Athletic Conference.
- Carolyn V. O'Connell, senior associate director of athletics, Loyola University Chicago, Horizon League.

September vacancies:

- Julie Bowse, associate director of athletics, California State University, Fullerton, Big West Conference.
- Missy Farrar, associate registrar, academic compliance, Louisiana Tech University, Western Athletic Conference.

Division I Committee on Student-Athlete Reinstatement.

- Reappointed Tony Hernandez, senior associate director of athletics, University of Miami (Florida), Atlantic Coast Conference (term 2).
- Reappointed Megan McHugo, assistant director, Ivy Group (term 2).

Division I Baseball Committee (one immediate and four September vacancies).

- Immediate vacancy: Randy Buhr, senior associate director of athletics, Washington State University.
- Joel Erdmann, director of athletics, University of South Alabama, Sun Belt Conference.
- Robert Lawson Goodman, senior associate commissioner, Colonial Athletic Association.
- Ed Scott, associate director of athletics, Binghamton University, America East Conference.
- Solicit additional nominees (Central region).

Division I Men's Basketball Committee.

- Mark Hollis, director of athletics, Michigan State University, Big Ten Conference.
- Bernard Muir, director of athletics, University of Delaware, Colonial Athletic Association.

Division I Women's Basketball Committee.

- Terry Lynn Gawlik, senior associate director of athletics, University of Wisconsin, Madison, Big Ten Conference.
- Bradley Walker, associate commissioner for operations, Ohio Valley Conference.

Women's Bowling Committee.

- Reappointed Amber Lemke, Stephen F. Austin State University, Southland Conference.

Men's and Women's Fencing Committee.

- Denis Elton Cochran-Fikes, director of compliance, University of Pennsylvania, Ivy League.
- Solicit West region nominees.

Division I Field Hockey Committee.

- Lee Butler, director of championships, Atlantic Coast Conference.
- Addie Muti, associate director of athletics, Robert Morris University, Northeast Conference.

Division I Football Championship Committee.

- Torre Chisholm, director of athletics, Portland State University, Big Sky Conference.
- Mark Wilson, director of athletics, Tennessee Technological University, Ohio Valley Conference.

Division I Men's Golf Committee.

- James Paquette, director of athletics, Loyola University Maryland, Metro Atlantic Athletic Conference.
- Eric Sexton, director of athletics, Wichita State University, Missouri Valley Conference.

Division I Women's Golf Committee.

- Jody Sykes, associate director of athletics, University of Louisville, Big East Conference.
- Ann Walker, head women's golf coach, University of California, Davis, Big West Conference.

Men's Gymnastics Committee.

- Rustam Sharipov, head men's gymnastics coach, Ohio State University, Big Ten Conference.
- Solicit additional nominees.

Women's Gymnastics Committee.

- Reappointed Doug Day, coach, U.S. Air Force Academy, Mountain West Conference.

Division I Men's Ice Hockey Committee.

- Solicit additional nominees – Western Collegiate Hockey Association.

Division I Women's Ice Hockey Committee.

- Amanda Braun, senior associate director of athletics, Northeastern University, Colonial Athletic Association.

Division I Men's Lacrosse Committee.

- Brian Anken, head men's lacrosse coach, Virginia Military Institute, Big South Conference.

Division I Women's Lacrosse Committee.

- John Sung, head women's lacrosse coach, Winthrop University, Big South Conference.

Men's and Women's Rifle Committee.

- John Butler, assistant director of athletics, University of Kentucky, Southeastern Conference.
- C. Alan Lollar, head rifle coach, Murray State University, Ohio Valley Conference.

Division I Rowing Committee.

- Cari Graves, head rowing coach, University of Texas at Austin, Big 12 Conference.
- Heather Weems, associate director of athletics, Drake University, Missouri Valley Conference.

Men's and Women's Skiing Committee.

- Cami Thompson-Graves, head women's Nordic skiing coach, Dartmouth College, The Ivy League.

Division I Men's Soccer Committee.

- Drew Galbraith, senior associate director of athletics, Dartmouth College, The Ivy League.
- Bruce Gregory, senior associate director of athletics, Coastal Carolina University, Big South Conference.
- Lesley Irvine, associate director of athletics, Bowling Green State University, Mid-American Conference.

Division I Softball Committee.

- Kerri Blaylock, head softball coach, Southern Illinois University at Carbondale, Missouri Valley Conference.
- Solicit additional nominations (East and West regions).

Division I Men's and Women's Swimming and Diving Committee.

- Courtney Hart, head men's and women's swimming and diving coach, Georgia Institute of Technology, Atlantic Coast Conference.
- Kevin Klotz, assistant director of athletics, University of Houston, Conference USA.
- Solicit additional nominations (men's diving interests).

Division I Men's and Women's Tennis Committee.

- Jenny Borg, assistant director of athletics/internal operations, University of Notre Dame, Big East Conference.
- Steve Moore, head men's and women's tennis coach, Texas A&M University-Corpus Christi, Southland Conference.
- Dave Mullins, director of athletics, East Tennessee State University, Atlantic Sun Conference.
- Laura White, associate director of athletics, Drexel University, Colonial Athletic Association.

Division I Men's and Women's Track and Field Committee

- Reappointed Willie Randolf, coach, Central Michigan University, Mid-American Conference.
- Jessica Descartes, assistant commissioner, America East Conference.
- Curt Kraft, head men's and women's track and field coach, East Carolina University, Conference USA.

Men's Volleyball Committee.

- Ron Shayka, senior associate director of athletics, finance and operations, George Mason University, Colonial Athletic Association.

Division I Women's Volleyball Committee.

- Jean Berger, senior associate director of athletics, University of Northern Iowa, Missouri Valley Conference.

Men's Water Polo Committee.

- Solicit additional nominations (East region).

Women's Water Polo Committee.

- Kyle Witt, head women's water polo coach, Loyola Marymount University, West Coast Conference.

Division I Wrestling Committee.

- Matthew Whisenant, deputy director of athletics, University of Wyoming, Mountain West Conference.

Baseball Rules Committee.

- Casey Scott, senior associate director of athletics, Kansas State University, Big 12 Conference.

Men's Basketball Rules Committee.

- Howie Dickenman, head men's basketball coach, Central Connecticut State University, Northeast Conference.

Women's Basketball Rules Committee.

- Charlene Curtis, coordinator/women's basketball officials, Atlantic Coast Conference.

Football Rules Committee.

- Thomas Yeager, commissioner, Colonial Athletic Association.

Men's and Women's Ice Hockey Rules Committee.

- Josh Fenton, associate director of athletics, Miami University (Ohio), Mid-American Conference.

Men's Lacrosse Rules Committee.

- Bob Shillinglaw, head men's lacrosse coach, University of Delaware, Colonial Athletic Association.

Women's Lacrosse Rules Committee.

- Julie Myers, head women's lacrosse coach, University of Virginia, Atlantic Coast Conference.

Men's and Women's Soccer Rules Committee.

- Angie Torain, assistant commissioner, The Summit League.

Softball Rules Committee.

- Clint Myers, head softball coach, Arizona State University, Pacific-12 Conference.

Women's Volleyball Rules Committee.

- Valencia Jordan, associate director of athletics, Tennessee State University, Ohio Valley Conference.

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

INFORMATIONAL ITEMS.

1. **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 Council was informed of the Board of Directors' request that the Student-Athlete Well-Being Working Group consider alternative proposals for a miscellaneous expense allowance. The working group developed three alternatives that have been circulated for review and comment. It is anticipated that conferences will discuss these alternatives during their upcoming spring meetings and provide feedback to the working group. The Board is not expected to take further action concerning the matter until at least August for possible implementation for 2013-14.

   b. Transforming Intercollegiate Athletics Resource Allocation Working Group. The Council was informed that most of the recommendations of the Resource Allocation Working Group were defeated by the Board of Directors in January. The issue of possible limitations on the number of noncoaching personnel was referred to the Rules Working Group in its review of Bylaw 11. The issue of contest limitations in all sports, as well as other Bylaw 17 topics, will be reviewed by the Rules Working Group in conjunction with the NCAA Division I Championships/Sports Management Cabinet.

   c. Transforming Intercollegiate Athletics Collegiate Model -- Rules Working Group. The Council received an update on the progress of the Rules Working Group, and the communication and outreach plans to keep the membership informed and involved in the process. The approach to a new regulatory structure was reviewed with the Council, noting the goal of establishing rules that are meaningful, enforceable and contribute to student-athlete success. The Council was informed of the timeline of the three phases of review and which bylaws would be reviewed in each phase.

   d. Transforming Intercollegiate Athletics Collegiate Model -- Enforcement Working Group. The Council was informed of the Enforcement Working Group's progress in creating a multi-level NCAA rules violation structure, an enhanced penalty structure, a more efficient process structure and re-establishing a sense of shared responsibility amongst the interested individuals and entities in intercollegiate athletics.

2. **Women's Basketball Recruiting Model.** The Leadership Council Women's Basketball Recruiting Subcommittee informed the Council of the concepts under consideration for a women's basketball recruiting model. The subcommittee noted that its discussions have focused on communication with prospects (e.g., modes, start date, frequency), official visits,

event certification, on-campus evaluations and summer access. The subcommittee also has discussed the summer recruiting evaluation period and noted the women's basketball coaches support for reducing the number of days they are off-campus recruiting in July. The current legislative cycle includes a proposal (Proposal No. 2011-54) that would modify the July 6-31 recruiting period to consist of, consecutively, a seven-day evaluation period, a 10-day dead period, a seven-day evaluation period and a two-day dead period. The subcommittee asked that the Council endorse the adoption of Proposal No. 2011-54, which will be considered by the NCAA Division I Legislative Council during its April 16-17 meeting. The Council unanimously endorsed the proposal with an August 1, 2012, effective date. The subcommittee will continue to discuss the concepts under consideration for a women's basketball recruiting model, with plans to seek further input from coaches, the Division I Student-Athlete Advisory Committee (SAAC) and the National Federation of State High School Associations (NFHS).

3. **Update from Leadership Council's Agent Subcommittee.** The Council was updated on the Agent Subcommittee's discussion of a national agent registration program that could serve as a resource for institutions and student-athletes that would assist in the agent/advisor education process. The Council raised a number of questions regarding the proposed program and suggested the subcommittee continue to discuss the elements of the program.

4. **Report from the Division I Student-Athlete Advisory Committee (SAAC).** Eugene Daniels, chair of the Division I SAAC, presented a report of the committee's priorities for the upcoming year. In the coming year, the Division I SAAC will focus on:

   a. Enhancing the student-athlete voice within the Association;

   b. It's new community service initiative, a partnership with Samaritan's Feet; and

   c. Increasing the overall awareness of SAAC, particularly amongst groups outside of the Association.

5. **Update on Review of Division I Athletics Certification Program**. The Council was updated on the work of the NCAA Division I Athletics Certification Committee in its review of the athletics certification program. The Council received information on the name and purpose of the new program, as well as system development, organizational changes and the planned request for a one-year delay in the implementation of the new program.

6. **New Membership Communication Initiative**. The Council was informed of the planned implementation of a membership communication initiative designed to enhance communication between the NCAA national office and the membership. The process will be piloted by individuals in the membership, as well as national office staff members, to ensure the outlined services are operating as designed.

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

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 January 10-14, 2012, meeting.

KEY ITEMS.

1. **Legislative Issues.** The committee reviewed and discussed the override requests submitted by the Division I membership related to the miscellaneous expense allowance and multi-year grants-in-aid. Additionally, the committee reviewed recommendations from the resource allocation working group. Pending board action, the committee will continue to solicit feedback from campus and conference SAACs related to those issues.

2. **Division I Board of Directors Meeting.** The committee met with the Division I Board of Directors and discussed key issues impacting student-athlete well-being, including the miscellaneous expense allowance, multi-year grants-in-aid, foreign tours and other recommendations from the Presidential Working Groups.

ACTION ITEMS.

1. **Legislative Items.**

- **None.**

2. **Nonlegislative Items.**

- **None.**

INFORMATIONAL ITEMS.

1. **NCAA Opening Business Session.** The committee attended the NCAA Opening Business Session and listened to President Mark Emmert's State of the Association address.

2. **NCAA Division I Session.** The committee attended the NCAA Division I Session related to the status of presidential retreat initiatives. Presentations were provided on the status of the initiatives from the Presidential Working Groups, and the committee had the opportunity to contribute comments during discussion periods.

3. **Leadership and Legislative Council Meetings.** The committee met separately with the Leadership and Legislative Councils to discuss current issues related to student-athlete

well-being, including recommendations from the Presidential Working Groups, as well as the committee's top priorities for 2012.

4. **Division I Men's Basketball Committee.** The committee had dinner with the Division I Men's Basketball Committee, and student-athletes provided feedback regarding a sportsmanship initiative in men's basketball.

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

a. Mark Emmert, NCAA president, met with the committee and discussed the progress of the Presidential Working Groups, as well as override requests related to miscellaneous expense allowance and multi-year grants-in-aid. President Emmert also stressed the importance of including the student-athlete voice in the process.

b. Jackie Campbell, director of Division I governance, and Jarrett Newby, NCAA governance intern, reviewed the NCAA governance structure and legislative process. They also provided the committee with an update and answered questions on key legislative proposals.

c. Greg Shaheen, interim executive vice president of championships and alliances, addressed the committee regarding the NCAA media contracts, the FCS football championship, site selections and championship awards. Shaheen also spoke to the committee about sportsmanship initiatives in men's basketball.

d. Rachel Newman-Baker, managing director of enforcement, addressed the committee regarding enforcement restructuring, information development efforts and issues regarding agents and advisors.

e. Monica Woods, associate director of membership and external outreach, spoke to the committee about communication efforts with former student-athletes, presidential and campus leadership, and engaging new, non-athletic audiences to help educate people about the NCAA and foster advocacy on behalf of student-athletes.

6. **Division I SAAC Priorities.** The committee developed future priorities and goals related to its effort to enhance the total student-athlete experience, including increasing

awareness of SAAC and its role, cultivating a community service initiative and enhancing the student-athlete voice.

7. **Chair and vice chair selections.** The committee reviewed the requirements for the positions of committee chair and selected Eugene Daniels, Colorado State University and Mountain West Conference representative, for that position effective January 15, 2012. The committee moved to elect two representatives as co-vice chairs and selected Maddie Salamone, Duke University and Atlantic Coast Conference representative, and Curtis Schickner, University of Maryland, Baltimore County, and America East Conference representative, for those positions effective January 15, 2012.

8. **Cabinet and committee selections.** The committee selected Chris Everett, Western Carolina University and Southern Conference representative, to serve as the SAAC's representative to the Amateurism Cabinet. The committee also selected Lauren Cochlin, University of Wisconsin, Madison, and Big Ten Conference representative as the committee's media chair.

9. **Representative to the International University Sport Federation (FISU).** Scott Krapf, outgoing committee chair, was announced as the American student representative to FISU.

10. **Impermissible Nutritional Supplements.** The committee discussed impermissible nutritional supplements and expressed interest in increasing the education and awareness provided to student-athletes regarding banned and harmful substances.

11. **Updates from selected Division I and Association-wide committees.** The committee was provided an update on selected Division I and Association-wide committees, including the Student-Athletes Reinstatement Committee, Sportsmanship and Ethical Conduct Committee, Committee on Competitive Safeguards and Medical Aspects of Sports, and Olympic Sports Liaison Committee.

12. **Joint Student-Athlete Advisory Committee Meeting.** The committee met jointly with the Division II SAAC and received presentations from representatives of the NCAA office of Inclusion, the College Sports Information Directors of America and Hudson Taylor, assistant wrestling coach at Columbia University and founder of Athlete Ally.

13. **Service Team Update.** The committee discussed a potential partnership with Samaritan's Feet for future community service initiatives. Emmanuel Ohonm, the founder of Samaritan's Feet, met with the committee to share information about the organization and to talk about the scope of the potential partnership.

14. **Association-wide programming**. Members of the committee attended association-wide programs during the NCAA Convention, including "Values-Driven Leadership in the 21st Century," "Students First: Giving SA the College Experience They Deserve," "Academic Success and Missed Class Time," and "Social Media: Building and Engaging and Online Community."

15. **NCAA Honors Celebration**. The committee attended the NCAA Honors Celebration honoring distinguished former student-athletes.

16. **Division I SAAC Award of Excellence update**. The committee announced that the submission deadline for Division I SAAC Award of Excellence nominees was moved to March 30. The committee will distribute an email to conference SAACs to notify them of the new deadline and remind them that the award is now an annual award.

17. **Attendance.** Attendance for the January 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	Winthrop	Matthew Horn	Men's Soccer	Yes

Conference	University			
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	No
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	Yes
Southeastern Conference	Mississippi State University	DJ Looney	Football	Yes
Southern Conference	Western Carolina University	Chris Everett	Football	Yes
Southland Conference	Northwestern State University	Yaser Elqutub	Football	Yes
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	Yes
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	Yes
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 Respresentative	Missouri Valley Conference	Yes

18. Future Meeting Schedule.

a. March/April 2012, Teleconference.

b. July 19-22, 2012, Carmel, Indiana.

c. August/September 2012, Legislative Webinar.

d. November 2012, Indianapolis, Indiana.

e. January 15-19, 2013, in conjunction with NCAA Convention, Grapevine, Texas.

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
Tim Nevius, Enforcement
Brandy Hataway, Academic and Membership Affairs

REPORT OF THE
NCAA DIVISION I STUDENT-ATHLETE ADVISORY COMMITTEE
APRIL 5, 2012, MEETING

The NCAA Division I Student-Athlete Advisory Committee (SAAC) submits the following report from its April 5, 2012, teleconference.

***KEY ITEMS*.**

1. **Enforcement Working Group.** Chris Strobel, director of enforcement, provided the committee with an update on the progress of the enforcement working group and potential changes to the enforcement model, including information related to the potential modification of violation and penalty structures.

2. **Division I SAAC Priorities.** The committee reviewed priorities and goals related to its effort to enhance the total student-athlete experience, including increasing awareness of SAAC and its role, cultivating a community service initiative and enhancing the student-athlete voice. The group discussed its plan to implement the agreed upon priorities over the coming year.

3. **Miscellaneous Expense Allowance.** The committee reviewed and discussed the proposed alternative models for awarding miscellaneous expense allowance. The committee will continue to review and discuss the alternatives and consider the model that affords student-athletes the greatest opportunities.

***ACTION ITEMS*.**

1. **Legislative Items.**

   - **None.**

2. **Nonlegislative Items.**

   - **None.**

***INFORMATIONAL ITEMS*.**

1. **Leadership and Legislative Council Meetings.** The committee reviewed agenda items for the upcoming Leadership and Legislative Council Meetings.

2. **Updates from selected Division I and association-wide committees.** The committee received updates from SAAC representatives who serve on selected Division I and Association-wide committees, including the NCAA Division I Amateurism Cabinet; NCAA Division I Academic Cabinet; NCAA Division I Administration Cabinet; NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet; NCAA Division I

Championships/Sports Management Cabinet; NCAA Committee on Competitive Safeguards and Medical Aspects of Sports; NCAA Committee on Women's Athletics; and NCAA Minority Opportunities and Interests Committee.

3. **Presidential Working Group Update**. The committee was updated on the work of the presidential working groups, including the results of the override votes and multi-year financial aid awards.

4. **Division I SAAC Award of Excellence update**. The committee was updated regarding submissions for the Division I SAAC Award of Excellence nominees, which had a deadline of March 30.

5. **Media Team.** The committee received an update regarding the SAAC media team's continued efforts to raise awareness of SAAC through social media and highlight notable SAAC related events or profiles of involved student-athletes on its blog and website. The SAAC received increased attention on Twitter for its use of the "#ourvoice" hash tag and transitioned its Facebook page to enhance communication and interaction with interested audiences.

6. **Attendance.** Attendance for the April teleconference:

Name	Conference	School	Sport	Present
	Missouri Valley Conference			No
Beachum, Kelvin	Conference USA	Southern Methodist University	Football	No
Boyd, Carolyn	Atlantic Sun Conference	Stetson University	Softball	Yes
Brown, William	Southwestern Athletic Conference	Prairie View A&M University	Men's Golf	No
Carew, Kaitlyn	Metro Atlantic Athletic Conference	Siena College	Women's Swimming	Yes
Cochlin, Lauren	Big Ten Conference	University of Wisconsin, Madison	Women's Soccer	Yes
Conklin, Nicholas	Northeast Conference	Long Island University-Brooklyn Campus	Men's Soccer	Yes

Name	Conference	School	Sport	Present
Copeland, Carvell	Mid-Eastern Athletic Conference	North Carolina A&T State University	Baseball	Yes
Daniels, Eugene	Mountain West Conference	Colorado State University	Football	Yes
Elqutub, Yaser	Southland Conference	Northwestern State University	Football	Yes
Everett, Chris	Southern Conference	Western Carolina University	Football	Yes
Horn, Matthew	Big South Conference	Winthrop University	Men's Soccer	Yes
Law, Natasha	Big Sky Conference	University of Northern Colorado	Women's Volleyball	Yes
Leikem, Tristany	Atlantic 10 Conference	University of Rhode Island	Women's Tennis	Yes
Lloyd, Cassandra	Horizon League	Wright State University	Indoor Track and Field	No
Looney, DJ	Southeastern Conference	Mississippi State University	Football	No
Maina, Rachael	Sun Belt Conference	University of Arkansas, Little Rock	Women's Soccer	Yes
McShane, Kevin	Pac-12 Conference	Oregon State University	Men's Basketball	Yes
Mendez, Alex	Big East Conference	University of South Florida	Baseball	No
Pelletier, Chelsea	Ohio Valley Conference	Jacksonville State University	Women's Soccer	Yes
Prusoff, Doug	Patriot League	Lafayette College	Lacrosse	Yes
Roberts, Logan	Big 12 Conference	Baylor University	Men's Track and Field	Yes
Salamone, Maddie	Atlantic Coast Conference	Duke University	Women's Lacrosse	Yes
Schickner, Curtis	America East Conference	University of Maryland, Baltimore County	Baseball	Yes

Name	Conference	School	Sport	Present
Stacy, Jessica	Western Athletic Conference	University of Hawaii, Manoa	Women's Swimming	Yes
Stittleburg, Brooke	The Summit League	Western Illinois University	Women's Volleyball	No
Swinford, Ben	The Ivy Group	Cornell University	Baseball	No
Vincek, Kaitlyn	Mid-American Conference	Eastern Michigan University	Women's Volleyball	Yes
White, Missy	West Coast Conference	St. Mary's College of California	Women's Volleyball	No
Williams, Jessica	Colonial Athletic Association	Virginia Commonwealth University	Women's Track and Field	No
Yowell, Jacob	Big West Conference	University of California, Irvine	Men's Track and Field	No

7. Future Meeting Schedule.

a. July 19-22, 2012, Carmel, Indiana.

b. August/September 2012, Webinar.

c. November 2012, Indianapolis, Indiana.

d. January 15-19, 2013, in conjunction with NCAA Convention, Grapevine, Texas.

Committee Chair: *Eugene Daniels, Colorado State University, Mountain West Conference*

Committee Vice-Chairs: *Maddie Salamone, Duke University, Atlantic Coast Conference, and Curtis Schickner, University of Maryland, Baltimore County, America East Conference*

Staff Liaisons: *Katie Willett, Student-Athlete Affairs*
Kelly Groddy, Academic and Membership Affairs
Brandy Hataway, Academic and Membership Affairs
Tim Nevius, Enforcement

REPORT OF THE
NCAA DIVISION I LEGISLATIVE COUNCIL MEETING
APRIL 16-17, 2012

ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

1. **Report of the January 14 NCAA Division I Board of Directors meeting and the January 12 NCAA Division I Leadership Council meeting.** The NCAA Division I Legislative Council received a report of the January 14 Board of Directors meeting and the January 12 Leadership Council meeting and took no action.

2. **Report of the January 13 NCAA Executive Committee meeting.** The council received a report of the January 13 Executive Committee meeting and took no action.

3. **Litigation update.** Scott Bearby, NCAA managing director of legal affairs and deputy general counsel, provided the update to the council.

4. **Report of the February 6-7 NCAA Division I Academic Cabinet meeting.** The council received the report and took no action.

5. **Report of the February 8-9 NCAA Division I Administration Cabinet meeting.** The council received the report and took no action.

6. **Report of the February 16-17 NCAA Division I Amateurism Cabinet meeting.** The council received the report and took no action.

7. **Report of the February 2 NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet meeting.** The council received the report and took no action.

8. **Report of the February 15 NCAA Division I Championships/Sports Management Cabinet meeting.** The council received the report and took no action.

9. **Report of the February 7-8 NCAA Division I Recruiting and Athletics Personnel Issues Cabinet meeting.** The council received the report and took no action.

10. **Report of the NCAA Division I Legislative Review and Interpretations Committee.** The council approved the official interpretations issued by the Legislative Review and Interpretations Committee as distributed.

11. **Report of the March 9 NCAA Division I Legislative Council Subcommittee for Legislative Relief teleconference.** The council received the report and took no action.

12. **Report of the February 23-24 NCAA Division I Committee on Athletics Certification meeting.** The council received the report and took no action. The council expressed support for delaying the initial data collection from all NCAA Division I members to the fall of 2013.

13. **Report of the January 10-14 NCAA Division I Student-Athlete Advisory Committee meeting.** The council received the report and took no action.

14. **Report of the April 10 NCAA Division I Football Championship Subdivision Governance Committee teleconference.** The council received the report and took no action.

15. **Report of the February 20 NCAA Division I Committee on Academic Performance meeting.** The council received the report and took no action.

16. **Report of the February 22 NCAA Committee on Women's Athletics teleconference.** The council received the report and took no action.

17. **Report of the February 8-9 NCAA Minority Opportunities and Interests Committee.** The council received the report and took no action.

18. **Legislative Actions.** A list of the council's legislative actions may be found in Attachment A and detailed voting results may be found 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. Further, per Constitution 5.3.2.2.4.2, the Board of Directors may resurrect a proposal defeated on final review by the Legislative Council and consider the proposal on its merits. The Board of Directors also may amend such a proposal.]

19. **Presidential Retreat Working Groups updates.** The council received information and engaged in discussions related to the latest meetings and actions taken by the various Presidential Retreat Working Groups. The council offered feedback regarding various commitments and concepts. The feedback, along with feedback compiled from other governance entities and the NCAA membership, will be provided to the appropriate working groups and shared with the membership. No action was taken.

20. **Division I Leadership Council Women's Basketball Recruiting Model.** The council received a report related to the content and status of the women's basketball recruiting model and took no action.

21. **Election of Chair and Vice Chair.** Greg Sankey, representative of the Southeastern Conference, was elected to serve as chair of the Legislative Council, effective July 1. Matt Banker, representative of the Ohio Valley Conference, was elected to serve as vice chair of the Legislative Council, effective July 1.

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

April 16-17, 2012	
Attendees	Absentees
Alicia Alford, Sacred Heart University, Northeast Conference	Brad Hostetter, Atlantic Coast Conference
Matt Banker, Ohio Valley Conference	
Jeff Bolin, Purdue University, Big Ten Conference	
Paul Bowden, George Mason University, Colonial Athletic Conference	
Carolyn Campbell-McGovern, Ivy League	
Kim Capriotti, Jacksonville University, Atlantic Sun Conference	
Joseph D'Antonio Jr., Big East Conference	
Meredith Eaker, Liberty University, Big South Conference	
Shaney Fink, University of San Diego, West Coast Conference	
David Flores, Big 12 Conference	
Jean Gee, University of Montana, Big Sky Conference	
Beth Goode, Stanford University, Pac-12 Conference	
Jackie Mynarski, Mid-American Conference (alternate)	
Kathy Heylens, South Dakota State University, Summit League	
Elaine Jacobs, Youngstown State University, Horizon League	
Richard Johnson, Wofford College, Southern Conference	
Scott Connors, Sun Belt Conference (alternate)	
Bill Maher, Canisius College, Metro Atlantic Athletic Conference	
Cindy Masner, Long Beach State University, Big West Conference	
Stephanie McDonald, Southland Conference	
Kaitlyn McKittrick, Lafayette College, Patriot League	
Mary Mulvenna, America East Conference	
Robert Philippi, Conference USA	
Jill Redmond, Atlantic 10 Conference (alternate)	
Ashley Robinson, Prairie View A&M University, Southwestern Athletic Conference	
Janice Ruggiero, University of New Mexico, Mountain West Conference	
Greg Sankey, Southeastern Conference	
Curtis Schickner, Division I Student-Athlete Advisory Committee	
Rob Spear, University of Idaho, Western Athletic Conference	
Greg Walter, Missouri Valley Conference	
Quintin Wright, Mid-Eastern Athletic Conference	
Other Participants: Scott Bearby, David Berst, Kelly Brooks, Jackie Campbell, Jennifer Henderson, Michelle Hosick, Charnele Kemper, Kevin Lennon, Jobrina Perez, Bill Regan, Kris Richardson, Dave Schnase, Geoff Silver	

NCAA Division I Legislative Council April 2012 Legislative Actions of NCAA Division I Academic Cabinet Sponsored or Requested Legislation

Proposals Recommended as Emergency or Noncontroversial Legislation

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2012-5	ELIGIBILITY -- INITIAL ELIGIBILITY -- COMMON PROVISIONS -- DIVISION I AND DIVISION II – COLLEGE COURSES AND MULTIPLE HIGH SCHOOL ATTENDANCE	NCAA Division I Academic Cabinet	Immediate	To change the voting line for bylaws related to initial eligibility from federated to common for Division I and Division II, as specified.	Supported as noncontroversial legislation. Adopted.
2012-6	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- ELIGIBILITY FOR FINANCIAL AID, PRACTICE AND COMPETITION -- QUALIFIER -- CORE-COURSE REQUIREMENTS -- EXCEPTION -- INTERNATIONAL PROSPECTIVE STUDENT-ATHLETE	NCAA Division I Academic Cabinet	August 1, 2015, for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2015.*	To specify that a prospective student-athlete whose initial-eligibility certification is based entirely on international credentials shall not be required to complete ten of the required 16 core courses before the start of his or her seventh semester (or the equivalent) of high school.	Supported as noncontroversial legislation. Adopted.
2012-7	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR PRACTICE DURING EACH TERM OF THE INITIAL YEAR IN RESIDENCE	NCAA Division I Academic Cabinet	August 1, 2015, for student-athletes initially enrolling full time in a collegiate institution on or after August 1, 2015.*	To specify that an academic redshirt must successfully complete nine-semester or eight-quarter hours of academic credit during each applicable regular academic term of his or her initial year in residence in order to be eligible for practice in the immediately subsequent term of his or her initial year in residence.	Supported as noncontroversial legislation. Adopted.

*If the effective date of NCAA Proposal No. 2011-94 is delayed, the effective date of this proposal will also be delayed, consistent with such action.

Actions Related to 2010-11 Legislative Cycle Proposals

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2011-44	RECRUITING -- LETTER-OF-INTENT PROGRAMS, FINANCIAL AID AGREEMENTS -- SUBMISSION OF TRANSCRIPT TO ELIGIBILITY CENTER BEFORE SIGNING	NCAA Division I Academic Cabinet	August 1, 2012	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.	Defeated.

NCAA Division I Legislative Council April 2012 Legislative Actions of Division I Academic Cabinet Reviewed Legislation

Actions Related to 2010-11 Legislative Cycle Proposals.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2011-74	FINANCIAL AID -- SUMMER FINANCIAL AID -- ENROLLED STUDENT-ATHLETES -- PROPORTIONALITY RESTRICTION -- EXHAUSTED ELIGIBILITY EXCEPTION	Big 12 Conference	Immediate	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.	Adopted.
2011-81	AWARDS, BENEFITS AND EXPENSES -- OTHER TRAVEL EXPENSES PROVIDED BY THE INSTITUTION -- CONFERENCE-SPONSORED LIFE SKILLS PROGRAM	Big 12 Conference	Immediate	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).	Adopted.

Recent Interpretations of Interest to the NCAA Division I Academic Cabinet

Staff Interpretation

Football Additional Credit Hour Requirements -- Application of the Two- or Four-Game Penalty to the Following Playing Season (I)

Date Issued: March 28, 2012
Date Published: April 5, 2012
Item Ref: a

The academic and membership affairs staff determined that, in football, the two- or four-game 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 (APR) eligibility point for the fall term applies to the immediately ensuing playing season. Further, that the penalty is satisfied if the student-athlete does not compete in that season, regardless of whether the student-athlete is eligible for competition (e.g., fulfilling a transfer residence requirement, enrolled less than full-time, etc.).

[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), and staff interpretations (1/20/12, Item No. a), (2/16/12, Item No. a) and (2/16/12, Item No. b)]

Staff Interpretation

Football Additional Credit Hour Requirements -- 27-semester or 40-quarter Requirement and Transfers (I)

Date Issued: February 15, 2012
Date Published: February 16, 2012
Item Ref: b

The academic and membership affairs staff determined that a football transfer student-athlete who must complete 27-semester or 40-quarter hours of academic credit before the beginning of the next fall term to regain eligibility for two or four contests may combine credits earned from the previous institution and the certifying institution in the applicable academic year (and the following summer) to satisfy the requirement. The credit hours earned at the previous institution may be applicable toward the student-athlete's degree program at the previous institution or toward the student-athlete's degree program at the certifying institution (or any of either institution's degree programs for student-athletes in their first two years of enrollment).

[References: NCAA Division I Bylaws 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), 14.4.3.1.8 (hours earned or accepted for degree credit), 14.5.5.2.10 (one-time transfer exception), 14.5.5.4 (eligibility for institutional athletically related financial aid), and a staff interpretation (11/10/89, Item No. e)]

Staff Interpretation

Football Additional Credit Hour Requirements -- Effect on Academic Eligibility for the One-Time Transfer Exception and Athletically Related Financial Aid (I)

Date Issued: February 15, 2012
Date Published: February 16, 2012
Item Ref: a

The academic and membership affairs staff determined that a football student-athlete who did not successfully complete at least nine-semester hours or eight-quarter hours of academic credit and/or the Academic Progress Rate eligibility point during the fall term but is eligible under all progress-toward-degree legislation at the time of transfer is academically eligible for the purposes of the one-time transfer exception and is eligible for institutional athletically related financial aid at the certifying institution on transfer. However, a student-athlete who does not qualify for the one-time exception to a two- or four-game penalty must be withheld from the applicable number of competitions at the certifying institution in the next fall term.

[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), 14.4.3.2 (fulfillment of percentage of degree requirements), 14.4.3.3 (fulfillment of minimum grade-point average requirements), 14.5.5.2.10 (one-time transfer exception), 14.5.5.4 (eligibility for institutional athletically related financial aid)]

Staff Interpretation

Use of Credits Earned During an Interim Term for Midyear Certification (I)

Date Issued: February 1, 2012
Date Published: February 9, 2012
Item Ref: a

The academic and membership affairs staff determined that credits earned during an academic year interim term (e.g., J-term, mini-term) may be used for purposes of a midyear certification to satisfy the 24/36-hour, 18/27-hour and percentage of degree requirements, regardless of how the credits appear on the student-athlete's transcript (e.g., as part of the interim term or either the preceding or immediately following regular academic term). Further, such credits must be used for purposes of midyear certification of the grade-point-average requirement. Finally, the

institution must document that the interim term credits were satisfactorily completed prior to the start of the regular academic term immediately following the interim term.

[References: NCAA Division I Bylaws 14.4.3.1 (fulfillment of credit-hour requirements), 14.4.3.1.1 (regular academic year), 14.4.3.2 (fulfillment of percentage of degree requirements), 14.4.3.3 (fulfillment of minimum grade-point-average requirements), and 14.4.3.4.7 (credit from other institutions), and staff interpretations (12/21/11, Item No. d), (12/20/06, Item No. 1) and (11/8/89, Item No. e), which has been archived]

Staff Interpretation

Effect of Loss of Accreditation on Division I Membership Status (I)

Date Issued: February 1, 2012
Date Published: February 1, 2012
Item Ref: a

Interpretation:

The academic and membership affairs staff confirmed that an institution is permitted to count contests against a four-year institution that recently lost its accreditation, provided the contests occur in the academic year in which accreditation was lost. Further, only those institutions with valid and enforceable contracts in place prior to the date on which the NCAA notifies the institution of its loss of membership status may count the institution as a Division I opponent in subsequent academic years.

[References: NCAA Division I Bylaws 20.9.7 (football bowl subdivision requirements), 20.9.5 (scheduling -- sports other than football, basketball, men's swimming and diving, men's indoor and outdoor track and field and wrestling), 20.9.6 (basketball scheduling), 20.9.8 (football championship subdivision requirements), 20.9.4.3 (minimum contests and participants requirements for sports sponsorship); and an official interpretation (04/15/03, Item No. 15-c-7), which has been archived]

Staff Interpretation

Nine-Hour Requirement for Student-Athlete Who Fulfills Graduation Requirements (I)

Date Issued: December 7, 2011
Date Published: January 20, 2012
Item Ref: a

The academic and membership affairs staff determined that a football student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during

the fall term but completes the courses necessary to receive a baccalaureate degree from the institution shall not be subject to the four contest competition restriction.

Further, a football student-athlete who is in the final academic year (final two semesters or three quarters) of his or her designated degree program may use credit hours acceptable toward any of the institution's degree programs to satisfy the nine-semester or eight-quarter hour requirement, provided the institution certifies that the student is enrolled in courses necessary to complete degree requirements at the end of the two semesters or three quarters. Thereafter, the student-athlete shall forfeit eligibility in all sports, unless he or she completes all degree requirements during the final two semesters or three quarters and is eligible to earn his or her baccalaureate degree on the institution's next degree-granting date.

[References: NCAA Division I Bylaws 14.4.3.1.6 (additional requirements - football) and 14.4.3.1.8.1 (exception -- final academic year of degree program -- six-hour requirement)]

REPORT OF THE NCAA INTERNATIONAL STUDENT RECORDS COMMITTEE MARCH 1, 2012, MEETING

ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

1. Review the Report of the NCAA International Student Records Committee's November 2011 Meeting.

The NCAA International Student Records Committee approved the report from its November 3-4, 2011, meeting as amended.

2. West African Examination Council.

A prospective student-athlete presenting a West African Examination Council (WAEC) examination for initial-eligibility purposes (e.g., core-course distribution, proof of high school graduation) must have examination results verified by the NCAA Eligibility Center. Official WAEC results can only be verified by using a student's WAEC scratch card, which permits access to the student's examination results on www.waecdirect.org. Therefore, the committee determined that all students presenting a WAEC examination must submit their WAEC scratch card information to the NCAA Eligibility Center. The committee also determined that the NCAA Guide to International Academic Standards for Athletics Eligibility shall be revised to include the following language:

Students presenting a WAEC examination must send an email to the NCAA Eligibility Center (ec-international@ncaa.org) with the following information: (a) your WAEC examination number; (b) the four digits of your examination year (e.g., 2012); (c) type of examination; (d) the card serial number found on the reverse side of your scratch card; and (e) the personal identification number on your scratch card).

3. NCAA Proposal No. 2011-67.

The committee reviewed NCAA Proposal No. 2011-67, which requires the NCAA Eligibility Center to determine whether an examination presented by an international student satisfies the criteria for a "similar proficiency examination" to advanced placement. Further, the proposal requires the NCAA Eligibility Center to certify the eligibility of an international student-athlete based on the number of advanced placement hours accepted by the certifying institution.

The committee determined that any institution using NCAA Bylaw 14.3.5.4.1 to certify the initial academic eligibility of a prospective student-athlete is required to submit the following information to the NCAA Eligibility Center prior to the NCAA Eligibility Center completing the certification: (1) official results from a similar proficiency examination; and (2) verification from the institution's registrar indicating that 24 hours of credit were awarded for the similar proficiency examination(s). The committee also noted that a prospective student-athlete receiving an initial academic eligibility certification pursuant to this bylaw will still need to submit official academic documents in order for the NCAA Eligibility Center to assign a graduation date and complete the individual's amateurism certification.

4. International Baccalaureate Middle Years Programme Certificate.

The committee determined that the International Baccalaureate Middle Years Programme Certificate shall be categorized as a category three document, which may be used to satisfy a prospective student-athlete's core-curriculum requirement for a period of up to two years. The committee also determined that the current International Baccalaureate grading scale, which is set forth below, is appropriate to use for the Middle Years Programme Certificate.

Grade	Numeric Grade	U.S. Grade Equivalent	Quality Points
Excellent	7	A	4
Very Good	6	A	4
Good	5	B	3
Satisfactory	4	C	2
Mediocre	3	D	1 (lowest passing grade)
Poor	2	F	0
Very Poor	1	F	0

In making its determination, the committee noted that the Middle Years Programme Certificate includes college preparatory coursework but is not equivalent to high school graduation. Finally, the committee determined that the International Baccalaureate Middle Years Programme Certificate shall be added to the International Baccalaureate entry in the Guide to International Academic Standards.

5. Kosovo.

The committee approved a country profile for Kosovo to be included in the Guide to International Academic Standards, effective for prospective student-athletes initially enrolling in a collegiate institution on or after August 1, 2012.

6. Grading Scales for Former Yugoslavian Republics.

During its November 2011 meeting, the committee determined that further research was required before determining whether a uniform grading scale for all former Yugoslavian republics is appropriate. After conducting additional research, the committee determined that a uniform grading scale for the former Yugoslavian republics is not appropriate and approved grading scales for the former Yugoslavian republics as follows:

a. The committee approved the following grading scale for Serbia and Montenegro, Slovenia, Croatia and Kosovo. The committee also confirmed that this grading scale shall remain the grading scale for Bosnia and Herzegovina.

Grade	Translation	U.S. Grade Equivalent	Quality Points
5	Excellent	A	4
4	Very Good	B	3
3	Good	B	3
2	Fair	C	2 (lowest passing grade)
1	Insufficient	F	0

b. The committee approved the following grading scale for Macedonia.

Grade	Native Language Translation	Translation	U.S. Grade Equivalent	Quality Points
5	Otlichno	Excellent	A	4
4	Mnogo Dobre	Very Good	B	3
3	Dobre	Good	B	3
2	Zadovoletelno	Fair	C	2 (lowest passing grade)
1	Bezuspeshno	Unsatisfactory/ Insufficient	F	0

c. The committee approved the following grading scale for Slovakia and the Czech Republic.

Grade	Translation	U.S. Grade Equivalent	Quality Points
1	Excellent	A	4
2	Very Good	B	3
3	Good	B	3
4	Pass	C	2 (lowest passing grade)
5	Insufficient	F	0

In making these determinations, the committee reviewed information from several different international credentialing agencies and noted: (1) most countries outside of the United States no longer use D grades; (2) the lowest passing grade in the former Yugoslavian republics is generally a C grade; (3) the U.S. grade equivalents are based on the native language translation; and (4) there was no evidence to substantiate that "excellent" and "very good" marks should both receive A grades. Finally, the committee noted that these grading scales are effective for prospective student-athletes first enrolling in a collegiate institution on or after August 1, 2012, and that the Guide to International Academic Standards shall be updated accordingly.

7. Application of Proposal No. 2011-94.

During its November 2011 meeting, the committee discussed the application of Proposal No. 2011-94 to international student-athletes. More specifically, the committee addressed the proposal's requirement that a prospective student-athlete complete 10 core-course units prior to the seventh semester of high school, and that seven of those 10 core-course units must be in the areas of English, mathematics or natural or physical science. The committee recommended that prospective student-athletes whose initial-eligibility certification is based solely on international credentials shall be exempt from the 10 core-course requirement.

Subsequently, the NCAA Division I Academic Cabinet asked the committee to review the application of the proposal to prospective student-athletes who attend secondary school outside the United States (in a non-United States based secondary school system) and inside the United States during the core-curriculum time limitation. Given the appearance of inherent difficulties (e.g., student-athletes are often incorrectly reclassified into a lower grade after transferring to the United States), the committee asked NCAA staff to articulate formal options for consideration before it finalizes a recommendation for the Academic Cabinet regarding the impact of the 10 core-course requirement on prospective student-

athletes who attend secondary school outside the United States (in a non-United States based secondary school system) and inside the United States during the core-curriculum time limitation.

8. International Student Records Committee Guiding Principles

The committee expressed a desire to continue its development of guiding principles to assist NCAA staff and the committee in reaching consistent decisions related to international student-athletes regardless of the country involved or the timing of the question. As a result, the committee will review draft guiding principles for the following areas during its October 2012 meeting.

a. Preliminary results versus final certificates;

b. Grading scales;

c. Document categorization;

d. Guide to International Academic Standards templates/entries;

e. Professional and vocational education;

f. International transfer issues, including full-time and part-time enrollment determinations;

g. Delayed curriculum for athletics reasons;

h. Updating and ensuring accuracy of the Guide to International Academic Standards; and

i. Authenticity of documents/academic fraud.

9. Guide to International Academic Standards.

The committee requested an update regarding the countries from which the majority of international prospective student-athletes present academic credentials for initial-eligibility purposes. The committee will use this information to develop a systematic approach to an ongoing review of the Guide to International Academic Standards to ensure accuracy.

10. Review of Future Meeting Dates.

a. Monday and Tuesday, October 28 - 29, 2012; Indianapolis, Indiana.

(1) Sunday, October 28 – Travel to meeting.
(2) Monday, October 29 – Full committee in morning and afternoon.
(3) Tuesday, October 30 – Full committee in morning.
(4) Tuesday, October 30 – Return travel after noon Eastern time.

b. Thursday and Friday, February 28 – March 1, 2013; Indianapolis, Indiana.

(1) Wednesday, February 27 – Travel to meeting.
(2) Thursday, February 28 – Full committee in morning and afternoon.
(3) Friday, March 1 – Full committee meeting in morning.
(4) Friday, March 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

Attendees	Absentees
Eileen McDonough, Barry University	Ted McKown, Kent State University
Jennifer Minke, Texas A&M University-Kingsville	
Amy Schlueck, University of California, Los Angeles	
Finley Woodard, Western Kentucky University	
Other Participants	
Stephanie Castera, NCAA Mike Donahue, NCAA Eligibility Center Karen Lukas, NCAA Consultant Xiaomu Niu, NCAA International Intern Bill Regan, NCAA Holly Smith, NCAA Eligibility Center.	

REPORT OF THE
NCAA INTERNATIONAL STUDENT RECORDS COMMITTEE
MAY 2, 2012, TELECONFERENCE

***ACTION ITEMS*.**

- None.

***INFORMATIONAL ITEMS*.**

1. Review the Report of the NCAA International Student Records Committee's March 2012 Meeting.

The committee reviewed the report from its March 1, 2012, meeting.

2. Review List of Similar Proficiency Examinations to College Entrance Examination Board Exams (Advanced Placement).

The committee confirmed that Advanced Level examinations are similar proficiency examinations to College Entrance Examination Board examinations and can be used by the NCAA Eligibility Center in the certification of prospective student-athletes pursuant to NCAA Bylaw 14.3.5.4 (advanced placement).

The committee agreed to conduct further research regarding whether the Caribbean Examination Council's Caribbean Advanced Proficiency Examination is a similar proficiency examination to the College Entrance Examination Board examinations for purposes of Bylaw 14.3.5.4.

3. Discuss Application of NCAA Proposal No. 2011-94 to Split-File Prospective Student-Athletes.

During its February 2012 meeting, the NCAA Division I Academic Cabinet requested input from the committee regarding the application of the newly adopted requirement that prospective student-athletes must complete 10 core courses prior to the start of their seventh semester of high school, and that seven of those 10 core courses must be completed in the areas of English, math or natural or physical science, for prospective student-athletes who attend secondary school in a non-United States based educational system and a United States based educational system during the core-course time limitation (split-file prospective student-athletes).

The committee expressed the following concerns regarding the application of this requirement to split-file prospective student-athletes:

a. A more defined and rigorous academic progression, consistent with the rationale for the 10 core-course requirement is built into most international educational systems;

b. Determining whether split-file prospective student-athletes satisfy the 10 core-course requirement and seven core distribution cannot be made until after all official academic documents have been submitted to the NCAA Eligibility Center;

c. Prospective student-athletes from some countries (e.g., United Kingdom) are not awarded grades during their first three years of secondary school and prior to their leaving examinations. Therefore, these prospective student-athletes will be awarded the lowest passing grade (typically a D grade) for those core courses used to satisfy the seven/10 core-course requirement. This may result in otherwise academically prepared prospective student-athletes failing to satisfy the new initial-eligibility standards;

d. International prospective student-athletes are often required to select an academic track prior to grade nine and have no choice of coursework within that track. Some academic tracks (e.g., social science) may not offer 10 core-course units or seven units in English, math or natural or physical science prior to the seventh semester.

e. In many international educational systems, full-year courses are not awarded a full unit of credit for initial-eligibility purposes. This may detrimentally impact a student's ability to satisfy the 10 core-course and seven core-course requirement in English, math or natural or physical science prior to the seventh semester, even though the student would have presented a category one document (which satisfies the 16 core-course distribution) had the student completed the educational path in his or her home country.

f. Many international prospective student-athletes transferring to a United States high school prior to the seventh semester are required to repeat one or more grades after transfer. These reclassifications result in the completion of duplicative coursework within the core-course time limitation that cannot be used for initial-eligibility purposes.

g. Finally, the committee noted that the NCAA's prospective student-athlete review process is in place to protect against a prospective student-athlete's ability to satisfy the 16 core-course distribution with a disproportionate number of core courses (e.g., more than seven) after the beginning of a student's seventh semester of the core-course time limitation.

The committee discussed four options regarding the application of the 10 core-course requirement to split-file prospective student-athletes:

a. Exempt split-file prospective student-athletes from the 10 core-course requirement and seven core distribution.

b. Exempt split-file prospective student-athletes from the 10 core-course requirement and seven core, but implement a maximum number of core-course units that may be completed in the seventh and eighth semesters of the core-course time limitation.

c. Require split-file prospective student-athletes to satisfy the 10 core-course requirement prior to the seventh semester, but exempt them from the seven core-course requirement in English, math or natural or physical science.

d. Create a requirement for split-file prospective student-athletes that differentiates by the amount of time the student spent in an international country. For example, a prospective student-athlete spending one year or less (beginning in year nine) in an international country and three years or more in the United States would be held to the 10 core-course standard and the seven core distribution, while split-file prospective student-athletes spending more than one year in an international country (beginning in year nine) prior to attending a United States high school would be exempt from the requirement.

Before recommending one of the options set forth above, the committee recommended that the NCAA and NCAA Eligibility Center staffs track split-file prospective student-athletes during the 2012-13 academic year and report back the following information to the committee for further review: number of split-file student-athletes, original countries of these students, length of time each spends in their initial country prior to transferring, the number of credits earned after the transfer and the number of those students that satisfied the seven and ten core-course requirement..

4. Review of International Grading Scales.

As part of its ongoing review of the NCAA Guide to International Academic Standards for Athletics Eligibility, the committee reviewed the current grading scales for the 15 countries from which the highest number of prospective student-athletes receive final academic certifications from the NCAA Eligibility Center. As part of this review, the committee agreed to conduct further research regarding the grading scale included in the Guide to International Academic Standards' country profile for Spain.

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

May 2, 2012	
Attendees	**Absentees**
Chris Foley, Indiana University Purdue University Indianapolis	Eileen McDonough, Barry University
Ted McKown, Kent State University	
Jennifer Minke, Texas A&M University-Kingsville	
Amy Schlueck, University of California, Los Angeles	
Finley Woodard, Western Kentucky University	
Other participants: Bill Regan, NCAA; Holly Smith, NCAA Eligibility Center.	

Academic Certification Update*

Final Certifications

	Academic Year / Recruiting Cycle	
	2011-2012	**2012-2013**
Qualifier	77,452	29,479
Non-Qualifier	9,040	3,139

Early Academic Qualifiers

	Academic Year / Recruiting Cycle	
	2011-2012	**2012-2013**
EAQs	22,407	14,777

Update submission of final transcripts and waivers for early academic qualifiers (14.3.1.1.1 & 14.3.1.1.1.1).
The NCAA Eligibility Center has received one transcript waiver for prospective student-athletes enrolling in academic year 2011-12 (College of William and Mary); however, there are 690 prospective student-athletes who have not submitted their final transcripts.

Update submission of academic information and waivers for two-year college transfers (15.5.4.7 & 14.5.7.2).
The NCAA Eligibility Center has received 38 additional waivers for prospective student-athletes; however, there are 5,664 prospective student-athletes who have been identified as TRANSFER students which have not submitted complete academic information to the NCAA Eligibility Center.

Core Course Review

	2011	**2012**
Core Courses Submitted	113,150	35,583

*as of May 15, 2012

SUPPLEMENT NO. 14

NCAA Division I Academic Cabinet

Policies and Operating Procedures

June 2012

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. 15

NCAA Division I

Progress-Toward-Degree Waivers Committee

<u>Policies and Procedures</u>

Effective July 1, 2012

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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 subcommittees. 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 transfers 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.

Subcommittee 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.

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SUPPLEMENT NO. 16

NCAA Division I

Initial-Eligibility Waivers Committee

Policies and Procedures Manual

Last Updated May 2012

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1. <u>Legislated Duties of the NCAA Division I Initial-Eligibility Waivers Committee (NCAA Bylaw 21.7.5.1.3.1)</u>.

The NCAA Division I Initial-Eligibility Waivers Committee shall be responsible for reviewing requests for waivers of the initial-eligibility requirements in accordance with NCAA Bylaw 14.3.1.5.

2. <u>Responsibilities of the Committee</u>.

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

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

c. On an annual basis, provide a report of all staff and subcommittee decisions to the NCAA Division I Academic Cabinet.

d. As requested, examine the policies and procedures governing initial-eligibility waivers and make recommendations to the Academic Cabinet.

e. As requested, examine the portions of NCAA Division I legislation that relate to initial eligibility and make recommendations to the Academic Cabinet.

3. <u>Committee Composition and Reporting Lines</u>.

Legislated Composition and Reporting Lines (NCAA Constitution 4.9 and Bylaws 21.7.5.1.3.1 and 21.7.6.1.3.1.1).

The committee shall consist of 20 members appointed by the NCAA Division I Administration Cabinet. The committee reports directly to the Academic Cabinet.

4. <u>Committee Terms</u>.

Legislated Term of Office (Bylaw 21.7.5.1.3.1.2).

Generally, committee members shall be appointed for one four-year term. The member's term of service shall commence on the first day of January following the member's appointment.

5. Committee Organization.

Each committee member will be appointed to one subcommittee, and generally serve the duration of their term on the appointed subcommittee. Each subcommittee generally consists of five members from the Initial-Eligibility Waivers Committee.

Subcommittees.

The following subcommittees facilitate the work of the committee:

Subcommittee	Duty
Core-Course Waivers Subcommittee	Review request for waivers of the initial-eligibility requirements in accordance with Bylaw 14.3.1.5 for student-athletes who have a core-course deficiency.
Education-Impacting Disability (EID) Waivers Subcommittee	Review request for waivers of the initial-eligibility requirements in accordance with Bylaw 14.3.1.5 for student-athletes who have a documented EID and who do not meet the initial-eligibility requirements.
International Student Waivers Subcommittee	Review request for waivers of the initial-eligibility requirements in accordance with Bylaw 14.3.1.5 for student-athletes who have graduated from a nondomestic (international) secondary-school system and who do not meet the initial-eligibility requirements.
Transcript-Change/Grade-Point Average/ Test-Score Waivers Subcommittee	Review request for waivers of the initial-eligibility requirements in accordance with Bylaw 14.3.1.5 for student-athletes who have a deficiency relative to a qualifying test score, grade-point average and/or involve a change to the academic record that was received by the NCAA Eligibility Center.

6. Committee Appointment and Resignation Policies and Requirements.

Legislated Appointment of Committee Members (Bylaw 21.7.6.1.3.1.1).

The Administration Cabinet makes appointments as needed each year to fill vacancies that occur.

Resignation Policy.

If a member of the Initial-Eligibility Waivers 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 Division I initial-eligibility waivers. Once the NCAA 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.

7. Selection of Subcommittee Chairs.

Each subcommittee shall solicit nominations from its former subcommittee chair and shall recommend one member to serve as the chair. Generally, the subcommittee chairs shall serve as chair for the remainder of his or her term on the subcommittee.

8. Responsibilities.

a. Subcommittee Chair.

(1) Conduct teleconferences and meetings of the subcommittee.

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

(3) Be present and participate on all scheduled teleconference calls.

(4) Communicate to staff in advance if unable to participate on a particular teleconference call.

(5) Recuse themselves from cases when appropriate.

(6) Recommend selection of new subcommittee chair.

(7) Welcome and assist in transition and training of new subcommittee members.

(8) Contact subcommittee members who are not discharging their responsibilities and recommend to the staff that a member of his or her subcommittee be replaced if such member is not discharging his or her duties.

b. Subcommittee Members.

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

(2) Be present and participate on all scheduled teleconference calls.

(3) Communicate to staff in advance if unable to participate on a particular teleconference call.

(4) Recuse themselves from cases when appropriate.

(5) Adhere to the Initial-Eligibility Waivers Committee policies and procedures.

c. NCAA Staff.

(1) The staff shall review and process/prepare all initial-eligibility waiver cases;

(2) The staff shall render an initial decision for all initial-eligibility waiver cases; and if appealed by the institution, will prepare the case in accordance with established guidelines for review by the respective subcommittee; and

(3) Provide all information a subcommittee needs to conduct an appeal teleconference.

(4) The staff shall present the case on a subcommittee appeal teleconference. 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, as well as the reasons for the staff's decision.

(5) The staff shall answer any questions regarding the facts of the waiver case and subcommittee policy and procedure, or any questions regarding the subcommittee's deliberation or decision.

(6) The staff shall 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.

9. Staff Authority and Review Process.

The NCAA staff has the authority and is expected to render a decision for all initial-eligibility waiver cases.

In special cases in which the student-athlete clearly meets the intent of the initial-eligibility requirements legislation, but is not determined to be a qualifier by the NCAA Eligibility Center, the staff has the authority to issue a decision without the member institution filing an initial-eligibility waiver. The staff may approve such cases following a review of the student-athlete's academic record, as well as case precedent. The subcommittee may request to review all such staff decisions and archive case precedent if it determines the staff made an erroneous decision. In such cases the decision would remain in effect, but the case precedent would be archived.

All staff decisions will be based on review and application of the initial-eligibility waiver directive as approved by the Academic Cabinet. [See Supplement No. 24]

10. Decisions of the Staff and/or Subcommittee.

After reviewing all information the staff and/or subcommittee will render one of the following decisions:

a. Approval.

As noted in the initial-eligibility waiver directive, 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 described in the obvious waivers section of the directive.

(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 Academic Cabinet has 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.

b. Partial Approval.

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.

<u>The staff is also granted the authority to partially approve a waiver to allow for receipt of athletically related financial aid and limited participation in practice activities when his or her academic record, based on the data analysis noted, minimally demonstrates a likelihood of academic success during the initial year of full-time collegiate enrollment, but there are mitigating circumstances present to warrant such a partial waiver of initial-eligibility requirements.</u>

c. Conditional Approval.

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. Denial.

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.

e. Retest.

If the staff or subcommittee determines it to be warranted, it may allow a student-athlete the opportunity to take the SAT or ACT exam on the next available administration of the exam, even if the test date is after the student-athlete's initial date of full-time collegiate enrollment. In addition to allowing a student-athlete the opportunity to retake the SAT or ACT exam, this may permit a student-athlete's waiver to be approved if the student-athlete receives a qualifying test score.

<u>ACT/SAT Retest Procedures</u>.

If the subcommittee provides a student-athlete with the ability to retake the ACT or SAT test, the following procedure will be followed:

(1) The subcommittee will indicate the result the retest may have on the student-athlete's waiver. (e.g., If a qualifying test score is achieved, the student-athlete's waiver will be approved.) Additionally, the subcommittee will indicate whether a qualifying test score must be achieved with a single administration or if the scores from the test can be combined with previous test scores.

(2) The subcommittee will indicate any specific requirements under which the retest must be administered (e.g., nonstandard administration).

(3) The academic and membership affairs staff shall notify the NCAA Eligibility Center of any student-athletes who have been granted by a subcommittee the opportunity to retake the ACT and/or SAT exam.

(4) The academic and membership affairs staff shall notify the applicant institution of all conditions and potential results of the waiver based on the test result set forth by the subcommittee as requested. Additionally, the academic and membership affairs staff will inform the institution that the results from the retest must be submitted to the national office and to the NCAA Eligibility Center. The NCAA Eligibility Center will notify the NCAA staff that the test score has been received and will request whether it is permitted to use the score and the result the score has on the waiver (e.g., approve, deny).

(5) The academic and membership affairs staff will notify the institution of the status of the waiver (no waiver is approved until the institution has received notification from the staff) and will update the waivers database and resubmit the waiver coversheet to be approved by the respective subcommittee.

(6) If the student-athlete does not achieve a qualifying test score, the institution will be informed that the waiver may be reconsidered by the subcommittee if the test results will reduce the student-athlete's deficiency. The notice of reconsideration must be submitted by the applicant institution within five days of notification from the NCAA.

f. Table/Defer.

The staff or 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. If tabled by a subcommittee, 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. In no case will any waiver 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.

11. <u>Appeals/Reconsiderations</u>.

a. Appeals of Staff Decisions.

After the staff has acted on an initial-eligibility waiver, the involved institution may appeal the decision to the respective initial-eligibility waivers subcommittee, the appellate body for all initial-eligibility waivers. An institution may appeal a staff decision for any reason, but its intent to file an appeal must be made within 30 days of written notification of the staff's decision.

Any appeal filed after 30 days must include an explanation of why the appeal was not filed within the prescribed time limit. The chair of the respective initial-eligibility waiver subcommittee shall determine whether any appeal filed after 30 days shall be heard.

b. Reconsideration.

After the staff or subcommittee has acted on an initial-eligibility waiver, the institution may request the staff or subcommittee reconsider its decision if the institution submits new information that was not originally considered by the staff or subcommittee. Cases with new/additional information may not be heard by the subcommittee until the staff has reviewed/considered the new information.

12. <u>Teleconference and Voting Procedures</u>.

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

Each case will be considered individually, and must be moved and seconded, and a vote taken. Cases are decided by a majority vote of all members present and voting. Please refer to sections 14 and 16 of this document for procedures for recusal and the policy on conflict of interest for subcommittee members.

13. Outside Participation.

For those cases in which NCAA enforcement services is involved in the initial-eligibility of a student-athlete, the following procedures shall be used. A maximum of three institutional representatives (including legal representatives), enforcement services and academic and membership affairs representatives may participate in a portion of the waiver proceeding. The student-athlete may participate but is limited to three participants including the student-athlete, his or her parent or guardian and legal counsel. NCAA academic and membership affairs staff shall have 10 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. Waiver committee members are permitted to ask questions of any participants during the call. After the presentations, the institutional representatives, enforcement services staff, the 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 academic and membership affairs staff provides assistance to the subcommittee, but does not participate in deliberations. The chair of the waiver subcommittee shall have the authority to determine all other procedural issues that arise.

14. Recusal and 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 committee member or NCAA staff member shall recuse him 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 committee member's institution or institution's conference. A committee or staff member with a personal relationship or institutional affiliation that reasonably would result in the appearance of bias or prejudice should refrain from participating in any manner in the processing of a waiver request. It is the responsibility of the committee or staff member to remove him or herself if a conflict exists. Institutional objections to a committee 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 committee as soon as recognized, but will not be considered unless the concern is raised prior to the scheduled teleconference. Exceptions to the recusal policy may be granted by the chair or most senior member of the committee due to time constraints.

A violation 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.

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.

15. <u>Confidentiality</u>.

Committee members shall not communicate any information related to specific waiver cases to anyone other than NCAA staff or other subcommittee 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).

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

"The president of the Association and the chair of the Executive Committee are the only individuals authorized to speak on behalf of the Association except as outlined below. An individual representing a member institution or conference who speaks or opines on an Association issue only has the authority to express the view of that individual or the member institution or conference unless the individual has been designated by the Executive Committee of the Association as a speaking agent of the Association on that issue. Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees' jurisdiction on which there is consensus, except that positions of advocacy on behalf of the committee or the Association to be communicated in writing or orally to persons or entities external to the Association must have prior approval by the NCAA Executive Committee or the president of the Association. The president of the Association is hereby granted authority to designate additional speaking agents of the Association." *(Excerpt from the April 2001 Executive Committee minutes.)*

17. <u>Absences</u>.

The processing of initial-eligibility waivers is time sensitive, and it is imperative that all subcommittee members are present on each call. However, there may be times when a subcommittee member is unable to attend a call due to other commitments, or to circumstances beyond his or her control. If those circumstances arise, it is the responsibility of the subcommittee member to inform the staff immediately so an alternate call may be scheduled, if needed.

NCAA Division I Proposal No. 2011-94
Impact of Academic Redshirt Status Relative to Additional Current Qualifier/Nonqualifier Legislation

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 October 2011 and promote discussion on how an academic redshirt designation might be considered in relation to additional current legislation applicable to qualifiers and nonqualifiers, with specific emphasis on the appropriate two-year transfer standards for academic redshirts. Specific NCAA staff recommendations and rationale are provided. Additionally, this document seeks to promote discussion regarding the appropriate classification of nonqualifiers who receive initial-eligibility waivers in relation to academic redshirts and qualifiers. Specifically, to the extent a nonqualifier is provided waiver relief that would allow for athletics aid and practice during their initial academic year, should they be deemed an academic redshirt for purposes of application of any applicable bylaws? Should a nonqualifier or academic redshirt that is provided full relief, including the ability to compete during their initial academic year, be deemed a qualifier for purposes of application of any applicable bylaws? Or, should their initial status, as certified by the NCAA Eligibility Center, remain the status associated for determination of all subsequently applicable bylaws that take initial-eligibility status into account?

Overview of New Initial-Eligibility Model.

At its October 2011 meeting, 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. During it's April 2012 meeting, the Board moved the effective date for this model an additional year.

Effective 2016, 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. 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.

Academic Redshirt.

An academic redshirt, effective 2016, is a high school graduate who did not present the required minimum core-course requirements prior to the their senior year (i.e, 10 core courses total with seven in English, math, or natural/physical science) and/or did not present the 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 for a qualifier but met the academic redshirt sliding scale. This a distinct qualification status from qualifier or nonqualifier.

Overview of Additional Bylaws that Reference Qualification Status.

Several areas within the initial-eligibility standard legislation were amended to clearly designate whether they were applicable to academic redshirts. For example, the not a qualifier language in the bylaw restricting the number or seasons of competition was amended to nonqualifier to clearly designate that the restriction was not applicable to academic redshirts. However, there are several bylaws outside of the newly adopted legislation that are triggered based on a student-athlete's initial-eligibility qualification status that are currently written in reference to either qualifier, nonqualifier, or not a qualifier that have not been reviewed in light of the academic redshirt designation. A current review finds that many of these fall primarily into two distinct categories – transfer and recruiting. For example, the current 2-4 transfer standards reference one standard for a qualifier and another standard for those student-athletes who were not qualifiers. Additionally, current recruiting contact legislation notes that a prospective student-athlete who was not a qualifier may not be contacted in person during their first year at a two-year institution. The specific text for these and other applicable bylaws is provided below. A staff recommendation relative to amendment of each follows.

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.

Staff recommendation: The bylaw should remain the same. As with much of the current legislation, this bylaw was in place when Division I previously had three initial-eligibility standards and has not been significantly changed since that time. Retaining this language would strike the appropriate balance for an academic redshirt by limiting recruiting contacts, including any associated travel away from campus, that could allow for deempasis of academic focus in the initial year but allowing for appropriate correspondence and telephone communication to maintain recruiting channels.

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.

Staff recommendation: The bylaw should remain the same. As with much of the current legislation, this bylaw was in place when Division I previously had three initial-eligibility standards and has not been significantly changed since that time. Retaining this language would strike the appropriate balance for an academic redshirt by limiting recruiting contacts, including any associated travel away from campus, that could allow for deempasis of academic focus in the initial year but allowing for appropriate correspondence and telephone communication to maintain recruiting channels.

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)*

Staff recommendation: The bylaw should be expanded to include any person who is not a qualifier, including academic redshirts. While this bylaw was in place when Division I previously had three initial-eligibility standards and has not been significantly changed since that time, the emphasis of the first academic year for both nonqualifiers and academic redshirts should be primarly academic focused outside of the ability to engage in practice activities. Potential activities that could potentially impact academics, such as serving as a student host, should be limited.

<u>Transfer:</u>

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.

Staff recommendation: The bylaw should remain the same. Additional academic requirements should attach to an academic redshirt to assure academic preparedness for a four year collegiate institution.

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).

Staff recommendation: The bylaw should remain the same. Additional academic requirements should attach to an academic redshirt to assure academic preparedness for a four year collegiate

institution.

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).

Staff recommendation: The bylaw should be changed to reflect that the standard is applicable only to a nonqualifier. An academic redshirt would have been able to directly enroll at a four institution out of high school and receive athletics aid and practice in their initial academic year at the four year institution. Therefore, the transfer bylaws should reflect that aid and practice should remain available in the first academic year for an academic redshirt transfer from a two-year institution regardless of how unable to meet the competition standard.

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.

Staff recommendation: The bylaw should remain the same. Failure to meet high school graduation requirements prior to enrollment at the two-year college should render a student-athlete a nonqualifier regardless of other academic credentials.

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)*

Staff recommendation: The bylaw should remain the same. Neither nonqualifiers or academic redshirt should be able to use the transfer legislation to potentially be able to compete in their first academic year. Appropriate reference bylaws should be updated to ensure that academic redshirt are still able to receive athletics aid and practice in their first academic year even if they transfer.

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)*

Staff recommendation: The bylaw should remain the same. Neither nonqualifiers or academic redshirt should be able to use the transfer legislation to potentially be able to compete in their first academic year.

14.5.6.2 **Additional Transferable Degree Credit Rquirements for Nonqualifiers.** Effective Date: August 1, 2012

A student who was not a qualifier shall have satisfactorily completed a minimum of six semesters 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. Remedial English, math and natural/physical science courses may

not be used to satisfy this requirement. The student may use transferable English, math and natural/physical science credits earned while enrolled at a previous four-year college to meet these requirements. *(Adopted: 10/27/11 effective 8/1/12; for student-athletes initially enrolling full time in a collegiate institution on or after 8/1/12)*

Staff recommendation: The bylaw should remain the same. Additional academic requirements should attach to an academic redshirt to assure completion of an academic core as a means to evidence minimum academic preparedness for a four year collegiate institution post enrollment at a two-year institution.

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)

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)

NCAA Division I Proposal 2011-94
Application of 10 Core-Course Requirement to Prospective Student-Athletes with a Diagnosed Education-Impacting Disability

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 the application of the 10 core-course requirement to prospective student-athletes with a diagnosed education-impacting disability (EID).

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 incoming first-year student-athletes to compete than to practice and receive athletically related financial aid during the initial year of collegiate enrollment.

Effective 2016, 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.

Overview of Current Legislation Related to EIDs.

Prospective student-athletes with a diagnosed EID must satisfy the initial academic eligibility requirements applicable for all students. However, NCAA legislation provides reasonable accommodations to assist students with a diagnosed EID in satisfying NCAA initial-eligibility requirements. These accommodations are summarized below.

<u>NCAA Bylaw 14.3.1.2.1.2 (exception -- students with education-impacting disabilities)</u>.

If a prospective student-athlete with a diagnosed education-impacting disability graduates from high school within the applicable core-curriculum time limitation, he or she may use up to three

core courses completed after high school graduation to satisfy the 16 core-course standard, or minimum core-course grade-point average requirement, or both.

Bylaw 14.3.1.2.5 (courses for students with education-impacting disabilities).

High school courses for students with a diagnosed education-impacting disability 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 NCAA-approved core courses.

Bylaw 14.3.1.3.3 (nonstandard test administration).

In order to satisfy the core-course grade-point average/test-score index, students with a diagnosed education-impacting disability 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.

Discussion Questions.

1. Is it necessary to accommodate prospective student-athletes with a diagnosed EID for purposes of the 10 core-course requirement?

2. If it is necessary to accommodate prospective student-athletes with a diagnosed EID for purposes of the 10 core-course requirement, should reasonable accommodation(s) be included in the legislation or applied through the initial-eligibility waiver process?

3. If it is necessary to accommodate prospective student-athletes with a diagnosed EID for purposes of the 10 core-course requirement, what are possible reasonable accommodations? Possible accommodations considered by NCAA staff include, but are not limited to:

    a. Use of three additional core courses, applicable to all 16 core courses.

    b. Use of three additional core courses, applicable to the 10 core-course requirement.

c. Use of two of the three additional core courses, applicable to the 10 core-course requirement; use of one of the three additional core courses, applicable to the remaining six core courses.

d. Exemption from the 10 core-course requirement for prospective student-athletes with a diagnosed EID.

e. Consideration of a prospective student-athlete's inability to satisfy the 10 core-course requirement due to his or her EID in the initial-eligibility waiver process.

4. Is the timing of a prospective student-athlete's EID diagnosis important? If a prospective student-athlete is diagnosed with an EID subsequent to the start of his or her seventh term of high school enrollment, should any accommodations be available to that individual?

Data Analysis.

In an effort to understand the potential impact the 10 core-course requirement may have on prospective student-athletes with a diagnosed EID, NCAA staff examined initial-eligibility data from the 2007-08 to 2010-11 academic years. Specifically, staff identified 1,634 prospective student-athletes with a diagnosed EID, as recognized by the NCAA Eligibility Center, who presented a high school graduation date of 2008 through 2011. Of the 1,634 prospective student-athletes with a diagnosed EID, 484 prospective student-athletes had sixth-semester profiles and final initial-eligibility certification decisions available via the NCAA Eligibility Center database. Of the 484 sample:

- 80.8 percent of the prospective student-athletes presented at least 10 core-course units prior to the seventh semester of high school;

- 71.5 percent of the prospective student-athletes presented at least seven English, math and natural or physical science core-course units prior to the seventh semester of high school; and

- 69.8 percent of the prospective student-athletes presented at least 10 core-course units AND, within the 10, at least seven English, math and science core-course units prior to the seventh semester.

[NOTE: Please refer to the attached PowerPoint presentation for further information regarding the above data analysis.]

Staff Recommendation.

NCAA staff recommends that a prospective student-athlete's inability to satisfy the 10 core-course requirement due to his or her EID be considered in the initial-eligibility waiver process. At this time, staff feels that the initial-eligibility waiver process is an appropriate accommodation for those prospective student-athletes with a diagnosed EID who are unable to satisfy the 10 core-course requirement, including the English, math and natural or physical science provision. Staff suggests that it assess the impact of the 10 core-course requirement on prospective student-athletes with a diagnosed EID following the 2016-17 academic year. Data stemming from the 2016-17 academic year may suggest that further consideration of additional accommodations is warranted.

NCAA Division I Proposal No. 2011-94

Application of 10 Core-Course Requirement to Prospective Student-Athletes with a Diagnosed Education-Impacting Disability

Data Analysis

NCAA Division I Academic Cabinet Meeting

June 2012

Education-Impacting Disability Data

NCAA research staff:

- Identified 1,634 education-impacting disability (EID) PSAs with high school graduation dates between 2008 and 2011.
- Attempted to match the list of EID PSAs with data from the NCAA Eligibility Center.
- Found 484 PSAs that had initial-eligibility certification decisions AND sixth semester core-course unit data available (primarily PSAs from the 2010 and 2011 graduating cohorts).
  - This group serves as the sample for the analyses on the subsequent slides.

Application of Seventh Semester Standards within EID Sample

- 80.8% of EID PSAs presented at least 10 core-course units prior to the seventh semester.
- 71.5% of EID PSAs presented at least seven English, math or science (EMS) core-course units prior to the seventh semester.
- 69.8% of EID PSAs met both of the above standards.

EMS Distributions among PSAs Not Meeting the Seven EMS Core-Course Unit Standard

- To the right is the frequency distribution of the sum of EMS core-course units among those PSAs (just under 30% of the total) who did not earn seven EMS core-course units.

Sum of EMS credits	Frequency	Percent
0.00	3	2.2
0.50	2	1.4
1.00	6	4.3
1.50	4	2.9
2.00	3	2.2
2.50	1	0.7
3.00	5	3.6
3.50	2	1.4
4.00	8	5.8
4.50	7	5.1
4.84	1	0.7
5.00	16	11.6
5.50	12	8.7
5.70	1	0.7
6.00	38	27.5
6.06	1	0.7
6.25	2	1.4
6.44	1	0.7
6.50	23	16.7
6.75	2	1.4

EMS Combinations Prior to Seventh Semester *(sorted by frequency)*

English	Math	Science	Freq.
3	1	2	10
2	2	2	10
3	2	1	5
3	1	1	5
3.5	1	2	4
2.5	1	3	4
2	1	2	4
3	1.5	2	3
3	0	2	3
2.5	2	2	3
2	1	3	3
0	0	0	3
0	1	0	3
3	1	1.5	2
3	2	1.5	2
3	0	1	2
3	1.5	1	2
2	3	1	2
2	1.5	1	2
1.5	2	3	2
1	2	3	2
1	2	2	2
0	0	3	2
3.5	2	1	1
3.5	0	3	1
3.5	0	2.5	1
3.5	0.5	2.5	1
3	0	3	1
3	0.5	3	1

English	Math	Science	Freq.
3	0.5	2	1
3	1	0	1
3	1	2.5	1
2.5	1.5	1.5	1
2.5	2	1.5	1
2.5	0.5	1.5	1
2.5	1	2	1
2.5	1.75	2.25	1
2.5	0.5	3	1
2.5	0.5	2	1
2.5	1	2.5	1
2	1.5	2	1
2	1	2.5	1
2	0	1	1
2	0.5	3	1
2	2	1	1
2	2	2.5	1
2	1	1	1
1.5	2	1	1
1.5	1	2	1
1.5	0	0	1
1.5	3	2	1
1.5	0	2.5	1
1	1	3	1
1	0	3	1
1	2	1	1
1	0	2	1
1	1	1	1
1	0	1	1

English	Math	Science	Freq.
1	2.5	1	1
1	2.5	2.5	1
1	1.5	1	1
0.75	0.25	3	1
0.5	0	1	1
0.5	3	1	1
0.5	2	0	1
0	0	1	1
0	0.5	1	1
0	2	0	1
0	1	0.5	1
0	0	0.5	1
0	0.5	0	1
0	0.5	3	1

EMS Combinations Prior to Seventh Semester
(sorted by number earned in subject area)

English	Math	Science	Freq.
3.5	2	1	1
3.5	1	2	4
3.5	0.5	2.5	1
3.5	0	3	1
3.5	0	2.5	1
3	2	1.5	2
3	2	1	5
3	1.5	2	3
3	1.5	1	2
3	1	2.5	1
3	1	2	10
3	1	1.5	2
3	1	1	5
3	1	0	1
3	0.5	3	1
3	0.5	2	1
3	0	3	1
3	0	2	3
3	0	1	2
2.5	2	2	3
2.5	2	1.5	1
2.5	1.75	2.3	1
2.5	1.5	1.5	1
2.5	1	3	4
2.5	1	2.5	1
2.5	1	2	1
2.5	0.5	3	1
2.5	0.5	2	1
2.5	0.5	1.5	1

English	Math	Science	Freq.
2	3	1	2
2	2	2.5	1
2	2	2	10
2	2	1	1
2	1.5	2	1
2	1.5	1	2
2	1	3	3
2	1	2.5	1
2	1	2	4
2	1	1	1
2	0.5	3	1
2	0	1	1
1.5	3	2	1
1.5	2	3	2
1.5	2	1	1
1.5	1	2	1
1.5	0	2.5	1
1.5	0	0	1
1	2.5	2.5	1
1	2.5	1	1
1	2	3	2
1	2	2	2
1	2	1	1
1	1.5	1	1
1	1	3	1
1	1	1	1
1	0	3	1
1	0	2	1
1	0	1	1

English	Math	Science	Freq.
0.75	0.25	3	1
0.5	3	1	1
0.5	2	0	1
0.5	0	1	1
0	2	0	1
0	1	0.5	1
0	1	0	3
0	0.5	3	1
0	0.5	1	1
0	0.5	0	1
0	0	3	2
0	0	1	1
0	0	0.5	1
0	0	0	3

Core < 10 but EMS = 7+

- Only eight PSAs who met the seven EMS standard did not meet the 10 core-course standard before the seventh semester.
  - The sixth-semester profiles of those PSAs are below:

English Units	Math Units	Science Units	E,M,S Sum	Social Studies Units	Total Units	Best Test	HS Core GPA
3.50	2.02	2.00	7.52	1.50	9.52	1040	2.199
3.00	1.00	3.00	7.00	2.50	9.50	---	2.375
3.00	1.00	3.00	7.00	2.00	9.50	880	2.407
3.50	1.00	3.00	7.50	1.00	9.50	740	1.473
2.50	3.50	2.00	8.00	1.00	9.50	860	1.766
3.00	2.00	2.00	7.00	1.00	9.00	990	2.111
3.00	2.00	2.00	7.00	2.00	9.00	860	2.448
5.00	1.00	1.00	7.00	1.00	8.50	700	2.800

NCAA

NCAA Division I Initial Eligibility and Two-Year College Educational Outreach

Overview.

In October 2011, the NCAA Division I Board of Directors voted to adopt legislation implementing recommendations to improve the academic success of student-athletes. The NCAA Division I Academic Cabinet and the NCAA Division I Committee on Academic Performance, created a package of proposals aimed at improving academic success. The package of proposals included increased initial-eligibility standards, increased two-year college transfer standards, an amendment to the NCAA Division I Academic Performance Program to establish an academic standard of 930 for participation in the postseason and an increased penalty benchmark of 930.

With the aforementioned proposals now codified in legislation, the need for clearly defined implementation efforts and educational outreach initiatives is paramount. This document serves to provide an overview of educational outreach efforts related exclusively to the new initial-eligibility and two-year college transfer standards.

Educational Outreach Developments.

Since the Board of Directors meeting in October 2011, NCAA staff has acknowledged the need to develop an educational plan that considers and addresses the concerns of institutions, athletics conferences, prospective and current student-athletes and outside organizations regarding the impact of the newly adopted academic legislation. To date, NCAA staff has:

1. Established an internal working group for the purpose of developing an educational outreach plan that will ensure ongoing education of key constituents regarding newly adopted academic legislation.

2. Established an internal working group to develop a comprehensive, user-friendly resource page on NCAA.org that is devoted to academic matters.

3. Initiated a review of past and current educational outreach efforts, as well as existing communication channels.

4. Engaged the NCAA Eligibility Center in an examination of its outreach, education and engagement plan.

5. Identified and connected with various academic advising, faculty and sport-specific organizations and associations regarding NCAA academic standards and available academic resources.

6. Created an internal tracking sheet of annual conventions, conferences and in-person meetings held by athletic conferences, coaches associations, professional organizations

[e.g., National Association of Academic Advisors for Athletics (N4A), National Academic Advising Association (NACADA), National Federation of State High School Associations (NFHS)] and other key groups; many of which have already served as valuable forums for the sharing of information regarding recently adopted academic legislation. [Note: Attached is an abbreviated version of the tracking sheet.]

Educational Outreach Broad Objectives.

The national office is committed to providing the membership and associated groups with viable educational resources that will allow them to be proactive in creating a culture that supports the academic success of student-athletes. In the coming months, the NCAA staff aims to:

1. Identify and address critical issues facing internal and external constituents relative to educational outreach.

2. Continue to identify and develop strategies for fostering collaboration with various outside organizations.

3. Continue to seek collaborative relationships with member institutions and the two-year college community in an effort to facilitate the sharing of information, resources and expertise with institutional staff members, coaches, prospective and current student-athletes.

4. Manage NCAA partnerships and educational outreach with academic and faculty organizations in a way that encourages regular and constructive dialogue regarding newly adopted academic legislation.

5. Solicit membership input regarding education, engagement and outreach initiatives.

6. Establish policies and procedures that ensure timeliness, consistency and accuracy in the delivery of information.

7. Explore new mediums (e.g., social media, video) for educational outreach purposes.

Educational Outreach Staff-Specific Objectives.

The initial-eligibility and two-year college educational outreach campaign requires effective collaboration amongst several national office groups; five of which will serve critical roles in engaging and educating internal and external constituents regarding the increased academic

standards. Below is a brief description of each group, as well as an overview of each group's goals relative to initial eligibility and two-year college education outreach:

Academic and Membership Affairs.

The academic and membership affairs staff, a department of the NCAA's membership and student-athlete affairs group, works to assist the membership in understanding the regulations that govern intercollegiate athletic programs, implementing academic reform initiatives to encourage increased academic success, providing educational resources relative to NCAA legislation, interpretations and academic programs, and conducting comprehensive self-studies of intercollegiate athletics programs. Academic and membership affairs is primed to disseminate information regarding the initial-eligibility and two-year college academic standards to the membership, as well as select outside organizations. The academic and membership affairs staff is committed to the education and outreach of:

1. Coaches associations [e.g., American Football Coaches Association, National Association of Basketball Coaches, Women's Basketball Coaches Association, etc.].

2. Affiliate groups/professional organizations within higher education (e.g., N4A, NACADA, etc.).

3. Professional sports organizations (e.g., National Basketball Association, National Football League, Major League Baseball, etc.).

4. National governing bodies (e.g., USA Football, USA Track and Field, etc.).

5. Philanthropic organizations that fund college scholarships (e.g., United Negro College Fund).

6. Churches and religious organizations.

7. Youth basketball and football sports organizations/communities (e.g., 7-on-7 football organizations, AAU basketball and football teams, iHoops online community, etc.).

8. Regional and national convention/event operators and attendees (e.g., Indiana Black Expo, Future Farmers of America, etc.).

Communications.

The NCAA communications department, the division responsible for developing and disseminating Association-related contest and information, is committed to advancing NCAA messages regarding increased academic standards. Moving forward, the group will seek to:

1. Leverage existing social media platforms to distribute information relative to the new academic standards (e.g., Facebook, Twitter, YouTube, etc.).

2. Explore the possibility of public service announcements regarding the NCAA's commitment to the academic success of student-athletes.

3. Engage and educate the media regarding the new academic legislation.

4. Recognize intercollegiate athletic administrators, member institutions, conferences and affiliate groups for their commitment to educational outreach.

5. Respond to media inquiries regarding the increased academic standards.

6. Tailor messages to target audiences (e.g., prospective student-athletes, high school coaches).

7. Explore the use of radio and television geared toward the coverage of high school athletic events.

Corporate Alliances.

The corporate alliances staff oversees the NCAA Corporate Champion and Corporate Partner Program, which is committed to developing marketing and promotional activities surrounding NCAA championships. The program is comprised of several corporations, all of whom emphasize the role of athletics in higher education through their commitment of dollars, personnel and expertise, as well as their support of NCAA youth clinics and fan interactive experiences. The corporate alliances staff aims to:

1. Educate existing and potential corporate partners regarding the increased academic standards, and the resulting marketing and promotional opportunities.

2. Use "on-air talent" during NCAA championships to educate viewers about the new initial-eligibility and two-year college transfer standards.

3. Explore ways in which to engage EA Sports, the developer of sports video games, in educational outreach efforts.

NCAA Eligibility Center.

The mission of the NCAA Eligibility Center is to ensure college-bound student-athletes, member institutions and high schools understand the requirements to participate in NCAA Division I and Division II athletics and to certify college-bound student-athletes' academic and amateur

credentials in accordance with NCAA standards. The work of the NCAA Eligibility Center will be vital to the success of the initial-eligibility educational outreach effort. The group is committed to the education and outreach of:

1. States, counties and high school districts with the largest nonqualifier and academic redshirt populations.

2. Youth basketball and football sports organizations/communities (e.g., 7-on-7 football organizations, AAU basketball and football teams, iHoops online community, etc.).

3. High school associations (e.g., American School Counselor Association, National Association of Secondary School Principals, NFHS, etc.).

Additionally, the NCAA Eligibility Center is committed to the development, enhancement and distribution of:

1. Email blasts.

2. E-newsletters.

3. Brochures.

4. Existing publications (e.g., NCAA Guide for the College-Bound Student-Athlete).

5. Posters.

Enforcement.

The NCAA enforcement program is committed to ensuring integrity and fair play among the NCAA membership, and imposing appropriate and fair penalties if and when violations occur. Enforcement works closely with the basketball and football communities. As such, the group will be instrumental in engaging prospective student-athletes, coaches, administrators and event operators regarding initial-eligibility and two-year college transfer standards. Examples of educational outreach by the enforcement group include:

1. Presentations to prospective student-athletes, high school coaches and event operators at select basketball and football events.

2. Distribution of educational materials at select basketball and football events.

3. Distribution of educational materials to basketball event operators during the basketball event and summer league certification process.

4. Collaboration with the parents of former prospective student-athletes who are assisting the NCAA Division I Basketball Focus Group with general outreach and education.

Membership Input.

Membership input regarding initial-eligibility and two-year college educational outreach efforts is welcome and encouraged. If you wish to submit recommendations and/or feedback regarding the proposed educational outreach initiatives, please contact Jennifer Strawley at jstrawley@ncaa.org or Juliette Kenny at jkenny@ncaa.org.

Initial Eligibility and Two-Year College Transfer Standards **ATTACHMENT**
Educational Outreach Opportunities

Staff No. 1	Staff No. 2	Outreach Category	Event	Acronym	Date	Event Audience
EC		High School	Michican City Community Outreach	MCCO	October 27, 2011	Counselors, Parents, Coaches, and Community Leaders
AMA		Membership	The Ohio State University Student-Athlete Support Services Office Drive-In Conference	OSU - SASSO	November 7, 2011	Academic Advisors/Compliance Coordinators
EC		Other	iNACOL	iNACOL	November 9, 2011	Online Learning Community
EC		Other	Texas Counseling Association Conference	TCAC	November 9, 2011	School Counselors
AMA		Membership	Faculty Athletic Representative Association	FARA	November 10, 2011	Faculty Athletic Representatives
EC		High School	Orange Glen High School	OGHS	November 18, 2011	Counselors, Principal and Athletic Director
EC		High School	Lawrence Central Coaches, Parents and School Counselors Meeting	LCHS	November 29, 2011	Coaches, Parents and School Counselors
AMA		Other	National Golf Coaches Association	NGCA	December 4, 2011	DI, II and III Coaches
AMA		Membership	Colonial Athletic Association	CAA	December 6, 2011	Compliance Coordinators
EC		Membership	Northeast Conference Compliance Meeting	NEC	December 6, 2011	Compliance Coordinators
AMA		Membership	Patriot League	/	December 7, 2011	Compliance Coordinators
EC		Membership	Southwestern Athletic Conference	SWAC	December 7, 2011	ADs and SWAs

Initial Eligibility and Two-Year College Transfer Standards
Educational Outreach Opportunities

EC		High School	40th Annual NIAAA/NFHS Conference for Directors of Athletics	NIAAA	December 9, 2011	High School Athletic Directors
EC		Other	College-Bound Foundation	CBF	December 10, 2011	PSAs, Parents and Coaches
AMA		Membership	Southland Conference In-Person Meeting	/	December 12, 2011	ADs/SWAs/Compliance Coordinators
AMA		Membership	NCAA Supplemental Support Fund Meeting	NCAA - SSF	December 12, 2011	ADs/Academic Advisors/Compliance Coordinators
AMA		Membership	Pac-12 Conference	Pac-12	December 12, 2011	Compliance Coordinators
EC		Other	United States Track and Field CCCA Convention	USTFCCCA	December 12, 2011	High School and Division I and II Coaches
EC		Other	International Tennis Association Convention	ITA	December 13, 2011	Coaches
AMA	EC	Other	2012 American Volleyball Coaches Association Convention	AVCA	December 14, 2011	DI and DII Coaches
EC	AMA	Other	2012 American Volleyball Coaches Association Convention	AVCA	December 14, 2011	DI and DII Coaches
EC		Other	2011 NFLPA Junior Bowl and Leadership Program	NFLPAJB	December 27, 2011	PSAs and Parents
EC		Other	Semper Fidelis All Star Football Game	SempFi	January 3, 2012	Parents and PSAs
EC		High School	National Federation of State High School Winter Meetings	NFHSW	January 3, 2012	State High School Association Leadership
AMA	EC	Other	2012 American Football Coaches Association Convention	AFCA	January 8, 2012	DI/DII/High School Coaches

Initial Eligibility and Two-Year College Transfer Standards
Educational Outreach Opportunities

EC	AMA	Other	2012 American Football Coaches Association Convention	AFCA	January 8, 2012	DI/DII/High School Coaches
AMA	EC	Other	2012 National Soccer Coaches Association of America Convention	NSCAA	January 11, 2012	Coaches
EC	AMA	Other	2012 National Soccer Coaches Association of America Convention	NSCAA	January 11, 2012	Coaches
EC		Other	Collegiate Commissioners Association Compliance Administrators	CCACA	January 26, 2012	Compliance Coordinators
AMA		Other	The National Association of Academic Advisors for Athletics	N4A	January 31, 2012	Academic Advisors
AMA		Other	Southern Association of Collegiate Registrars and Admission Officers	SACRAO	February 12, 2012	Registrars and Admissions Officers
EC		Other	Texas School Counselor Association Convention	TSCA	February 12, 2012	Texas Counselors
EC		High School	Meeting with Charlotte Mecklenburg School District	CMS	February 28, 2012	District Staff
EC		Other	CIAA College Day Event	CIAA	February 29, 2012	PSAs Counselors and Coaches
EC		High School	Hendricks County College and Career Night	HCC	March 1, 2012	Stucents, Parents and Coaches
AMA		Membership	Sun Belt Conference Academic Summit	/	March 3, 2012	ADs/SWAs/Compliance Coordinators
AMA		Membership	Big South Conference In-Person Meeting	/	March 7, 2012	Compliance Coordinators
EC		High School	NACAC Webinar		March 13, 2012	College Admissions Counselors

EC		High School	Park Tudor High School Athletics Education Night		March 13, 2012	Coaches/Parents/ PSAs
EC		High School	Webinar for DuPage County Office of Education		March 19, 2012	School Counselors
EC		High School	Northeastern University Guidance Counselor Seminar	NEU	March 26, 2012	Counselors
EC		Other	National Association of Basketball Coaches Convention	NABC	March 29, 2012	Basketball Coaches
AMA		Other	NFL YFF/USA Football Youth Football Summit	/	April 1, 2012	High School Football Coaches and Administrators
AMA		Membership	Western Athletic Conference In-Person Meeting	/	April 1, 2012	Compliance Coordinators
EC		Other	Texas Association of College Admissions Counselors	TACAC	April 1, 2012	Texas Counselors
EC		Other	American Association of College Registrars and Admissions Officers	AACRAO	April 1, 2012	Registrars and Admissions Officers
EC		Other	Great Plains with Missouri Association of College Admissions Counselors	GPACAC	April 15, 2012	College Admissions Counselors
EC		High School	Detroit Public Schools Guidance Counselor Meeting	DPS	April 19, 2012	Counselors and ADs
EC		Other	Southern Association of Admissions Counselors	SACAC	April 21, 2012	Counselors from Southern States
EC	AMA	Other	Boo Williams Nike EYBL MBB Invitational	/	April 27, 2012	MBB PSAs, Parents, and AAU, HS and College Coaches
AMA		Other	American Football Coaches Association	AFCA	April 30, 2012	College Coaches

Other		Membership	Western Athletic Conference In-Person Meeting	/	April 30, 2012	Athletic Directors, SWAs and FARs
AMA		Membership	Mid-Eastern Athletic Conference	/	May 2, 2012	Compliance Coordinators
EC		Other	Pacific Northwest Association of College Admissions Counselors	PNWACAC	May 2, 2012	College Admissions Counselors
EC		Other	Florida Interscholastic Athletic Administrators Association Conference	FIAAA	May 7, 2012	HS Athletic Directors
AMA		Membership	Patriot League	/	May 8, 2012	Athletic Directors
AMA		Membership	Big West Conference	/	May 8, 2012	Athletic Directors, SWAs, FARs
AMA		Membership	Conference USA	/	May 10, 2012	Compliance Coordinators
AMA		Membership	Ivy League In-Person Meeting	/	May 12, 2012	Compliance Coordinators
EC		Other	21st Century Scholars Seminar	/	May 12, 2012	PSAs and Parents
AMA		Membership	Atlantic Coast Conference	/	May 13, 2012	Athletic Directors, Compliance Coordinators
AMA		Membership	Big West Conference	/	May 14, 2012	Presidents
AMA		Membership	Conference USA	/	May 14, 2012	Athletic Directors, SWAs, FARs
AMA		Membership	Missouri Valley Conference	/	May 14, 2012	ADs, SWAs and FARs

AMA		Membership	Big 10 Conference	/	May 14, 2012	Athletic Directors, Compliance Coordinators
AMA		Membership	Horizon League	/	May 14, 2012	TBD
AMA		Membership	Mid-American Conference	/	May 16, 2012	Presidents, Ads, SWAs and FARs
AMA		Membership	Southland Conference In-Person Meeting	/	May 20, 2012	TBD
AMA		Membership	Sun Belt Conference	/	May 20, 2012	Presidents, ADs, SWAs and FARs
AMA		Membership	Northeast Conference	/	May 21, 2012	FARs
AMA		Membership	Big East Conference In-Person Meeting	/	May 21, 2012	Athletic Directors, Compliance Coordinators
AMA		Membership	Atlantic 10 Conference	/	May 21, 2012	Athletic Directors, Compliance Coordinators
AMA		Membership	Mid-Eastern Athletic Conference	/	May 22, 2012	Presidents, Ads, SWAs and FARs
EC		Other	Minority Coaches Academy	/	May 23, 2012	College Football Coaches
EC		Other	Black Coaches and Administrators	BCA	May 23, 2012	Coaches and Administrators
AMA		Other	National Association of Foreign Student Advisors	NAFSA	May 27, 2012	Academic Advisors
AMA		Membership	Big South Conference In-Person Meeting	/	May 28, 2012	Athletic Directors, Compliance Coordinators

AMA		Membership	Metro Atlantic Conference	/	May 29, 2012	Presidents
AMA		Membership	Southeastern Conference	/	May 29, 2012	Presidents, ADs, SWAs and FARs
EC		Other	Critical Components Conference	CCC	May 29, 2012	College Admissions Counselors
Other		Membership	Ohio Valley Conference	/	May 30, 2012	Presidents
AMA		Membership	Big 12 Conference In-Person Meeting	/	May 31, 2012	Athletic Directors, Compliance Coordinators
AMA		Other	The National Academic Advising Association	NACADA	June 1, 2012	Academic Advisors
AMA		Membership	Southern Conference	/	June 1, 2012	Athletic Directors, SWAs and FARs
AMA		Membership	Big 10 Conference	/	June 3, 2012	Athletic Directors, Compliance Coordinators
AMA		Membership	Patriot League	/	June 3, 2012	Compliance Coordinators
AMA		Membership	West Coast Conference	/	June 4, 2012	FARs
AMA		Membership	Southwestern Athletic Conference	/	June 4, 2012	Compliance Coordinators
AMA		Membership	Mountain West	/	June 4, 2012	TBD
AMA		Membership	Summit League	/	June 4, 2012	ADs, SWAs

AMA		Membership	Southwestern Athletic Conference	/	June 5, 2012	Compliance Coordinators
AMA		Membership	West Coast Conference	/	June 6, 2012	Presidents
AMA		Membership	Big Sky Conference	/	June 6, 2012	Athletic Directors, Compliance Coordinators
AMA		Other	The National Association of Academic Advisors for Athletics	N4A	June 7, 2012	Academic Advisors
AMA		Membership	Missouri Valley Conference	/	June 8, 2012	Presidents
AMA		Membership	Northeast Conference	/	June 11, 2012	TBD
AMA		Membership	Colonial Athletic Association	/	June 11, 2012	Presidents and Athletics Directors
AMA		Membership	Ivy League In-Person Meeting	/	June 13, 2012	Presidents
AMA		Membership	Big East Conference In-Person Meeting	/	June 13, 2012	Athletic Directors, Compliance Coordinators
EC		Other	19th Annual National Basketball Players Association Top 100 Camp	N/A	June 13, 2012	MBB PSAs, Parents, and AAU, HS and College Coaches
AMA		Membership	America East Conference In-Person Meeting	/	June 14, 2012	Athletic Directors, Compliance Coordinators
AMA		Membership	Metro Atlantic Conference	/	June 14, 2012	Athletic Directors, SWAs, Coaches
ENF	AMA	Membership	Ethics Coalition	/	June 15, 2012	College Coaches

AMA		Membership	MVC Conference In-Person Meeting	/	June 19, 2012	Compliance Coordinators
EC		High School	IHSAA Student Leaderdhip Conference	IHSAA	June 19, 2012	PSAs
AMA		Membership	Big 12 Conference In-Person Meeting	/	June 22, 2012	Athletic Directors, Compliance Coordinators
EC		Other	American School Counselor Association	ASCA	June 23, 2012	High School Guidance Counselors
EC		Other	California Interscholastic Federation	CIF	June 26, 2012	HS Coaches
AMA		Membership	Sun Belt Conference	/	June 27, 2012	Compliance Coordinators
AMA		Other	American Association of College Registrars and Admissions Officers Transfer Conference	AACRAO	July 1, 2012	Academic Advisors
AMA		Membership	Sun Belt Conference In-Person Meeting	/	July 1, 2012	Compliance Coordinators
EC		Other	National Federation of State High School Associations	NFHS	July 7, 2012	Representatives from State High School Associations
EC	AMA	Other	AAU 8th & 9th Grade Girls Basketball Super Showcase	/	July 8, 2012	Prospective Student-Athletes, AAU/High School Coaches, Event Operators
AMA		Membership	Big 10 Conference	/	July 9, 2012	Athletic Directors, Compliance Coordinators
AMA		Membership	Atlantic Sun Conference In-Person Meeting	/	July 11, 2012	Compliance Coordinators
AMA		Other	Overseas Association for College Admission Counseling	OACAC	July 14, 2012	Admission Counselors

TBD		Other	Nike EYBL Finals MBB Event - Peach Jam	/	July 18, 2012	MBB PSAs, Parents, and AAU, HS and College Coaches
EC	AMA	Other	AAU 8th & 9th Grade Boys Basketball Super Showcase	/	July 18, 2012	Prospective Student-Athletes, AAU/High School Coaches and Parents
EC	AMA	Other	AAU 8th Grade National DI Basketball Super Showcase (Boys and Girls)	/	July 20, 2012	Prospective Student-Athletes, AAU/High School Coaches and Parents
AMA		Other	National Association of Student Financial Aid Administrators	NASFAA	July 23, 2012	Financial Aid Administrators
AMA		Other	National Association of Student Financial Aid Administrators	NASFAA	July 23, 2012	Financial Aid Administrators
EC	AMA	Other	Adidas Super 64 Basketball Tournament	/	July 25, 2012	Prospective Student-Athletes, High School Coaches and Parents
AMA		Membership	West Coast Conference	/	November 16, 2012	Presidents
AMA		Other	Southern Association of Collegiate Registrars and Admission Officers	SACRAO	February 3, 2013	Registrars and Admissions Officers
EC		High School	NFHS Legal Meeting	NFHS	April, 2012	State High School Association Leadership
EC		High School	Super ACAC	SUACAC	April, 2012	College Admissions Counselors
EC		High School	Potomac/Chesapeake ACAC	PCACAC	April, 2012	College Admissions Counselors
EC		High School	Utah HS AD's Conference	UADC	April, 2012	High School Athletic Directors
EC		High School	NACAC Webinar		April, 2012	College Admissions Counselors

EC		High School	NFHS/NIAAA Convention	NFHS	December, 2012	High School Athletic Directors
EC		Other	Californai's E-Learning Strategies Symposium	CAEL	December, 2012	Online learning community
EC		High School	AIA HS AD/Counselor Symposium	AIA	February, 2012	HS Athletic Directors and Counselors
EC		High School	North Carolina Coaches Association Conference	NCCA	July, 2012	High School Coaches
EC		Other	Manning Passing Camp	/	July, 2012	MFB PSAs, Parents, and HS and College Coaches
EC		High School	CIF Section Meeting	CIF	June, 2012	Representatives from State High School Associations
EC		High School	New Jersey ACAC	NJACAC	June, 2012	College Admissions Counselors
EC		High School	NASSP BOD Conference	NASSP	March, 2012	HS and MS Principals
EC		High School	North Carolina AD's Conference	NCAD	March, 2012	HS Athletic Directors
EC		High School	New England ACAC	NEACAC	May, 2012	College Admissions Counselors
EC		High School	Meet with Commissioner of FL Department of Education	FLDOE	May, 2012	Commissioner
EC		High School	Connecticut HS Athletic Director's Conference	CTAD	May, 2012	High School Athletic Directors
EC		Other	Director of Football Operations Conference	DFO	May, 2012	Directors of Football Operations

EC		High School	Texas HS Counselors Association	THSC	November, 2012	High School Counselors
EC		Other	NACAC Conference	NACAC	October, 2012	College Admissions Counselors
EC		Other	iNACOL	iNACOL	October, 2012	Online Learning Community

NCAA Prospective Student-Athlete Review Cases
Case Summary: June 1, 2011 to April 30, 2012

A total of 114 prospective student-athlete review cases were reviewed from June 1, 2011, through April 30, 2012, with the following outcomes.

1. Total cases validated: 64 (56 percent).

2. Total cases invalidated: 24 (21 percent). There were no appeals to the NCAA Student Records Review Committee.

3. Total cases pending: One (1 percent).

4. Total cases cancelled: 25 (22 percent).

Totals

	Cases	Validated	Invalidated	Withdrawn/ Suspended	Pending
DI	110	63	23	23	1
DII	4	1	1	2	0
Combined	114	64	24	25	1

Division I by sport and gender – June 1, 2011 to April 30, 2012

Men's Sports	Baseball	Basketball	Football	Golf	Ice Hockey	Soccer	Track & Field	Totals
Validated	2	13	32	0	1	2	2	52
Invalidated	0	7	12	1	0	0	1	21
Withdrawn/Suspended	3	5	12	1	1	0	0	22
Pending	0	0	1	0	0	0	0	1
Totals	5	25	57	2	2	2	3	96

Women's Sports	Basketball	Soccer	Softball	Swimming	Volleyball	Totals
Validated	5	1	2	1	2	11
Invalidated	1	1	0	0	0	2
Withdrawn/Suspended	1	0	0	0	0	1
Pending	0	0	0	0	0	0
Totals	7	2	2	1	2	14

Division II by sport and gender – June 1, 2011 to April 30, 2012

Men's Sports	Football	Ice Hockey	Totals
Validated	1	0	1
Invalidated	1	1	2
Withdrawn/Suspended	0	0	0
Pending	0	0	0
Totals	2	1	3

Women's Sports	Softball	Totals
Validated	0	0
Invalidated	0	0
Withdrawn/Suspended	1	1
Pending	0	0
Totals	1	1

REPORT OF THE NCAA
STUDENT RECORDS REVIEW COMMITTEE
APRIL 26 AND MAY 17, 2012, TELECONFERENCES

***ACTION ITEMS*.**

- None.

***INFORMATIONAL ITEMS*.**

1. Update on NCAA Proposal No. 2011-94.

The NCAA Student Records Review Committee received an update on the newly adopted initial-eligibility requirements, including the amendment of the proposal's effective date until August 2016.

2. 2011-12 Prospective Student-Athlete Review Case Statistics.

The committee reviewed a report of prospective student-athlete review (PSA Review) cases from the 2011-12 academic year.

3. Student Records Review Committee Policies and Procedures.

The committee reviewed and approved its policies and procedures for the 2012-13 academic year, including the 2012-13 PSA Review trigger list.

4. PSA Review Process Directive.

The committee reviewed a policy directive for the PSA Review process and recommended that it be considered for approval by the NCAA Division I Academic Cabinet and NCAA Division II Academic Requirements Committee.

Committee Chair: *Dan Garrick, St. Francis DeSales High School*
Committee Liaisons: *Steve Clar, Academic and Membership Affairs*
Doug Healey, Academic and Membership Affairs

April 26 and May 17, 2012	
Attendees	**Absentees**
Vern Beitzel, Virginia Military Institute	Shelley Blumenthal, Blacksburg High School
Craig Howe, Fairport High School	Donna Heinel, University of Southern California
Dan Garrick, St. Francis DeSales High School	Annette O'Connor, LaSalle University
Margaret Poitevint, North Georgia College & State University	
Jonathan Stone, The Hun School	
Karl Wolf, Shepherd University	
Other NCAA participants: Steve Clar, Doug Healey	

NCAA

Student Records Review Committee

Policies and Procedures Manual

Last Updated May 17, 2012

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1. Legislation Related to Duties of the NCAA Student Records Review Committee (NCAA Division I Bylaw 14.1.2.3 and Division II Bylaw 14.1.2.2).

The NCAA Student Records Review Committee (review committee) shall have the authority to establish policies and procedures related to the review of a prospective student-athlete's academic credentials and to determine the validity of a prospective student-athlete's academic credentials for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a prospective student-athlete's academic credentials shall not be used for the purpose of meeting initial-eligibility requirements. The policies and procedures for the review of academic credentials and the determination of the validity of such credentials shall be approved by the NCAA Division I Academic Cabinet and the NCAA Division II Academic Requirements Committee.

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

2. Responsibilities of the Review Committee.

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

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

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

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

3. Review Committee Composition and Reporting Lines.

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

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

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

c. One Academic Cabinet member.

d. One Academic Requirements Committee member.

e. Four members from the secondary-school community.

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

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

4. <u>Review Committee Terms</u>.

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

5. <u>Review Committee Appointment and Resignation Policies and Requirements</u>.

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

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

(a) Appropriate representation per committee requirements.

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

(c) Individuals eligible for reappointment.

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

(2) Appointment Procedures.

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

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

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

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

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

b. Resignation Policy.

If a member of the review committee decides that he or she must resign from participating as a member of the committee, the member must provide notice, preferably in writing, to the NCAA staff member responsible for coordinating the review committee. When the NCAA staff receives notice of resignation, the procedures to solicit and appoint a new member will be initiated and a new review committee member will be appointed as soon as possible.

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

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

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

a. Chair.

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

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

b. Review Committee Members.

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

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

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

(4) Recuse themselves from cases when appropriate.

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

c. NCAA Staff.

(1) Review and process all cases.

(2) Render an initial decision for all cases.

(3) Prepare all appeal cases in accordance with established guidelines for consideration by the review committee. Provide all information the

review committee requires in order to effectively conduct its work prior to, during and after all appeal conference calls.

(4) Present the case on a conference call. During its presentation, the staff shall provide a brief overview of the case, including the facts, overall academic record, review triggers, documentation submitted as part of the review, mitigating circumstances that the institution and/or prospective student-athlete have raised and applicable case precedent. The staff will then answer questions from the review committee related to the case.

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

8. Telephone Conference and Voting Procedures.

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

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

The chair is responsible for conducting the conference call and begins by asking for a motion to approve the minutes (the previous week's cases) and staff decisions, if any. After the minutes and staff decisions are approved with any noted revisions, the chair shall proceed to the cases for discussion, which are considered individually. The staff member who processed the case is present on the call to present the basic facts of the case. Thereafter, the involved institution representing the interests of the prospective student-athlete shall have an opportunity to present to the review committee. The review committee may ask questions to staff or the involved institution, and then the case manager and institutional representative are dismissed from the call. The chair will then lead the review committee's deliberation and call for a vote.

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

Additional Information for Committee Teleconferences.

Prior to the appeal teleconference, the institution shall designate one representative, who must be an institutional employee or outside counsel retained by the institution, to participate during the teleconference. This representative shall be the only individual from the institution permitted to directly address the review committee, and shall be the only individual to whom the committee directs its questions.

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

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

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

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

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

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

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

The recording of review committee teleconferences is prohibited.

9. <u>Information to Be Considered</u>.

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

a. Applicable triggers from the PSA Review trigger list approved annually by the review committee;

b. Secondary-school academic record;

c. SAT and/or ACT scores;

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

e. Letters of recommendation or support;

f. Student-athlete's written comments;

g. Evidence supporting or explaining the prospective student-athlete's academic record (e.g., coursework completed by the prospective student-athlete, course syllabus, detailed timeline for completion of the course by the prospective student-athlete, academic authority statement detailing the prospective student-athlete's completion of the course, records of class attendance, grade books) including documentation of the specific content, course instruction methodology, instructor/student interaction and student assessment(s) for any particular course at issue; and

h. Any other information the review committee deems appropriate.

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

The NCAA staff may conduct in-person interviews to assist in the review of a prospective student-athlete's academic credentials. Any information gathered during an interview with a prospective student-athlete, parent/guardian, high school teacher, tutor,

administrator or other involved individual may be used to determine that the prospective student-athlete's academic credentials are invalid or fraudulent.

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

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

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

b. Invalidate. The documentation presented does not warrant use of the prospective student-athlete's academic credentials under review as presented to the NCAA Eligibility Center. The NCAA Eligibility Center will render a final certification decision without the use of the denied credentials.

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

   If an institution is not able to obtain the requested information within four weeks, it may request an extension from the chair of the review committee. The request should include documentation of the institution's efforts to obtain the requested information. If the request is denied, the case shall be heard on the next available call. If the extension request is approved, the chair shall provide a deadline for the case to be heard.

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

When information is received regarding potential fraudulent activity related to a prospective student-athlete's final academic certification, the academic and membership

affairs staff will conduct a telephone or in-person interview with the individual providing the initial information. This will permit the staff to determine the nature and source of the information.

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

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

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

a. Proceed without the credential in question.

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

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

If it is determined that the fraudulent activity involves one or more staff members at an NCAA member institution, the NCAA enforcement staff will be notified and may chose to assume responsibility for any subsequent investigation of the student's academic record.

<u>In-Person Interviews</u>.

The NCAA staff may conduct in-person interviews to assist in the review of a prospective student-athlete's academic credentials and determine whether or not the academic credential(s) in question are invalid or fraudulent. Any information gathered during an interview with a prospective student-athlete, parent/guardian, high school teacher, tutor,

administrator or other involved individual(s) may be used to determine whether the prospective student-athlete's academic credentials are invalid or fraudulent.

Any in-person interviews conducted by the NCAA staff as part of a PSA Review case shall be done in accordance with the investigatory procedures set forth in Division I and II Bylaws 32.3, 32.5 and 32.6.

11. Appeals/Reconsiderations.

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

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

b. Reconsideration. After the staff or review committee has rendered a decision on a review case, the institution may request reconsideration by the staff or review committee if the institution submits new information that was not originally considered by the staff or review committee. Cases with new or additional information may not be heard by the review committee until the staff has reviewed or considered the new information. When reconsidering a case based on new information, the staff and review committee may review the prospective student-athlete's entire academic record and is not bound by prior decisions in the case.

12. Recusal.

A review committee member or NCAA staff member shall recuse himself or herself from participating in proceedings (i.e., staffing a case or deliberating as a review committee member) of a PSA Review case when he or she is directly connected with the involved institution. This includes, but is not limited to, a member institution, conference or secondary school. A review committee or staff member with a personal relationship or institutional affiliation that reasonably would result in the appearance of bias or prejudice should refrain from participating in any manner in the processing of a review request. It is the responsibility of the review committee or staff member to remove him or herself if a conflict exists. Institutional objections to a review committee or staff member

participating in the review of a case should be raised with and resolved by the chair or the most senior member of the review committee as soon as recognized, but will not be considered unless the concern is raised prior to the scheduled teleconference. Exceptions to the recusal policy may be granted by the chair or most senior member of the review committee due to time constraints.

13. <u>Conflict of Interest</u>.

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

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

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

14. Confidentiality.

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

15. 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." *(Excerpt from the April 2001 Executive Committee minutes.)*

16. Absences.

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

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

Prospective Student-Athlete Review Process Directive

1. Guiding Principle.

- The prospective student-athlete review (PSA Review) process is used to determine the validity of a prospective student-athlete's academic credentials for the purpose of meeting initial-eligibility requirements.

2. Definition/Determination of Validity.

a. Is the course as completed by the prospective student-athlete a valid core course?

(1) Does the course as completed by the prospective student-athlete meet the legislated definition of a core course?

(2) If the course as completed by the prospective student-athlete meets the legislated definition of a core course, the course will be deemed a core course for the prospective student-athlete.

(a) Legislated definition of a core course.

i. Must be a recognized academic course and qualify for graduation credit in English, mathematics, natural or physical science, social science, foreign language or nondoctrinal religion/philosophy;

ii. Must be considered college preparatory by the high school;

iii. Mathematics courses must be at the level of Algebra I or a higher-level mathematics course;

iv. 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

v. Must be taught at or above the high school's regular academic level (remedial, special education or compensatory courses are not considered core courses).

(b) Legislated definition of nontraditional course (courses taught via the Internet, distance learning, independent study, individualized instruction, correspondence or similar means).

i. The course meets all requirements for a core course;

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

iii. There is regular interaction between instructor and student for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course;

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

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

vi. The course includes a defined time period for completion; and

vii. The course is acceptable for any student and is placed on the high school transcript.

b. Are any of the prospective student-athlete's academic credentials fraudulent?

(1) Did the prospective student-athlete validly earn the credit?

(a) Did the prospective student-athlete receive credit by examination?

(b) Is the prospective student-athlete's coursework legitimate (e.g., plagiarism, handwriting, etc.)?

(2) Did the prospective student-athlete validly earn the grade?

(a) Do the prospective student-athlete's assessments match the grade(s) awarded (e.g., student only completes 50 percent of the course assessments, but receives a B grade from the academic authority)?

(b) Was the prospective student-athlete's grade fabricated?

(3) Is the prospective student-athlete's standardized test score valid?

3. Information to be Considered.

- The NCAA Student Records Review Committee or staff may request documentation in order to confirm valid completion of the academic credentials in question. That documentation includes, but is not limited to, the following:

  (1) Statement from the prospective student-athlete.

  (2) Statement from a high school administrator.

  (3) Statement from the prospective student-athlete's teachers.

  (4) Statement from the prospective student-athlete's tutor(s).

  (5) Statement from the prospective student-athlete's parent(s) or guardian(s).

  (6) Class attendance information.

  (7) Course syllabus.

  (8) Gradebook.

  (9) Coursework.

  (10) Class notes.

  (11) Interviews.

    (a) Staff may conduct interviews, as needed, to assess whether the requirements of NCAA Bylaw 14.3.1.2 have been satisfied.

    (b) The Student Records Review Committee has already established guiding principles for reviewing/assessing nontraditional courses; however, the staff may also conduct interviews, if necessary, to determine whether a course meets the requirements in Bylaw 14.3.1.2.2.

4. PSA Review Decisions.

a. Validate. The academic credentials are valid and may be used for initial-eligibility purposes.

b. Invalidate. The academic credentials are not valid or there is a lack of documentation to support valid completion of the academic credential(s) in question.

c. Require secondary validation procedures. The Student Records Review Committee may required a prospective student-athlete to retake a standardized examination to validate a standardized examination score previously presented for initial-eligibility purposes.

5. Authority/Legislation.

a. Division I Bylaws.

(1) Bylaw 10.1 – Unethical Conduct.

Unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member, which includes any individual who performs work for the institution or the athletics department even if he or she does not receive compensation for such work, may include, but is not limited to, the following:

(a) Refusal to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or the individual's institution;

(b) Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete;

(c) Knowing involvement in offering or providing a prospective or an enrolled student-athlete an improper inducement or extra benefit or improper financial aid;

(d) Knowingly furnishing or knowingly influencing others to furnish the NCAA or the individual's institution false or misleading information concerning an individual's involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation;

(e) Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent,

financial advisor or a representative of an agent or advisor (e.g., "runner");

(f) Knowing involvement in providing a banned substance or impermissible supplement to student-athletes, or knowingly providing medications to student-athletes contrary to medical licensure, commonly accepted standards of care in sports medicine practice, or state and federal law. This provision shall not apply to banned substances for which the student-athlete has received a medical exception per Bylaw 31.2.3.5; however, the substance must be provided in accordance with medical licensure, commonly accepted standards of care and state or federal law;

(g) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or an institution's admissions office regarding an individual's academic record (e.g., schools attended, completion of coursework, grades and test scores);

(h) Fraudulence or misconduct in connection with entrance or placement examinations;

(i) Engaging in any athletics competition under an assumed name or with intent to otherwise deceive; or

(j) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or the institution's athletics department regarding an individual's amateur status.

(2) Bylaw 14.1.2.3 – Student Records Review Committee.

The Student Records Review Committee shall have the authority to establish policies and procedures related to the review of a prospective student-athlete's academic credentials and to determine the validity of a prospective student-athlete's academic credentials for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a prospective student-athlete's academic credentials shall not be used for the purpose of meeting initial-eligibility requirements. The policies and procedures for the review of academic credentials and the determination of the validity of such credentials shall be approved by the Academic Cabinet.

(3) Bylaw 14.3.1.2 – Core-Curriculum Requirements.

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

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

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

(c) A mathematics course must be at the level of Algebra 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).

(4) Bylaw 14.3.1.2.2 – Nontraditional Courses.

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

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

(b) The instructor and the student have 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.

b. Division II Bylaws.

(1) Bylaw 10.1 – Unethical Conduct.

Unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member, which includes any individual who performs work for the institution or the athletics department even if he or she does not receive compensation for such work, may include, but is not limited to, the following:

(a) Refusal to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or the individual's institution;

(b) Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete;

(c) Knowing involvement in offering or providing a prospective or an enrolled student-athlete an improper inducement or extra benefit or improper financial aid;

(d) Knowingly furnishing or knowingly influencing others to furnish the NCAA or the individual's institution false or misleading information concerning an individual's involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation;

(e) Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor (e.g., "runner");

(f) Knowing involvement in providing a banned substance or impermissible supplement to student-athletes, or knowingly providing medications to student-athletes contrary to medical licensure, commonly accepted standards of care in sports medicine practice, or state or federal law. This provision shall not apply to banned substances for which the student-athlete has received a medical exception per Bylaw 31.2.3.5; however, the substance must be provided in accordance with medical licensure, commonly accepted standards of care and state or federal law;

(g) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or institution's admissions office regarding an individual's academic record (e.g., schools attended, completion of coursework, grades, test scores);

(h) Fraudulence or misconduct in connection with entrance or placement examinations;

(i) Engaging in any athletics competition under an assumed name or with intent otherwise to deceive; or

(j) Failure to provide complete and accurate information to the NCAA, the NCAA Eligibility Center or the institution's athletics department regarding an individual's amateur status.

(2) Bylaw 14.1.2.2 – Student Records Review Committee.

The Student Records Review Committee shall have the authority to establish policies and procedures related to the review of a prospective student-athlete's academic credentials and to determine the validity of a prospective student-athlete's academic credentials for the purpose of meeting initial-eligibility requirements. A review may result in a determination that a prospective student-athlete's academic credentials shall not be used for the purpose of meeting initial-eligibility requirements. The policies and procedures for the review shall be approved by the NCAA Division II Academic Requirements Committee.

(3) Bylaw 14.3.1.2 – Core-Curriculum Requirements.

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

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

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

(4) Bylaw 14.3.1.2.2 – Nontraditional Courses.

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

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

(b) The instructor and the student have 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.

NCAA Division I Initial-Eligibility Waiver Decisions
2011-12 Academic Year (July 1, 2011 - May 16, 2012)

Decision Type	Core Course	Education-Impacting Disability	Grade-Point Average	International	Proof of Graduation	Test Score	Transcript Change	TOTALS
Approved	237	22	27	52	1	9	2	**350**
Conditionally Approved	5	1	0	2	0	0	0	**8**
Staff Special Approval	3	0	0	0	0	0	0	**3**
Partially Approved/Aid and Practice	30	11	10	7	2	2	0	**62**
Partially Approved/ Aid Only	19	12	12	2	0	1	0	**46**
Denied	23	11	31	9	0	6	0	**80**
Cancelled	6	1	1	0	0	0	0	**8**
Withdrawn	9	3	2	0	0	0	0	**14**
TOTALS	**332**	**61**	**83**	**72**	**3**	**18**	**2**	**571**

ACADEMIC AND MEMBERSHIP AFFAIRS
STUDENT-ATHLETE ACADEMIC WAIVER 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 NCAA 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, 2016, 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, standardized test score and other academic factors. For student-athletes that do not meet the obvious waiver criteria (see Section 3 Obvious Waivers), 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.

- 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).

4. Academic Criteria Considered.

a. If a student-athlete fails to satisfy all of the above obvious waiver 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.

b. 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 (PSA Review) process. For example, if a student takes courses that are subsequently invalidated through the PSA 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.

5. 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 Section 2 Initial-Eligibility 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 (EID)], 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.

6. 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 EID 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.

7. 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.

The staff is also granted the authority to partially approve a waiver to allow for receipt of athletically related financial aid and limited participation in practice activities when his or her academic record, based on the data-analysis noted, minimally demonstrates a likelihood of academic success during the initial year of full-time collegiate enrollment, but there are mitigating circumstances present to warrant such a partial waiver of initial-eligibility requirements.

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.

8. 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. In order for misadvisement and/or lack of advisement to serve as sufficient mitigation to warrant a full approval of initial-eligibility standards, the documentation received must *clearly demonstrate* that the student-athlete would have satisfied all initial-eligibility requirements absent the misadvisement and/or lack of advisement. 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 the following:

(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.

9. 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 PSA 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) Split Files.

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.

A Data-Based Approach to Informing Initial Eligibility Waiver Decisions

Division I Academic Cabinet

June 2012

NCAA Research

Introduction

- In the first part of this analysis, we attempt to create a data-based tool for classifying initial eligibility waiver (IEW) requests by expected first-year academic success. This classification scheme employs characteristics of the new 2016 IE standards as decision-making guideposts.
- In the second half of the analysis, these same principles are applied to an examination of current IE obvious waiver criteria.
- Although these two types of waivers are currently handled through separate processes, an examination of the data leads the research staff to recommend that the research bases for these standards be considered in tandem (even if the processes remain separate).

Current Initial Eligibility System

1. Early Academic Qualifiers (EAQs) – PSAs who clearly predict to meet the full four-year IE standards are granted qualifier status after six semesters.
2. Full eight-semester IE standard
3. Obvious IE waivers – PSAs missing the EAQ or IE standard automatically declared a qualifier if having a single unit core deficiency and sufficiently high grades and test scores.
4. Intercept process / IE waivers (IEW) – Staff/committee decisions that consider mitigating circumstances for not meeting standards 1-3.

NCAA Research

Study Methods

- A series of models for predicting first-year college GPA from high school academic variables often examined in IEW determinations was created.
- These models were tested using data on 2010-11 first-year SAs in Division I (n=25,417).
- Models were evaluated based on efficacy in predicting first-year GPA and on interpretability, while being inclusive of relevant HS variables.
- The final model was then applied to all IEW and then all obvious IE waiver cases that were processed during the 2010-11 academic year.
- Details of this analysis and potential implications are discussed in slides that follow.

NCAA Research

Application of Data-Based Analysis Tool to Initial Eligibility Waiver (IEW) Cases

NCAA Research

IEW Data-Based Analysis Tool

- Variables included in the prediction model:
  - HSCGPA
  - Best ACT/SAT score
  - Total core courses (overall and then separately within English, math and science areas)
  - Total core courses taken in senior year
  - Interaction between total units and HSCGPA
- Notes on predictor variables:
  - Generally, HSCGPA is the strongest predictor.
  - High numbers of core courses taken in senior year is a small but negative predictor of first-year academic success.
  - The interaction of total core units and HSCGPA is an interesting negative predictor. That is, incremental differences in core courses taken is a stronger predictor of later success at lower HSCGPAs.
  - Because IE waivers deal with some unusual cases (e.g., 3.50 HSCGPA, but only 8 core courses), predictions made for such unusual profiles should be treated with caution (less confidence in the precision of such predictions).

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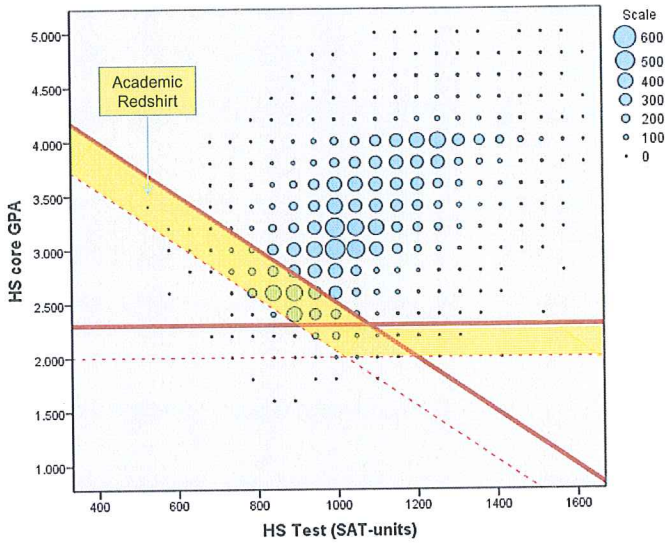
New IE Scale Effective Fall 2016

Sliding Scale Elevated to ~0.5 SD Below National Mean; 2.30 Floor



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.

Characteristics of 2016 IE Standard

- Analyses using the most recent NCAA data indicate:
  - Our current initial eligibility standard (the 2016 benchmark for receiving aid and practice) corresponds with a predicted first-year GPA of about 2.15 to 2.20. A student-athlete right on that aid line has a 23% chance of ending up ineligible in their first year in college and about a 15% chance of ending up an 0-for-2 in that year.
  - To meet the 2016 competition standard currently, you have to have a predicted first-year GPA of about 2.60. The predicted first-year ineligibility rate for a student-athlete right at that competition standard is about 7% (4% predicted 0-for-2 rate).
  - If the competition standard was in effect currently, about 15% of all Div. I student-athletes would not meet it (35% in MFB and 41% in MBB).

NCAA Research

IEW Data-Based Analysis Tool

- With those characteristics of the new IE standard serving as guideposts, we attempted to create meaningful groupings of IEW cases based on the academic variables described previously.
- 4 bins created based on predicted first-year GPA (PGPA1):
  - Bin 1: PGPA1 of 3.00 or higher (well above 2016 competition standard)
  - Bin 2: PGPA1 between 2.60 and 2.99 (at or just above 2016 competition standard)
  - Bin 3: PGPA1 between 2.20 and 2.59 (at/above current aid standard but below 2016 competition standard)
  - Bin 4: PGPA1 below 2.20 (below current aid standard)

NCAA Research

Bin 1: PGPA1 of 3.00 or higher

Applied to 2010-11 IEW Cases

- N = 9
- All 9 were core course IE waivers
  - 7 approved
  - 1 special staff approval
  - 1 denied
- Bin Descriptives
  - Average HSCGPA: 3.69
  - Average Test: 1098
  - Median Total Units: 15.0

NCAA Research

Bin 1: Example Cases

Waiver Decision	HS Core GPA	Best Test (SAT-Units)	Total Units (all courses)	Total English Units	Total Math Units	Total Science Units	Total Units in 1st Six Semesters	Senior Year Total Units	Predicted 1st Year GPA
Approved	4.028	1090	14.50	3.25	3.25	3.25	9.50	5.00	3.375
Approved	4.000	1110	15.00	4.00	2.50	2.50	13.00	2.00	3.351
Approved	3.714	1080	15.00	2.00	5.00	3.00	11.00	4.00	3.216
Approved	3.724	1120	15.00	4.00	3.00	1.50	11.00	4.00	3.178
Special Staff Approval	3.470	1090	8.50	2.00	2.00	1.00	5.00	3.50	3.106
Approved	3.603	1120	16.25	4.00	4.00	3.00	13.25	3.00	3.106
Approved	3.321	1340	16.42	2.02	4.02	4.02	11.92	4.50	3.106
Approved	3.642	1040	15.50	4.00	3.00	3.00	13.50	2.00	3.090
Denied	3.687	890	12.00	4.00	2.50	2.00	8.50	3.50	3.062

NCAA Research

Bin 2: PGPA1 of 2.60-2.99

Applied to 2010-11 IEW Cases

- N = 57
  - 51 core course
  - 5 disability services
  - 1 international student
  - Of the 57, 84% (48) were approved; 2 partially approved; 2 denied; 4 withdrawn; and 1 closed.
- Bin Descriptives
  - Average HSCGPA: 3.12
  - Average Best Test: 937
  - Median Total Units: 16.0

NCAA Research

Bin 2: Example Cases

Waiver Decision	HS Core GPA	Best Test (SAT-Units)	Total Units (all courses)	Total English Units	Total Math Units	Total Science Units	Total Units in 1st Six Semesters	Senior Year Total Units	Predicted 1st Year GPA
Approved	3.700	800	16.00	4.00	3.00	2.00	13.50	2.50	2.977
Approved	3.428	1010	18.00	2.00	4.00	4.00	14.00	4.00	2.971
Approved	3.586	830	15.00	3.00	3.00	3.00	11.50	3.50	2.959
Approved	3.321	1060	15.00	4.00	3.00	3.00	15.00	.00	2.922
Withdrawn	3.571	790	14.00	6.50	2.00	2.00	9.50	4.50	2.836
Denied	3.250	990	15.00	4.00	2.50	2.00	12.50	2.50	2.818
Approved	2.967	930	16.00	4.00	3.00	3.00	13.50	2.50	2.616
Approved	2.986	940	16.00	4.00	2.00	3.00	13.00	3.00	2.611
Approved	2.900	990	15.00	4.00	3.00	3.00	12.50	2.50	2.610
Approved	2.950	950	16.75	4.00	2.00	4.00	13.75	3.00	2.610
Approved	3.066	820	15.00	4.00	3.00	3.00	11.00	4.00	2.607
Approved	2.786	1140	14.50	4.50	2.00	2.00	12.50	2.00	2.605
Approved	2.935	940	18.00	4.00	3.00	4.00	15.00	3.00	2.602
Approved	2.870	1000	16.00	4.00	3.00	3.00	14.00	2.00	2.601

NCAA Research

Bin 3: PGPA1 of 2.20-2.59

Applied to 2010-11 IEW Cases

- N = 229
  - 160 core course -1 international student
  - 18 disability service -1 test score
  - 40 GPA
  - 84% (193) were approved; 7 partially approved; 3 partially approved with aid only; 18 denied; 5 withdrawn; 3 other (eligibility center).
- Bin Descriptives
  - Average HSCGPA: 2.57
  - Average Best Test: 903
  - Median Total Units: 16.5

NCAA Research

Bin 3: Example Cases

Waiver Decision	HS Core GPA	Best Test (SAT-Units)	Total Units (all courses)	Total English Units	Total Math Units	Total Science Units	Total Units in 1st Six Semesters	Senior Year Total Units	Predicted 1st Year GPA
Approved	2.866	1010	16.50	4.50	2.00	2.50	14.00	2.50	2.581
Approved	3.000	840	18.00	3.50	3.00	4.00	12.00	6.00	2.578
Eligibility Center	2.875	960	21.50	4.00	4.50	4.00	15.00	6.50	2.575
Approved	3.132	770	21.85	4.50	2.85	4.00	15.35	6.50	2.571
Approved	2.998	820	18.04	4.00	2.54	4.00	15.04	3.00	2.566
Approved	2.966	850	17.00	4.00	2.00	3.50	13.00	4.00	2.555
Approved	2.200	990	17.00	3.00	3.00	3.00	11.00	6.00	2.210
Approved	2.187	970	20.00	4.50	4.00	4.00	15.50	4.50	2.209
Approved	2.281	910	19.00	4.50	3.00	4.00	14.50	4.50	2.207
Denied	2.343	820	18.50	4.00	3.00	4.00	15.50	3.00	2.205
Approved	2.400	830	16.00	4.00	3.00	2.00	11.00	5.00	2.204
Approved	2.296	910	19.00	4.50	3.00	4.00	12.50	6.50	2.204
Denied	2.200	1130	10.00	3.00	.00	2.00	8.00	2.00	2.202
Approved	2.281	900	18.00	4.50	4.00	3.00	14.50	3.50	2.201

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Bin 4: PGPA1 of < 2.20

Applied to 2010-11 IEW Cases

- N = 100
  - 29 core course
  - 30 disability services
  - 39 GPA
  - 52% (52) were approved; 12 partially approved; 10 partially approved with aid only; 25 denied; 1 withdrawn.

  -1 test score

  -1 transcript change
- Bin Descriptives
  - Average HSCGPA: 2.15
  - Average Best Test: 892
  - Median Total Units: 17.0

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Bin 4: Example Cases

Waiver Decision	HS Core GPA	Best Test (SAT-Units)	Total Units (all courses)	Total English Units	Total Math Units	Total Science Units	Total Units in 1st Six Semesters	Senior Year Total Units	Predicted 1st Year GPA
Approved	2.312	880	16.00	4.00	4.00	2.00	13.00	3.00	2.198
Denied	2.250	910	18.50	4.50	4.00	3.00	15.50	3.00	2.197
Partially Approved	2.333	840	18.00	4.50	3.00	4.00	15.50	2.50	2.196
Approved	2.354	880	17.00	4.00	2.50	4.50	8.00	9.00	2.196
Approved	2.392	850	15.50	4.50	1.00	4.00	12.00	3.50	2.193
Approved	2.306	870	16.50	4.00	2.50	4.00	14.00	2.50	2.191
Approved	1.964	840	16.25	4.00	2.00	3.00	9.25	7.00	1.938
Denied	2.000	780	14.50	4.00	1.00	2.00	9.50	5.00	1.899
Approved	1.750	840	18.50	4.00	4.00	3.00	15.00	3.50	1.889
Denied	1.937	630	19.00	4.00	5.00	3.00	14.00	5.00	1.881
Denied	1.916	820	12.00	3.00	3.00	3.00	8.00	4.00	1.874
Partially Appd aid only	1.892	780	13.00	3.50	2.00	3.00	8.50	4.50	1.831
Denied	1.838	610	16.00	4.50	2.50	2.50	11.50	4.50	1.731
Partially Appd aid only	1.600	1060	7.50	2.50	2.00	1.50	7.50	.00	1.724

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Conclusions / Recommendations

- It is <u>not</u> recommended that IE waivers be determined solely on the basis of this type of quantitative prediction model. Some of the academic profiles observed (and mitigation that may be involved) occur sparsely enough that our predictive models are inadequate used in isolation.
- However, contextualizing the academic profiles of PSAs not meeting the EAQ or IE benchmarks in terms of predicted first-year academic success in college may help align waiver decisions better with the standards taking effect in 2016. That is, such information may assist staff and the Cabinet in setting differential mitigation standards required to receive an initial eligibility waiver.
- This type of data tool can be applied today and later modified to better fit the 2016 standards when they take effect.

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Application of Data-Based Analysis Tool to Obvious Waiver Cases

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Obvious Waiver Cases

- The final prediction model was also applied to those 2010-11 freshmen student-athletes (N=767) who received obvious waivers.
- To receive an obvious waiver a prospective student-athlete must meet the following criteria:
  - » No more than 1 core course unit deficiency
  - » Meet a TEST-HSCGPA sliding scale that requires a HSCGPA of nearly 0.9 units higher for a given ACT/SAT score than the current IE standard.
  - » The obvious waiver sliding scale requires a HSCGPA just over 0.4 units above the new 2016 competition standard for a given ACT/SAT score.

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Obvious Waiver Cases

- After applying the model to the 767 OW cases, the freshmen student-athletes would have been categorized as follows:
  - N= 389 in Bin 1 (PGPA1 of 3.00 or higher)
    - Average HSCGPA: 3.83
    - Average Test: 1165
    - Median Total Units: 17.5
  - N= 363 in Bin 2 (PGPA1 between 2.60-2.99)
    - Average HSCGPA: 3.22
    - Average Test: 1037
    - Median Total Units: 17.0
  - N= 15 in Bin 3 (PGPA1 between 2.20-2.59)
    - Average HSCGPA: 2.63
    - Average Test: 1157
    - Median Total Units: 16.0

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Bin 1: PGPA1 of 3.00 or higher

Example OW Cases from 2010-11

HS Core GPA	Best Test (SAT-Units)	Total Units (all courses)	Total English Units	Total Math Units	Total Science Units	Senior Year Total Units	Actual 1st Year GPA	Predicted 1st Year GPA	Actual - Predicted GPA
4.966	1360	17.50	3.00	3.00	3.00	5.00	3.96	4.01	-.0520
4.600	1480	18.50	3.00	4.00	4.00	4.50	3.78	3.86	-.0787
4.666	1120	15.00	3.00	3.00	3.00	.00	2.89	3.81	-.9169
4.633	1340	19.50	3.00	3.50	4.50	1.50	3.88	3.78	.0962
4.433	1380	16.50	3.00	3.00	4.00	2.50	3.26	3.76	-.5025
4.466	1290	16.00	3.00	3.00	3.50	.00	3.71	3.76	-.0487
3.400	1120	17.50	3.00	4.00	3.00	1.00	3.21	3.01	.1989
3.300	1280	17.00	4.00	4.00	4.00	4.00	3.13	3.01	.1231
3.419	1130	18.50	3.50	4.00	4.00	1.50	2.56	3.01	-.4471

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Bin 2: PGPA1 of 2.60-2.99

Example OW Cases from 2010-11

HS Core GPA	Best Test (SAT-Units)	Total Units (all courses)	Total English Units	Total Math Units	Total Science Units	Senior Year Total Units	Actual 1st Year GPA	Predicted 1st Year GPA	Actual - Predicted GPA
3.708	870	16.56	4.50	2.54	4.50	4.00	3.82	3.00	.8229
3.386	1200	17.54	4.02	3.02	3.00	4.75	3.08	3.00	.0791
3.400	1090	17.00	3.00	5.00	3.00	3.00	2.10	2.99	-.8943
3.483	990	15.25	3.00	3.00	3.00	1.75	3.20	2.99	.2062
2.875	1040	17.50	4.00	3.00	2.00	3.50	2.89	2.62	.2717
2.933	1000	16.00	4.00	3.00	3.00	6.00	1.46	2.62	-1.1566
2.866	1030	15.00	4.00	3.00	3.00	2.50	1.00	2.61	-1.6106
2.933	1010	16.50	5.00	2.00	3.50	3.00	2.54	2.61	-.0711
2.838	1040	15.50	4.00	3.00	3.00	2.00	2.85	2.60	.2474

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Bin 3: PGPA1 of 2.20-2.59

Example OW Cases from 2010-11

HS Core GPA	Best Test (SAT-Units)	Total Units (all courses)	Total English Units	Total Math Units	Total Science Units	Senior Year Total Units	Actual 1st Year GPA	Predicted 1st Year GPA	Actual - Predicted GPA
2.838	1040	16.00	4.00	3.50	3.00	4.00	2.35	2.60	-.2472
2.774	1080	17.00	4.00	3.00	4.00	2.00	3.06	2.59	.4659
2.700	1170	15.50	4.00	3.00	2.00	3.00	2.01	2.59	-.5782
2.838	1110	15.50	4.00	4.00	2.00	14.50	3.38	2.58	.7997
2.633	1200	15.50	4.00	2.00	3.00	2.00	2.20	2.56	-.3634
2.633	1180	15.00	4.00	3.00	3.50	3.50	1.05	2.55	-1.4999
2.806	1050	18.00	5.00	2.50	3.50	6.00	2.81	2.55	.2634
2.688	1100	15.60	4.08	3.06	2.72	2.70	2.89	2.54	.3456
2.600	1140	17.50	3.50	3.00	4.00	3.50	2.29	2.53	-.2421
2.645	1130	16.50	4.00	2.50	3.00	3.00	2.67	2.53	.1332
2.666	1110	16.00	4.50	4.00	2.00	5.00	3.18	2.52	.6602
2.516	1170	18.50	3.50	4.00	5.00	5.50	2.55	2.51	.0410
2.366	1310	17.50	4.50	4.00	3.50	3.50	1.91	2.48	-.5687
2.433	1200	16.00	4.00	2.00	3.00	4.00	2.63	2.44	.1944
2.266	1360	16.00	4.00	2.00	4.00	5.00	2.16	2.42	-.2641

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Conclusions / Recommendations

- The obvious waiver standard appears to be performing as desired in relation to the current initial eligibility standard.
- Recalibration of the standard for the 2016 initial eligibility rule changes should be studied/discussed to determine whether (a) some current obvious waivers are better in the IEW process and (b) any intercept/IEW cases should be handled through an automatic mechanism.

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A Data-Based Approach for Examining 2-4 Transfer Waivers

Division I Academic Cabinet
June 2012

NCAA Research

Question 1

- How many of the current 2-4 transfers into Division I would not meet the new academic standards (and potentially seek a waiver)?

Question 1 – How Many Current 2-4 Transfers Would Need Waivers?

- This is a very difficult question to answer:
  - It should probably be expected that many transfers not currently meeting the standards, especially the core course requirements, will be able to adjust behavior to meet them.
  - Two-year college transcript data are generally only available to us in four sports (men's and women's basketball, football and baseball). As a result, numbers can only be estimated in other sports.

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Question 1 – How Many Current 2-4 Transfers Would Need Waivers?

- More than 600 of the 1,800 two-year college transfers in MBB, WBB, MFB and MBA in 2010-11 do not presently meet all the eligibility requirements.
- However, if we assume that all will be able to meet the core course and overall credit hour requirements, we are left with n=395 (22%) who do not currently meet the 2.50 GPA standard.
- Given expectations that GPAs will improve somewhat and noting that a large majority of incoming 2-4 transfers in other sports are academic qualifiers out of high school, one guess would be that a maximum number of yearly waiver requests would be closer to 400 (or lower) rather than 600.

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Question 2

- Can current data provide any guidance on how to judge different academic profiles that might be presented in a future waiver request?

Study Methods

- A series of models for predicting first-year GPA at the four-year college from high school and two-year college academic variables was created.
- Data primarily from 2-4 transfer student-athletes in the sports of men's and women's basketball, football and baseball who enrolled at Division I schools in 2010-11 and for whom 2-year college transcripts were available (n~1,800).
- Models were evaluated based on efficacy in predicting first-year GPA and on interpretability, while being inclusive of relevant HS and two-year college variables.
- Because the eligibility standards and potentially the variables of interest may be different for academic qualifiers and non-qualifiers out of high school, analyses were conducted separately for those two groups.

2 – 4 Transfer Waivers

Academic Non-Qualifiers Out of High School

NCAA Research

New Academic Requirements for 2-4 Transfers

- For an academic non-qualifier out of high school, the new benchmarks that will have to be met at the two-year school in order to play immediately include:
  - A two-year college GPA of 2.500 or higher;
  - Completion of six semester hours of transferable English credits, three semester hours of transferrable math credits and three semester hours of transferable science credits;
  - Presentation of no more than two PE activity credits to fulfill transferable-degree credit and GPA requirements.

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Model Results

- Variables included in the final prediction model for non-qualifiers:
  - Two-year college GPA
  - Total credits earned at the two-year college (adjusted to subtract out all but two PE activity credits)
  - Satisfaction of new standards in English, math and science
  - Total PE activity credits earned
- Notes on predictor variables:
  - Two-year GPA is the strongest predictor.
  - High numbers of PE activity credits taken is a small but negative predictor of first-year academic success.
  - Most 2-4 transfers are currently taking at least one English course, but many are lacking the second.

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Data-Based Analysis Tool for Examining Potential 2-4 Transfer Waivers

- Model predicted four-year college GPAs of just those NQs who currently do not meet the soon-to-be-implemented 2-4 transfer standards were examined. Sample cases are displayed here in relation to the predicted GPA benchmarks of the new Div. I initial eligibility standards.
- 4 bins created based on predicted first-year GPA (PGPA1):
  - Bin 1: PGPA1 of 3.00 or higher (well above 2016 IE competition standard)
  - Bin 2: PGPA1 between 2.60 and 2.99 (at or just above 2016 IE competition standard)
  - Bin 3: PGPA1 between 2.20 and 2.59 (at/above current IE aid standard but below 2016 IE competition standard)
  - Bin 4: PGPA1 below 2.20 (below current IE aid standard)

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Bin 1: Example Cases

Predicted GPA 3.00+

YEAR_YOURS	PE credits earned	sport	Meets English	Meets Math	Meets Science	Meets Core	Meets gpa	Overall 2yr gpa	Meets Credits	Adj credits earned	Meets Eligibility	Predicted GPA
2011	3	WBB	1	0	1	0	1	3.93	1	74.5	0	3.38
2011	6	MBA	1	0	1	0	1	3.89	0	46	0	3.35
2011	2	WBB	1	0	1	0	1	3.82	1	64	0	3.33
2011	20.5	MBA	1	0	1	0	1	3.82	1	66.5	0	3.20
2011	2	MFB	1	1	0	0	1	3.62	1	80	0	3.10
2011	1	MBA	0	0	0	0	1	3.72	1	68	0	3.09
2011	8.5	WBB	0	1	1	0	1	3.70	1	54	0	3.08
2011	2	WSO	1	0	1	0	1	3.43	1	60	0	3.07
2011	2	WSW	1	0	1	0	1	3.43	1	60	0	3.07
2011	2	WSW	1	0	1	0	1	3.43	1	60	0	3.07
2011	18	MBB	1	1	0	0	1	3.68	0	41	0	3.04
2011	7	MBB	0	0	1	0	1	3.60	1	62	0	3.04
2011	12	MBA	1	0	0	0	1	3.60	1	72	0	3.04

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Bin 2: Example Cases

Predicted GPA 2.60 – 2.99

YEAR YOURS	PE credits earned	sport	Meets English	Meets Math	Meets Science	Meets Core	Meets gpa	Overall 2yr gpa	Meets Credits	Adj credits earned	Meets Eligibility	Predicted GPA
2011	0	WTE	0	0	0	0	1	3.50	1	54	0	2.96
2011	7	MFB	0	1	1	0	1	3.44	0	47	0	2.93
2011	10	MBA	0	1	0	0	1	3.56	0	28.5	0	2.92
2011	7	MBB	1	0	1	0	1	3.25	1	62	0	2.92
2011	15.5	MBB	1	0	1	0	1	2.98	1	53	0	2.69
2011	11	MBA	1	1	1	1	1	2.93	0	47	0	2.68
2011	7	MBB	1	1	0	0	1	3.01	1	74	0	2.67
2011	9	MFB	1	0	1	0	1	2.80	1	56	0	2.62
2011	9	MBB	1	0	1	0	1	2.80	1	61	0	2.62
2011	15	MFB	0	1	1	0	1	3.05	1	59	0	2.61

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Bin 3: Example Cases

Predicted GPA 2.21 – 2.59

YEAR YOURS	PE credits earned	sport	Meets English	Meets Math	Meets Science	Meets Core	Meets gpa	Overall 2yr gpa	Meets Credits	Adj credits earned	Meets Eligibility	Predicted GPA
2011	0	WLA	1	1	1	1	1	2.66	0	24	0	2.59
2011	0	MBB	1	1	1	1	1	2.67	0	46	0	2.58
2011	5	MBB	1	1	0	0	1	2.86	1	84	0	2.58
2011	4	WBB	1	0	1	0	1	2.67	1	62	0	2.57
2011	2	MFB	1	1	0	0	1	2.78	1	61	0	2.56
2011	3	MFB	0	1	0	0	1	2.95	1	51	0	2.56
2011	13	MFB	1	0	1	0	1	2.71	1	55	0	2.53
2011	3	MFB	0	1	1	0	1	2.79	1	52	0	2.53
2011	9	MBB	1	1	0	0	1	2.82	1	89	0	2.53
2011	3	MFB	1	1	0	0	0	2.26	1	54	0	2.22
2011	22	MBB	1	1	1	1	0	2.34	0	45	0	2.22
2011	10	MBB	1	1	1	1	0	2.23	1	79	0	2.22

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Bin 4: Example Cases

Predicted GPA 2.20 or lower

YEAR YOURS	PE credits earned	sport	Meets English	Meets Math	Meets Science	Meets Core	Meets gpa	Overall 2yr gpa	Meets Credits	Adj credits earned	Meets Eligibility	Predicted GPA
2011	6	MBB	1	0	1	0	0	2.11	1	71	0	2.18
2011	10	MFB	1	1	1	1	0	2.18	1	78.5	0	2.18
2011	22	MFB	1	1	0	0	0	2.40	1	53	0	2.18
2011	8	MBB	1	1	0	0	0	2.21	1	49	0	2.16
2011	15	MBB	0	0	1	0	0	2.31	1	48	0	2.16
2011	18	MBB	1	1	1	1	0	2.23	1	86	0	2.16
2011	9	MBB	0	0	0	0	0	2.33	1	59	0	2.13
2011	23	MFB	0	0	0	0	0	2.47	1	58	0	2.13
2011	3	MFB	1	1	1	1	0	2.01	1	69	0	2.12
2011	34.5	MFB	1	1	1	1	0	2.31	1	69.5	0	2.10
2011	19.5	MBB	1	1	1	1	0	2.16	1	86	0	2.10
2011	26.5	MFB	0	1	1	0	0	2.38	1	59	0	2.10

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Conclusions and Recommendations

Non-Qualifiers

- Decisions will need to be made regarding how to handle cases with high two-year college GPAs but failure to meet course requirements in English, math and/or science. Generally, such student-athletes would still be predicted to perform well academically at the four-year school.
- At the other end of the spectrum on predicted four-year college GPAs are a number of student-athletes with low two-year college GPAs (and often high numbers of PE activity courses). How should mitigation be judged for these SAs vs. those with high predicted four-year college GPA?

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2 – 4 Transfer Waivers

Academic Qualifiers Out of High School

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New Academic Requirements for 2-4 Transfers

- For an academic qualifier out of high school, new benchmarks that have to be met at the two-year school in order to play immediately include:
  - A two-year college GPA of 2.500 or higher;
  - An average of 12 hours earned per term;
  - Presentation of no more than two PE activity credits to fulfill transferable-degree credit and GPA requirements.

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Model Results

- Variables included in the prediction model for SAs who were originally qualifiers out of HS:
  - Two-year college GPA
  - Total credits earned at the two-year college (used primarily as a proxy for time spent at the 2-year college since direct measure of 2-year semesters unavailable)
  - High school core GPA
  - HS ACT/SAT score
  - Interaction of HSCGPA and total two-year credits earned
- Notes on predictor variables:
  - The interaction of total core units and HSCGPA is an interesting negative predictor. If the SA is only at the two-year college for a brief time, waiver review should probably consider HS academic success levels. But, HSCGPA becomes less important the longer (more credits) the SA is at the two-year college.

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Data-Based Analysis Tool for Examining Potential 2-4 Transfer Waivers

- Model predicted four-year college GPAs of just those former qualifiers out of HS who currently do not meet the soon-to-be-implemented 2-4 transfer standards were examined. Sample cases are displayed here in relation to the predicted GPA benchmarks of the new Div. I initial eligibility standards.

- 4 bins created based on predicted first-year GPA (PGPA1):
  - Bin 1: PGPA1 of 3.00 or higher (well above 2016 IE competition standard). No cases observed in this bin.
  - Bin 2: PGPA1 between 2.60 and 2.99 (at or just above 2016 IE competition standard). Only 5 cases observed in this bin.
  - Bin 3: PGPA1 between 2.20 and 2.59 (at/above current IE aid standard but below 2016 IE competition standard)
  - Bin 4: PGPA1 below 2.20 (below current IE aid standard)

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Bin 2 Example Cases:
Predicted GPA 2.60-2.99

Sport	High School Core GPA	Best Test (SAT units)	Overall 2yr GPA	Credits Earned at 2yr School	High School GPA x credits earned interaction	Predicted GPA
MBA	4.11	1330	2.45	52	213.564	2.82
WBB	3.84	1120	2.18	27	103.761	2.68
MTO	3.88	970	2.00	6	23.268	2.68
MBA	3.53	1050	2.41	59	208.329	2.61
MBB	3.69	1030	2.31	22	81.224	2.68

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Bin 3 Example Cases:
Predicted GPA 2.20-2.59

Sport	High School Core GPA	Best Test (SAT units)	Overall 2yr GPA	Credits Earned at 2yr School	High School GPA x credits earned interaction	Predicted GPA
MBA	3.30	1130	2.13	29	95.7	2.51
MBA	3.29	980	2.00	25	82.125	2.45
MBB	2.56	1040	2.39	28	71.736	2.39
MBB	2.96	840	2.42	122	361.608	2.32
MFB	2.44	1200	2.25	27	65.799	2.32
MFB	2.82	720	2.17	39	110.019	2.32
MBA	3.14	790	2.24	131	411.602	2.22
MBA	2.69	1000	2.10	63	169.281	2.21

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Bin 4 Example Cases:
Predicted GPA 2.2 or less

Sport	High School Core GPA	Best Test (SAT units)	Overall 2yr GPA	Credits Earned at 2yr School	High School GPA x credits earned interaction	Predicted GPA
MBA	2.28	1110	2.16	40	91.24	2.20
MBA	2.28	910	2.35	67.5	153.9675	2.20
MBA	3.09	840	1.97	77	238.161	2.20
MBB	2.43	880	2.20	55	133.54	2.20
MFB	2.79	860	2.09	75	208.875	2.19
MBA	2.30	940	2.17	55	126.28	2.15
MBB	2.50	890	2.00	56	140	2.13
MBB	2.25	1030	2.18	71	159.75	2.11
MBA	2.00	1070	2.07	56	112	2.04
MBB	2.82	940	1.81	82	231.322	2.03
WBB	2.64	870	1.45	34	89.828	2.03

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Conclusions and Recommendations

Qualifiers

- The prediction model indicates that strong high school academic profiles should be considered favorably in potential waiver situations where a SA's two-year college record is based on a limited enrollment period.

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Institution	Sport	Case Type	Decision	Core GPA for certification	Best Test (SAT-units)	Total Units (all courses)	Total English Units	Total Math Units	Total Science Units	English units in first 6 semesters	Math units in first 6 semesters	Science units in first 6 semesters	Total units in first 6 semesters	Senior Year Total Units	Predicted 1st Year GPA	PGPA1 Range
Robert Morris University	MFB	GPA	Approved	2.312	880	16.00	4.00	4.00	2.00	3	3	2	13.00	3.00	2.198	< 2.20
Texas Southern University	WBB	GPA	Denied	2.250	910	18.50	4.50	4.00	3.00	4	3	3	15.50	3.00	2.197	< 2.20
University of Toledo	MFB	GPA	Partially Approved	2.333	840	18.00	4.50	3.00	4.00	3	3	3	15.50	2.50	2.196	< 2.20
Michigan State University	MFB	Disability Services	Approved	2.354	880	17.00	4.00	2.50	4.50	3	1	2	8.00	9.00	2.196	< 2.20
Wilmington University (Delaware)	WSO	Core Course	Approved	2.392	850	15.50	4.50	1.00	4.00	3	1	3	12.00	3.50	2.193	< 2.20
University of Washington	MBA	Core Course	Approved	2.306	870	16.50	4.00	2.50	4.00	3	3	3	14.00	2.50	2.191	< 2.20
North Carolina Central	MFB	GPA	Approved	2.242	900	18.00	4.00	4.00	4.00	3	3	3	14.00	4.00	2.191	< 2.20
University of Oregon	MFB	Core Course	Approved	2.347	920	11.50	3.50	2.00	2.00	3	2	1	7.00	4.50	2.188	< 2.20
Oregon State University	MFB	GPA	Approved	2.303	830	19.00	4.00	3.50	4.00	3	3	3	14.00	5.00	2.186	< 2.20
New Mexico State University	MFB	GPA	Denied	2.250	900	17.50	4.00	4.00	3.50	3	3	3	13.00	4.50	2.185	< 2.20
Niagara University	WLA	Disability Services	Partially Appd - aid only	2.187	880	21.00	4.00	4.00	4.00	3	3	3	17.00	4.00	2.185	< 2.20
Marist College	MLA	GPA	Partially Approved	2.212	910	18.50	4.00	3.00	3.00	3	3	3	16.00	2.50	2.184	< 2.20
Charleston Southern University	MFB	Core Course	Approved	2.290	940	16.00	4.50	3.00	3.00	2	2	2	9.50	6.50	2.183	< 2.20

Syracuse University	MLA	GPA	Approved	2.187	940	19.00	4.00	3.00	4.00	3	2	3	14.00	5.00	2.182	< 2.20
University at Albany	MLA	GPA	Approved	2.272	890	17.00	4.00	3.00	3.00	3	2	2	13.00	4.00	2.181	< 2.20
University of Nevada, Las Vegas	MBB	Disability Services	Approved	2.531	750	18.00	4.50	3.00	3.00	2	0	0	2.00	16.00	2.181	< 2.20
New Mexico State University	MFB	GPA	Denied	2.507	720	17.75	5.50	3.00	2.75	3	3	3	12.25	5.50	2.180	< 2.20
University of Nevada, Las Vegas	MFB	Core Course	Approved	2.145	980	17.00	4.00	2.50	4.00	4	2	4	16.50	.50	2.176	< 2.20
Central Michigan University	WBB	Disability Services	Approved	2.281	890	17.50	4.50	3.00	5.00	2	3	3	12.00	5.50	2.176	< 2.20
James Madison University	MSO	GPA	Approved	2.093	960	20.00	4.00	5.00	4.00	3	4	3	16.00	4.00	2.176	< 2.20
Southern University, Baton Rouge	WSB	Core Course	Denied	2.231	870	19.00	4.00	4.00	4.00	3	3	3	14.00	5.00	2.173	< 2.20
University of San Diego	MFB	Core Course	Approved	2.230	1000	14.00	4.00	1.00	2.00	3	1	2	10.00	4.00	2.167	< 2.20
Northwestern State University	MFB	Core Course	Denied	2.384	740	13.00	2.50	3.00	3.00	3	2	2	10.00	3.00	2.166	< 2.20
Auburn University	MFB	GPA	Approved	2.312	830	17.50	4.50	3.00	3.00	4	3	3	14.00	3.50	2.166	< 2.20
West Virginia University	MWR	GPA	Approved	2.250	890	17.00	4.00	3.00	4.00	3	2	2	12.00	5.00	2.165	< 2.20
North Dakota State University	MTK	Core Course	Approved	2.200	960	15.00	4.00	3.00	3.00	4	2	3	12.50	2.50	2.163	< 2.20
California State University,	MSO	GPA	Denied	2.531	630	17.00	4.00	3.00	4.00	3	2	1	8.50	8.50	2.161	< 2.20

University of Illinois at Chicago	MSO	Transcript Change	Withdrawn	2.156	950	18.50	4.00	3.00	4.00	3	2	3	12.50	6.00	2.159	< 2.20
New Mexico State University	MFB	Core Course	Partially Approved	2.193	910	17.50	4.00	3.00	2.50	3	3	3	14.50	3.00	2.157	< 2.20
University of Nevada, Las Vegas	MBA	Disability Services	Partially Approved	2.281	830	17.00	4.00	3.00	3.00	3	3	3	13.50	3.50	2.155	< 2.20
Syracuse University	MFB	Core Course	Approved	2.333	870	17.00	5.50	2.00	2.50	4	2	3	12.00	5.00	2.154	< 2.20
Gardner-Webb University	MFB	Disability Services	Approved	2.290	780	17.50	3.00	3.00	3.00	2	2	2	12.50	5.00	2.153	< 2.20
Gardner-Webb University	MFB	Disability Services	Approved	2.125	950	17.50	4.00	4.00	3.00	3	3	3	15.00	2.50	2.152	< 2.20
Western Michigan University	MFB	GPA	Approved	2.246	870	17.00	4.00	3.00	4.00	3	2	3	12.00	5.00	2.152	< 2.20
Xavier University	MBB	GPA	Partially Approved	2.333	820	16.00	4.00	3.00	4.50	1	2	3	8.50	7.50	2.151	< 2.20
University of Missouri, Columbia	MBB	Core Course	Denied	2.272	920	11.00	2.00	2.50	2.00	1	1	1	2.00	9.00	2.148	< 2.20
Sacred Heart University	WFH	GPA	Denied	2.181	910	17.25	4.00	3.00	3.50	3	2	3	13.75	3.50	2.147	< 2.20
University of South Dakota	WTK	GPA	Partially Approved	2.218	820	19.00	4.00	4.00	2.00	3	3	2	16.00	3.00	2.144	< 2.20
Kent State University	MBB	Core Course	Approved	2.066	950	17.00	3.00	4.00	4.00	3	3	3	15.00	2.00	2.141	< 2.20
University of Louisiana at Lafayette	MFB	GPA	Approved	1.968	1090	18.00	4.00	4.00	4.00	3	3	3	13.00	5.00	2.139	< 2.20
Tennessee State University	MBB	Core Course	Partially Appd - aid only	2.281	810	18.00	4.00	4.00	3.00	2	3	2	10.00	8.00	2.137	< 2.20

Iona College	MTK	Disability Services	Approved	2.030	980	19.50	4.00	4.00	3.00	3	3	3	15.50	4.00	2.137	< 2.20
Texas Christian University	MFB	GPA	Approved	2.062	990	18.00	4.00	3.00	4.00	3	2	3	14.50	3.50	2.136	< 2.20
Brigham Young University	MFB	GPA	Approved	2.093	980	17.00	4.00	4.00	3.00	3	3	2	13.00	4.00	2.136	< 2.20
The Ohio State University	MFB	Disability Services	Approved	2.218	900	17.50	4.50	3.00	3.00	4	1	2	11.00	6.50	2.135	< 2.20
The Citadel	MTK	GPA	Approved	2.156	950	17.00	4.00	3.00	4.00	3	2	2	10.00	7.00	2.134	< 2.20
University of Alabama	MGY	GPA	Partially Appd - aid only	2.312	780	17.00	4.00	3.00	4.00	3	1	3	11.00	6.00	2.133	< 2.20
Southeastern Louisiana University	WSB	GPA	Approved	2.125	940	17.00	4.00	3.00	3.00	3	3	3	14.50	2.50	2.132	< 2.20
University of Texas, Pan American	WTE	Disability Services	Partially Approved	2.218	840	18.50	4.50	3.00	4.00	4	3	3	15.00	3.50	2.132	< 2.20
University of South Carolina,	MBB	Disability Services	Approved	2.166	960	17.00	4.00	2.00	3.00	2	1	2	9.00	8.00	2.130	< 2.20
Coppin State University	MBA	Disability Services	Approved	2.125	920	17.50	4.00	4.00	4.00	3	3	3	13.50	4.00	2.129	< 2.20
Sacred Heart University	MLA	GPA	Denied	2.093	950	19.00	5.00	4.00	4.00	4	3	3	15.50	3.50	2.127	< 2.20
Syracuse University	MFB	Disability Services	Approved	2.133	950	15.50	3.00	3.00	3.00	2	2	2	9.00	6.50	2.125	< 2.20
Morehead State University	MFB	Core Course	Denied	2.189	960	15.00	4.50	3.00	3.00	2	2	3	9.00	6.00	2.125	< 2.20
Northwestern State University	MFB	Core Course	Approved	2.156	920	17.00	4.00	3.00	3.50	3	2	2	11.50	5.50	2.124	< 2.20

Eastern Michigan University	WSW	GPA	Approved	2.093	980	19.00	5.50	3.00	3.50	4	3	3	15.50	3.50	2.124	< 2.20
Indiana State University	MBA	GPA	Partially Appd - aid only	1.968	1070	17.00	4.00	4.00	3.00	3	3	3	14.50	2.50	2.123	< 2.20
University of Kentucky	MSW	Test Score	Approved	1.937	1100	17.00	4.00	4.00	3.00	3	3	3	14.00	3.00	2.119	< 2.20
University of Northern Iowa	MFB	Disability Services	Denied	2.093	960	18.50	4.50	3.00	4.00	3	2	3	12.50	6.00	2.117	< 2.20
Louisiana Tech University	MFB	Disability Services	Denied	2.375	780	19.50	4.50	3.00	4.00	0	1	1	1.50	18.00	2.115	< 2.20
Monmouth University	MCC	Core Course	Approved	2.225	850	15.50	4.00	3.00	3.50	3	2	3	11.50	4.00	2.114	< 2.20
University of Kentucky	MFB	GPA	Approved	2.156	880	17.50	4.00	4.00	2.50	3	3	2	11.50	6.00	2.110	< 2.20
Western Illinois University	MFB	GPA	Approved	2.031	1000	17.00	4.00	3.00	3.00	3	3	2	13.50	3.50	2.107	< 2.20
University of Nevada	MFB	Core Course	Approved	2.230	870	13.00	3.50	3.00	2.50	2	2	2	8.00	5.00	2.104	< 2.20
University of New Mexico	MBB	Core Course	Partially Appd - aid only	2.375	720	12.00	4.00	2.00	3.00	3	1	3	8.50	3.50	2.093	< 2.20
University of Houston	MFB	Disability Services	Partially Appd - aid only	2.312	670	18.00	4.50	4.00	3.00	3	4	3	15.50	2.50	2.092	< 2.20
McNeese State University	MFB	Disability Services	Approved	2.000	1030	15.50	4.00	4.00	3.00	3	3	3	12.00	3.50	2.090	< 2.20
California State University,	WGY	Core Course	Denied	2.285	770	14.50	4.00	3.00	2.00	3	2	2	10.00	4.50	2.088	< 2.20
New Mexico State University	MBA	GPA	Denied	2.312	740	18.00	5.50	3.00	2.00	5	3	2	13.50	4.50	2.087	< 2.20

University of Alabama	MFB	GPA	Approved	1.937	1030	17.00	4.00	4.00	3.00	3	3	3	14.00	3.00	2.079	< 2.20
Austin Peay State University	WSB	GPA	Denied	2.000	980	17.50	4.00	3.00	3.00	3	2	3	12.50	5.00	2.077	< 2.20
Eastern Michigan University	WSW	Disability Services	Partially Approved	2.161	920	16.00	5.50	3.00	2.00	3	2	2	11.00	5.00	2.076	< 2.20
Sacred Heart University	WCR	Disability Services	Approved	2.161	760	19.50	4.00	2.50	4.00	3	3	3	15.50	4.00	2.073	< 2.20
University of Kansas	MBB	Core Course	Partially Approved	2.000	1040	15.00	4.00	3.00	3.00	3	2	1	10.00	5.00	2.072	< 2.20
Mercyhurst College	MIH	GPA	Approved	2.062	940	18.00	5.00	3.00	2.00	3	2	2	13.00	5.00	2.070	< 2.20
University of Cincinnati	MFB	Disability Services	Partially Appd - aid only	2.172	820	16.00	4.00	1.50	3.50	3	2	3	12.50	3.50	2.063	< 2.20
University of Arkansas, Fayetteville	MFB	Core Course	Approved	2.064	960	17.50	5.50	3.00	3.00	5	2	2	12.00	5.50	2.063	< 2.20
Indiana University, Bloomington	MFB	Disability Services	Approved	2.156	900	17.00	6.00	3.00	3.00	4	2	2	11.00	6.00	2.060	< 2.20
Northwestern State University	MFB	GPA	Approved	1.937	1010	17.50	4.00	3.00	4.00	3	2	2	11.50	6.00	2.055	< 2.20
Duquesne University	MBB	Disability Services	Partially Approved	2.137	850	15.00	4.00	2.00	3.00	3	2	3	12.50	2.50	2.054	< 2.20
Wagner College	MFB	Core Course	Denied	2.103	890	15.00	4.00	4.00	2.50	3	3	2	9.50	5.50	2.053	< 2.20
Arkansas State University	MFB	Core Course	Partially Appd - aid only	2.000	950	15.50	4.00	3.00	3.00	3	3	3	13.50	2.00	2.045	< 2.20
University of South Dakota	MFB	Disability Services	Partially Approved	1.816	1120	16.00	4.00	3.00	3.50	3	3	3	12.00	4.00	2.030	< 2.20

Arizona State University	MFB	Core Course	Partially Approved	2.000	980	12.00	3.00	3.00	2.00	3	2	2	10.00	2.00	2.030	< 2.20
Robert Morris University	MFB	Disability Services	Denied	2.005	940	14.84	4.50	2.34	3.00	3	1	3	12.34	2.50	2.012	< 2.20
Gardner-Webb University	MFB	Core Course	Approved	1.916	1040	15.00	4.00	2.00	3.00	2	1	2	8.00	7.00	2.002	< 2.20
Louisiana Tech University	MFB	GPA	Denied	1.937	890	17.00	4.00	3.00	3.00	3	3	3	14.00	3.00	1.992	< 2.20
University of Massachusetts, Amherst	MBB	Disability Services	Approved	2.076	870	13.00	4.00	2.00	2.00	3	0	1	9.00	4.00	1.989	< 2.20
Marist College	WCR	GPA	Denied	1.913	870	17.25	4.00	3.25	3.00	3	3	3	14.50	2.75	1.974	< 2.20
Clarion University of Pennsylvania	MWR	Disability Services	Denied	1.906	880	17.00	4.00	3.00	4.00	3	2	3	13.00	4.00	1.965	< 2.20
Winthrop University	WSB	GPA	Denied	1.843	900	17.50	4.00	4.00	3.00	3	3	3	15.50	2.00	1.965	< 2.20
Auburn University, Montgomery	MFB	Core Course	Approved	1.965	800	16.00	4.00	3.00	3.50	3	3	2	12.50	3.50	1.939	< 2.20
University of Alaska Anchorage	WGY	Core Course	Approved	1.964	840	16.25	4.00	2.00	3.00	3	1	2	9.25	7.00	1.938	< 2.20
University of Wyoming	MFB	Disability Services	Denied	2.000	780	14.50	4.00	1.00	2.00	3	1	2	9.50	5.00	1.899	< 2.20
Wilmington University (Delaware)	WVB	GPA	Approved	1.750	840	18.50	4.00	4.00	3.00	3	3	3	15.00	3.50	1.889	< 2.20
Gardner-Webb University	MSO	GPA	Denied	1.937	630	19.00	4.00	5.00	3.00	3	3	3	14.00	5.00	1.881	< 2.20
Delaware State University	WBB	Disability Services	Denied	1.916	820	12.00	3.00	3.00	3.00	2	2	2	8.00	4.00	1.874	< 2.20

University of Central Missouri	MFB	Core Course	Partially Appd - aid only	1.892	780	13.00	3.50	2.00	3.00	3	2	2	8.50	4.50	1.831	< 2.20
Grambling State University	WSO	Disability Services	Denied	1.838	610	16.00	4.50	2.50	2.50	3	2	3	11.50	4.50	1.731	< 2.20
Eastern Washington University	MBB	Disability Services	Partially Appd - aid only	1.600	1060	7.50	2.50	2.00	1.50	3	2	2	7.50	.00	1.724	< 2.20

School name	Total Units (all courses)	High School Core GPA for certification	Best Test (SAT-units)	Total English Units	Total Math Units	Total Science Units	Senior Year Total Units	Year-end cume GPA	Predicted 1st Year GPA	Actual GPA - Predicted GPA	PGPA1 Range
Coastal Carolina University	16.00	2.838	1040	4.00	3.50	3.00	4.00	2.35	2.60	-.2472	2.20-2.59
Northwestern University	17.00	2.774	1080	4.00	3.00	4.00	2.00	3.06	2.59	.4659	2.20-2.59
California Polytechnic State University	15.50	2.700	1170	4.00	3.00	2.00	3.00	2.01	2.59	-.5782	2.20-2.59
Colorado State University	15.50	2.838	1110	4.00	4.00	2.00	14.50	3.38	2.58	.7997	2.20-2.59
New Jersey Institute of Technology	15.50	2.633	1200	4.00	2.00	3.00	2.00	2.20	2.56	-.3634	2.20-2.59
University of Northern Colorado	15.00	2.633	1180	4.00	3.00	3.50	3.50	1.05	2.55	-1.4999	2.20-2.59
Sacred Heart University	18.00	2.806	1050	5.00	2.50	3.50	6.00	2.81	2.55	.2634	2.20-2.59
Duke University	15.60	2.688	1100	4.08	3.06	2.72	2.70	2.89	2.54	.3456	2.20-2.59
University of North Dakota	17.50	2.600	1140	3.50	3.00	4.00	3.50	2.29	2.53	-.2421	2.20-2.59
University of North Dakota	16.50	2.645	1130	4.00	2.50	3.00	3.00	2.67	2.53	.1332	2.20-2.59
University of Minnesota, Twin Cities	16.00	2.666	1110	4.50	4.00	2.00	5.00	3.18	2.52	.6602	2.20-2.59

Campbell University	18.50	2.516	1170	3.50	4.00	5.00	5.50	2.55	2.51	.0410	2.20-2.59
U.S. Air Force Academy	17.50	2.366	1310	4.50	4.00	3.50	3.50	1.91	2.48	-.5687	2.20-2.59
Boston College	16.00	2.433	1200	4.00	2.00	3.00	4.00	2.63	2.44	.1944	2.20-2.59
University of New Mexico	16.00	2.266	1360	4.00	2.00	4.00	5.00	2.16	2.42	-.2641	2.20-2.59

High School Core GPA	Best Test Score	Total Units (all courses)	Total English Units	Total Math Units	Total Science Units	Senior Year Total Units	TotalUnits *HSCGPA	PREDICTED 1st Year GPA
4.941	1360	25	4	4	2	4	123.525	3.73552
3.300	1000	19	4	2	4	5	62.7	2.81804
							0	-0.38552
							0	-0.38552
							0	-0.38552
							0	-0.38552
							0	-0.38552
							0	-0.38552
							0	-0.38552
							0	-0.38552
							0	-0.38552
							0	-0.38552
							0	-0.38552
							0	-0.38552

Report of the NCAA Division I
Progress-Toward-Degree Waivers Committee
2011-12 Academic Year

1. The NCAA academic and membership affairs staff processed a total of 511 Division I progress-toward-degree waiver requests for the period of July 1, 2011, through May 16, 2012. This represents an 11 percent decrease in the number of progress-toward-degree waivers filed thus far in the 2011-12 academic year compared to the same time period in 2010-11 academic year (i.e., 577 waiver requests were filed for the period June 1, 2010, through May 24, 2011).

2. During this time, the staff decided 474 waivers, of which 37 were appealed to the NCAA Division I Progress-Toward-Degree Waivers Committee. The committee heard 12 additional waiver requests that are legislated to go directly to that group.

3. Details of the actions of the staff and the committee from July 1, 2011, through May 16, 2012, are as follows:

Total number of cases reviewed	**511**
Total number approved or conditionally approved (includes 17 conditionally approved in which the condition was met)	376
Total number denied (includes 4 conditionally approved in which the condition was not met)	98
Total number "other" (withdrawn, in progress)	37
Number reviewed by staff	474
Number approved by staff	359
Number denied by staff	98
Number appealed to the PTD Waiver Committee	37
Number of appeals approved by the committee	10
Number of appeals denied by the committee	27
Number of PTD Waiver Committee cases (not appeals)	17

[Note: The NCAA Division I Academic/Eligibility/Compliance Cabinet granted the staff the authority to review and approve or deny waivers at its September 2003 meeting. As a result, the committee considered a total of only 27 waivers on appeal. The committee serves as the appellate body to staff decisions and reviews all staff decisions. As of August 1, 2010, there is no appeal beyond the committee.]

4. Summary of progress-toward-degree waivers processed by the staff and the committee per bylaw is attached.

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

Count of DECISION				
	A	C	D	Grand Total
14.1.10.2	4		2	6
18/27-Hour Requirement	1			1
Credit Hour	3		2	5
Other				
14.1.10.2.2	1			1
Credit Hour	1			1
14.1.8.1	7		1	8
18/27-Hour Requirement	1			1
Education-Impacting Disability	1			1
Less Than Full-Time Enrollment	1			1
Less Than Full-Time Enrollment - Other	3		1	4
Other	1			1
14.1.8.2	9		1	10
Less Than Full-Time Enrollment	1			1
Less Than Full-Time Enrollment - Disability	2			2
Less Than Full-Time Enrollment - Other	5		1	6
Misadvisement or Lack of Advisement	1			1
14.1.8.2.1.3				
Less Than Full-Time Enrollment - Other				
14.1.8.2.1.4	3			3
Less Than Full-Time Enrollment - Other	2			2
Other	1			1
14.1.8.2.5				
Less Than Full-Time Enrollment - Other				
14.1.8.3.2	1			1
Other	1			1
14.1.8.3.3	7			7
Less Than Full-Time Enrollment	2			2
Less Than Full-Time Enrollment - Other	5			5
14.1.8.3.4	25	1		26
Education-Impacting Disability	1			1
Less Than Full-Time Enrollment	5			5
Less Than Full-Time Enrollment - Disability	18	1		19
Less Than Full-Time Enrollment - Other	1			1
14.1.8.3.5	8			8
Less Than Full-Time Enrollment	1			1
Less Than Full-Time Enrollment - Other	7			7
14.4	1			1
Other	1			1
14.4.3				
18/27-Hour Requirement				
Credit Hour				
14.4.3.1	130	4	46	180
100% of Cumulative GPA Required for Graduation			1	1
18/27-Hour Requirement	9		2	11
24/36-Hour Requirement	1			1
40%			1	1

4-Year Degree Program	3			3
60%	1			1
6-Hour Requirement	6		2	8
80%	1			1
Credit Hour	104	4	40	148
Education-Impacting Disability	1			1
Misadvisement or Lack of Advisement	3			3
Percentage of Degree	1			1
14.4.3.1.2	2	3	3	8
24/36-Hour Requirement		1		1
Credit Hour	1	2	3	6
Other	1			1
14.4.3.1.2.1	3		3	6
6-Hour Requirement	1			1
Credit Hour	2		3	5
14.4.3.1.4	3			3
60%	1			1
Credit Hour	2			2
14.4.3.1.4.2	3		1	4
6-Hour Requirement	1			1
Credit Hour	2		1	3
14.4.3.1.5			1	1
6-Hour Requirement			1	1
14.4.3.1.6	1			1
18/27-Hour Requirement	1			1
Credit Hour				
14.4.3.1.6.1				
18/27-Hour Requirement				
14.4.3.1.7	3		1	4
18/27-Hour Requirement	1			1
40%	1		1	2
Designation of Degree	1			1
Other				
14.4.3.1.8				
Credit Hour				
14.4.3.2	111	7	24	142
18/27-Hour Requirement	1			1
24/36-Hour Requirement	1		1	2
33%	1			1
40%	2	1	4	7
4-Year Degree Program	69	4	14	87
50%	1			1
60%	6			6
67%	1			1
6-Hour Requirement	1			1
80%		1		1
Change of Degree	2			2
Credit Hour	1		1	2
Designation of Degree	3			3

Education-Impacting Disability			1	1
Misadvisement or Lack of Advisement	8			8
Other	1			1
Percentage of Degree	13	1	3	17
14.4.3.2.1	5			5
50%	1			1
67%	2			2
Other	1			1
Percentage of Degree	1			1
14.4.3.2.2	3		1	4
4-Year Degree Program	2		1	3
Percentage of Degree	1			1
14.4.3.2.3.1	1			1
4-Year Degree Program	1			1
14.4.3.2.4	1			1
Credit Hour	1			1
14.4.3.3	9	1	10	20
100% of Cumulative GPA Required for Graduation	2	1	2	5
4-Year Degree Program	2			2
95% of Cumulative GPA Required for Graduation	1			1
Education-Impacting Disability			1	1
Grade-Point Average	4		6	10
Less Than Full-Time Enrollment - Disability			1	1
Misadvisement or Lack of Advisement				
14.4.3.3.2.1			1	1
Credit Hour			1	1
14.4.3.5	1			1
Credit Hour	1			1
14.4.3.6	1		1	2
4-Year Degree Program			1	1
Medical Absence (Independent Institutions Only)	1			1
14.4.3.8	5			5
6-Hour Requirement	1			1
Education-Impacting Disability	1			1
Less Than Full-Time Enrollment	1			1
Less Than Full-Time Enrollment - Disability	2			2
14.4.3.9	1			1
Change of Degree	1			1
Credit Hour				
14.5.3.5	1			1
4-Year Degree Program	1			1
15.3.1	2			2
Less Than Full-Time Enrollment - Other	1			1
Other	1			1
(blank)	7	1	2	10
4-Year Degree Program			1	1
Credit Hour	6	1	1	8
Less Than Full-Time Enrollment - Disability	1			1
Grand Total	***359***	***17***	***98***	***474***

NCAA Division I Academic Cabinet
Directive Regarding the Standard of Review of Progress-Toward-Degree Waivers

1. Background.

Beginning in the fall 2003, an NCAA Division I student-athlete enrolling in his or her first full-time term of collegiate attendance was required to complete increased minimum progress-toward-degree requirements to be eligible for competition. In anticipation of waiver requests seeking relief from these standards, the NCAA Division I Academics/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility drafted this directive to provide guidance to the NCAA academic and membership affairs staff and the NCAA Division I Progress-Toward-Degree Waivers Committee as outlined below, with the understanding that both entities may use discretion in the application of this directive. Further, exceptions to this directive may be applied by the staff, and/or the committee when warranted by the circumstances of a specific case.

This directive is now reviewed and updated annually by the NCAA Division I Academic Cabinet.

2. Guiding Principles.

Institutions seeking a progress-toward-degree waiver on behalf of a student-athlete for relief of NCAA Bylaws 14.4.3.1-(a) (24/36 credit hours), 14.4.3.1-(b) (18/27 hours earned during regular academic year), 14.4.3.1-(c) (six hours earned per academic term), 14.4.3.2 (40/60/80 percentage of degree), 14.4.3.2.1 (33/50/67 percentage of five-year degree), 14.4.3.3 (90/95/100 grade-point average), 14.5.4 (two-year transfers), 14.5.6 (4-2-4 college transfers) and/or 14.1.10.2 (eligibility for postseason competition—between terms) must present evidence of compelling mitigating circumstances along with a reasonable expectation for the student-athlete to recover academically for the waiver request to be granted. Such waivers will be reviewed under the presumption of a good-faith effort on the part of the student-athlete and his or her institution toward completion of the student-athlete's collegiate degree within five years of the student-athlete's full-time enrollment, unless and until circumstances surrounding the waiver request indicate otherwise.

Additionally, institutions seeking a waiver of full-time enrollment for a student-athlete pursuant to Bylaws 14.1.8.1.8 (12-hour requirement for practice) and 14.1.8.2.7 (12-hour requirement for competition) must present evidence of specific mitigating circumstances as outlined by the legislation along with a reasonable expectation for the student-athlete to maintain appropriate academic progress as dictated by progress-toward-degree legislation for the waiver request to be granted. Such waivers will be reviewed under the presumption of a good-faith effort on the part of the student-athlete and his or her institution toward completion of the student-athlete's collegiate degree within five years of the student-athlete's full-time enrollment, unless and until circumstances surrounding the waiver request indicate otherwise.

3. Minimum Review Standard.

The student-athlete's academic record, including any deficiencies, in existence at the time of the waiver shall be reviewed through analysis of the student-athlete's cumulative total of quality points (as determined by the multiplication of grades and credits earned; see Appendix A). If the analysis of the student-athlete's quality-point analysis total predicts he or she has less than 25 percent chance of graduating, then the waiver will likely be denied by staff for failure to meet the minimum standard for review of a progress-toward-degree waiver.

4. Mitigating Circumstances.

a. Circumstances which may be considered as compelling mitigation and supported by objective documentation shall include, but are not limited to, the following:

(1) Personal hardship:

(a) Situations clearly supported by contemporaneous documentation, which indicate that the student-athlete was unable to meet the progress-toward-degree requirement as a result of significant physical or mental circumstances suffered by the student-athlete, a close family member or others on whom the student-athlete is dependent;

(b) Extreme financial difficulties as a result of a specific event (e.g., layoff, death in the family) experienced by the student-athlete or by an individual on whom the student-athlete is legally dependent, which prohibit the student-athlete from completing the progress-toward-degree requirement(s). The circumstances must be clearly supported by objective documentation (e.g., decree of bankruptcy, proof of termination) and must be beyond the control of the student-athlete or the individual on whom the student-athlete is legally dependent; and

(c) Natural disasters (e.g., earthquakes, floods).

(2) Restrictive degree programs;

(3) Restrictive transfer;

(4) Change of degree;

(5) Education impacting disability;

(6) Misadvisement or lack or advisement (note that the staff is required to notify the chancellor or president of an institution in which misadvisement or lack of advisement is determined to be the mitigation which impacted the student-athlete's ability to meet an academic requirement);

(7) Participation in athletics activities as defined by Bylaw 14.2.1.4 (Pan American, World Championships, World Cup, etc.); or

(8) Other unforeseen events and/or circumstances beyond the student-athlete's control.

b. Circumstances that will not be considered as compelling mitigation may include, but are not limited to, the following:

(1) Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement) unless accompanied by the documented assertion of misadvisement; or

(2) Failure to follow an academic-recovery plan submitted with a previously approved waiver of the progress-toward-degree requirements (which left the student-athlete deficient for future eligibility certification).

5. Documentation.

Institutions are required to provide the following supporting documentation with waiver requests:

a. Standard documentation (to be provided unless staff indicates otherwise):

(1) An accurately completed progress-toward-degree waiver application submitted via AMA Online;

(2) Letters or statements from the institution and student-athlete explaining the reasons for the deficiency;

(3) Evidence of the compelling mitigating circumstance(s) supporting the waiver request;

(4) A copy of the student-athlete's current official transcript and copies of official transcripts from any previous institutions (print-screen transcripts will not be accepted); and

(5) An academic-recovery plan, designed by the applicant institution, that demonstrates how the student-athlete's individual efforts, course schedule planning (including consideration of academic- and athletics-related time demands) and use of academic resources (including appropriate accommodations for any education-impacting disability) will allow him or her to overcome academic eligibility deficiencies. An acceptable academic-recovery plan also will demonstrate that the student-athlete is able to graduate within five years of initial full-time enrollment and should include term-by-term scheduling of courses to the greatest extent possible. The plan must be signed by both the student-athlete and an institutional representative with academic oversight for the student-athlete.

b. To be provided if needed or requested by staff to support waiver request:

(1) Description of the designated degree as found in the academic catalog;

(2) Degree audit indicating degree applicable courses; and

(3) Current course enrollment list or schedule.

6. Guidelines for Consideration::

(1) Personal hardship:

(a) Documentation confirming the hardship event or circumstances;

(b) Documentation linking the hardship event or circumstances to the term in which the academic requirement was not met; and

(c) Clarification that the event or circumstance has been resolved or accommodated to the point that it will no longer impact the student-athlete's ability to be academically successful.

(d) Evidence that demonstrates that it is reasonable to believe that, but for the medical condition or event, the student-athlete would have been academically eligible.

(2) Restrictive degree programs:

(a) Documentation of the degree program requirements that restrict the student-athlete's ability to meet the progress-toward-degree requirement (e.g., course sequencing, block scheduling).

(b) Documentation of the institutional policy impacting the student-athlete's ability to meet the requirements that would otherwise be degree applicable. Should the issue actually be the student-athlete's poor academic performance, restrictive-degree program is probably not the mitigation to consider. Instead the staff will request mitigation that impacted the student-athlete's academic record.

(c) Evidence that demonstrates that it is reasonable to believe that, but for the restrictive nature of the academic program, the student-athlete would have been academically eligible.

(3) Restrictive transfer:

(a) Evidence of when the student-athlete's recruitment began;

(b) Documentation of any institutional policies impacting the student-athlete's ability to transfer credit hours that would otherwise be degree applicable. Should the issue actually be the student-athlete's poor academic performance, restrictive-degree program is probably not the mitigation to consider. Instead the staff will request mitigation that impacted the student-athlete's academic record;

(c) Clarification that the institution is not requesting a waiver of its own transfer policy. Failure to know or understand the policy typically results in a case of misadvisement on the part of the institution, which requires the inclusion of an institutional recovery plan demonstrating how such mistakes, will be avoided in the future.

(d) Evidence of whether or not the student-athlete could have been eligible in a different degree program.

(e) Evidence that demonstrates that it is reasonable to believe that, but for the restrictive transfer issue, the student-athlete would

have been academically eligible.

(4) Change of degree:

(a) Documentation of the degree program change;

(b) Documentation that the student-athlete was eligible in the previous degree program so that it is clear the change in programs was not made for eligibility purposes only; and

(c) Evidence that demonstrates that it is reasonable to believe that but for the degree program change, the student-athlete would have been academically eligible.

(5) Education-impacting disability:

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

i. A current (new or updated with the past three years) diagnosis of the disability, including the results of specific measures or tests that formed the basis of the diagnoses. If specific circumstances of the case indicate that this requirement is unnecessary, a prior diagnosis may be acceptable. (Note: The staff or Progress-Toward-Degree Waivers Committee reserves the right to request a second opinion or diagnosis.);

ii. A copy of the student-athlete's last individual education plan, if applicable; and

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

(b) Documentation that the disability is recognized by the institution's office of disability. If requesting a less than full-time enrollment waiver, written documentation from an appropriate institutional

academic authority (e.g., registrar) that the institution has defined the student-athlete's full-time enrollment to be less than 12 hours to compensate for the student-athlete's disability;

(c) A written copy of the institution's policies and curriculum guidelines applicable to all students with education-impacting disabilities;

(d) Documentation of the specific accommodations the student-athlete is eligible to receive through the office of disability services as directed by that office. This summary must include accommodations provided by the institution with respect to the student-athlete's disability, as well as academic and other support services provided and any institutional accommodations related to adjustments of minimum performance requirements. If the institution offers any accommodations with respect to the student-athlete's athletics responsibilities, those should be indicated as well;

(e) Statement on the use of said accommodations in the student-athlete's academic-recovery plan; and

(f) An institution filing a progress-toward-degree waiver for a student-athlete with an education-impacting disability must identify if it previously filed a disability initial-eligibility waiver request for the same student-athlete. If the institution previously submitted a disability initial-eligibility waiver request for the student-athlete, the institution must provide a summary of the support services and/or accommodations for which the student-athlete was approved. The institution should also indicate which accommodations the student-athlete has used at the institution. If the support services and/or accommodations provided differ from the support services and/or accommodations that were described in the student-athlete's initial-eligibility waiver request, the institution must provide a written statement explaining why the support services and/or accommodations changed. If the student-athlete did not use any support services and/or accommodations, the institution must provide a statement explaining why the student-athlete did not use available support services and/or accommodations.

(g) Evidence that demonstrates that it is reasonable to believe the impact of the disability was such that the student-athlete would have otherwise been academically eligible.

(6) Misadvisement or lack or advisement:

(a) Documented misadvisement, typically a written statement of explanation from the person or persons responsible for providing erroneous information or the individual's supervisor. This statement must summarize the information given to the student-athlete. In the event the responsible individual is unavailable to submit a statement, the institution must submit a statement from the individual's supervisor including an explanation as to why the responsible individual could not provide a statement (e.g., no longer employed, etc.). If available, the institution should include contemporaneous documentation demonstrating misadvice (e.g., notes, phone logs);

(b) A written statement from the student-athlete in question demonstrating whether the student-athlete, in good faith, relied on the erroneous information to his or her detriment. The statement should include a chronology of events;

(c) Clear evidence that the student-athlete's deficiency was the result of his or her reliance on the misadvisement or the lack of advisement and that but for the misadvisement or lack of advisement, it is reasonable to determine that the student-athlete would have satisfied the progress-toward-degree requirement;

(d) A written statement from the institution regarding its actions to educate the student-athlete about the progress-toward-degree requirements; and

(e) A reasonable institutional-recovery plan to avoid a similar situation occurring in the future. Such a plan should include educational initiatives to be conducted by the institution relative to the student-athlete and/or the personnel who have a role in providing academic advisement to student-athletes. In addition, the plan should contain corrective actions to ensure that all student-athletes will receive proper academic advisement relative to the evaluation of each student-athlete's degree program and course selection and

the evaluation of the student-athlete's transcript and degree audit to ensure courses are acceptable for satisfying the progress-toward-degree requirements. The plan must be signed by the director of athletics, the faculty athletics representative and the athletics staff member with academic oversight of student-athletes as well as any additional staff member impacted by the plan (registrar, director of admissions, head coach, etc.).

(d) Evidence that demonstrates that it is reasonable to believe that but for the misadvisement, the student-athlete would have been academically eligible.

7. Less-Than Full-Time Enrollment (Education-Impacting Disability).

The staff is granted the authority to approve requests for less than full-time enrollment (not less than nine credit hours) due to an education-impacting disability based on a review of the following information:

a. Full and complete documentation of the student-athlete's education-impacting disability including:

(1) A current (new or updated with the past three years) diagnosis of the disability, including the results of specific measures or tests that formed the basis of the diagnoses. If specific circumstances of the case indicate that this requirement is unnecessary, a prior diagnosis may be acceptable. (Note: The staff or Progress-Toward-Degree Waivers Committee reserves the right to request a second opinion or diagnosis.);

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

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

b. Documentation that the disability is recognized by the institution's office of disability;

c. Written documentation from an appropriate institutional academic authority (e.g., registrar) that the institution has defined the student-athlete's full-time enrollment to be less than 12 hours to compensate for the student-athlete's disability;

d. An academic-recovery plan demonstrating that the course-load reduction will not create a future academic deficiency; and

e. Note that requests for enrollment in less than nine credit hours must be made directly to the Progress-Toward-Degree Waivers Committee.

8. Less-Than Full-Time Enrollment (International Competition).

The staff is granted the authority to approve requests for less than full-time enrollment due to participation in international competition outlined in Bylaw 14.1.8.3.3 (Olympic Games, Pan American Games, World Championships, World Cup, World University Games or World Youth Championships – competition) based on a review of the following information:

a. A letter of invitation from the sport's national governing body indicating the student-athlete has been selected to participate in the event;

b. Documentation indicating that the student-athlete's participation will not cause additional academic deficiencies; and

c. Case precedent as established by the Academic/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility, the NCAA Division I Academic Cabinet Subcommittee on Progress-Toward-Degree Waivers and the Progress-Toward-Degree Waivers Committee.

9. Less-Than Full-Time Enrollment (Other).

The staff is granted the authority to approve requests for less than full-time enrollment (not less than nine credit hours) based on a review of the following information:

a. A quality-point analysis indicating the student-athlete has a greater than 50 percent chance of graduating within five years of initial full-time collegiate enrollment; and

b. Documented compelling mitigating circumstances surrounding the waiver request (Section No. 5).

(1) An academic-recovery plan demonstrating that the course-load reduction will not create a future academic deficiency;

(2) Case precedent as established by the Academic/Eligibility/Compliance Cabinet Subcommittee on Continuing Eligibility, the Academic Cabinet Subcommittee on Progress-Toward-Degree Waivers and the Progress-Toward-Degree Waivers Committee; and

(3) Note that requests for enrollment in less than nine credit hours must be made directly to the Progress-Toward-Degree Waivers Committee. The committee also hears cases in which there is no case precedent related to the included mitigation.

10. Staff Decisions.

a. Approvals. The staff is granted the authority to approve or conditionally approve waivers of the progress-toward-degree requirement(s) based on a review of some or all of the following information:

(1) The size of the deficiency. The staff should consider how close the student-athlete is to meeting the academic requirement;

(2) The student-athlete's overall academic record;

(3) A quality-point analysis indicating the student-athlete has a greater than 50 percent chance of graduating within five years of initial full-time collegiate enrollment;

(4) A reasonable academic-recovery plan, signed by both the student-athlete and an institutional representative;

(5) Documented compelling mitigating circumstances surrounding the waiver request (Section No. 5) and evidence that it is reasonable to determine that but for the mitigation, the student-athlete would have met the academic requirement; and

(6) In cases in which change of degree is cited as mitigation, if the above guidelines are met, and the student-athlete was academically eligible in the previous degree, and the student-athlete has a grade-point average of 3.0 or higher, the staff is to approve those cases.

b. Denials. The staff is granted the authority to deny waivers of the progress-toward-degree requirement(s) based on a review of some or all of the following information:

(1) A 25 percent (or lower) chance of graduation, based on the student-athlete's quality-point analysis;

(2) The absence of documented mitigating circumstances surrounding the waiver request (Section No. 5);

(3) The staff concludes that based on the student-athlete's overall academic record, it is not reasonable to determine that but for the mitigation, the student-athlete would have met the academic requirement;

(4) Any previous reviews of the student-athlete's academic progress through the progress-toward-degree waiver process including the student-athlete's history of following an academic-recovery plan;

(5) Clear case precedent warranting denial of the appeal; and

(6) In cases in which education-impacting disability is cited as mitigation, and the student-athlete was provided the appropriate accommodations by the institution, but elected not to use them, the staff is directed to deny.

Discussion Document
NCAA Division I Academic Cabinet
Progress-Towards-Degree Waiver Requests January 1, 2008 to the Present
Less than Full-Time Enrollment for Qualifying Competition

Purpose.

The following document outlines progress-toward-degree waivers received January 1, 2008 through April 2012 requesting relief of the full-time enrollment requirement for student-athletes participating in qualifying rounds of the Olympic Games, Pan American Games, World Championships, World Cup, World University Games or World Youth Championships competition. Pursuant with NCAA Division I Bylaw 14.1.8.3.3, the NCAA Division I Progress-Toward-Degree Waivers Subcommittee may waive the minimum full-time enrollment requirement for any participant in the Olympic Games, Pan American Games, World Championships, World Cup, World University Games or World Youth Championships (including junior levels of such events) who, because of such participation, may lose eligibility for practice and competition in any sports.

This document provides a summary of decisions made by staff and the Progress-Toward-Degree Waivers Subcommittee regarding progress-towards-degree waivers for student-athletes seeking to be eligible for practice and competition while enrolled in a less than full-time program of studies due to their participating in qualifying rounds of the above noted competitions. Further, this document will also detail the recommendation of the Progress-Toward-Degree Waiver Subcommittee regarding the standard for future review of these waivers.

Current Position of the Progress-Toward-Degree Waivers Subcommittee.

The NCAA staff and Progress-Toward-Degree Waivers Subcommittee reviewed eight waiver requests from January 1, 2008 through April 2012 for student-athletes seeking to be enrolled in a less-than-full-time program of studies while participating in qualifying elite level international competition. All student-athletes requested to participate in practice and competition while being enrolled less than full time. The following chart provides a summary of the eight waiver requests including the student-athlete's sport, number of hours the student-athlete enrolled in part time, type of qualifying international competition, decision and decision date.

Case #	Sport	Hours Requested	International Competition	Decision	Date
5188	Men's Soccer	6	Qualifying Tournament for U-20 Men's World Cup	Approved	2/27/2009
5255	Men's Soccer	6	Qualifying Tournament for U-20 Men's World Cup	Approved	4/3/2009
5905	Women's Soccer	3	Qualifying Tournament for U-20 Women's World Cup	Approved	2/19/2010
5258	Men's Soccer	9	Qualifying Tournament for U-20 Men's World Cup	Approved	8/10/2010

171345	Women's Soccer	10	Qualifying Tournament for U-20 Women's World Cup	Approved	1/26/2012
171305	Women's Soccer	10	Qualifying Tournament for U-20 Women's World Cup	Approved	1/26/2012
173145	Women's Soccer	11	Qualifying Tournament for U-20 Women's World Cup	Approved	2/14/2012
106865	Women's Soccer	6	Qualifying Tournament for U-20 Women's World Cup	Approved	2/14/2012

Recommendation.

The Progress-Toward-Degree Waivers Subcommittee recommends to the NCAA Division I Academic Cabinet that student-athletes seeking to participate in practice and competition while enrolled less than full time due to their participation in qualifying elite level international competition, not be permitted to enroll in a less than full-time courseload.

The subcommittee notes that these events typically occur during the institution's nonchampionship segment. The subcommittee believes that the student-athlete has the option to participate in the qualifying competition without practicing or competing for the institution.

Alternative Recommendation.

Typically, the requested less-than-full-time enrollment occurs during an institution's nonchampionship playing and practice season and the student-athlete may have less time demands and there are no significant championship implications if the elite qualifying competition occurs during the nonchampionship segment.

Participation in qualifying competition is a reward for the student-athlete selected to participate and presents a unique opportunity to compete against international competition, enhancing the student-athlete's experience. The subcommittee recommends that a student-athlete not be permitted to enroll in less than nine credit hours in order to receive relief of the full-time enrollment requirement. The nine-hour recommendation presents a higher standard than previously taken by the subcommittee.

This recommendation provides consistency to the review of these waivers and guidance to the subcommittee on the number of credit hours a student-athlete should be enrolled in for the subcommittee to provide relief. However, this recommendation also encourages student-athletes to make progress towards graduation while participating in elite level international competition.

Finally, the subcommittee recommends that staff be given the authority to approve these waivers.

SUPPLEMENT NO. 28

Two-year Transfer Waiver Analysis

Student-athlete name:
Student-athlete's deficiencies (size and bylaw):
Student-athlete's sport:
Student-athlete's degree program: **(include number of credits required)**

Student-athlete waiver/exception analysis.	
GPA Deficiencies What is the student-athlete's GPA from the two-year college? What is the SA's transfer GPA? How do PE activity courses affect the GPA?	
Core Courses: Did the SA Attempt the required core courses? Did the SA fail the required core courses? Did the SA complete core courses but they did not transfer? For what reason? Is the SA enrolled in the course(s) in their first term at the applicant institution?	
Transferable hours; Total number of transferable hours attempted: Note failed and unsatisfactory grade hours that were transferable Total number of transferable hours earned: Total number of Earned PE activity hours Total transferable PE activity hours	
AA Degree: How many hours short was the SA from completing their degree? Why was the SA short?	
Full-time Terms at two-year college: How many ? At which institution(s)?	
4-2-4 Calendar year elapsed: Last full-time term enrolled What steps were taken to withdraw from the institution?	
Academic Recovery Plan: Does the academic-recovery plan demonstrate a commitment by the student-athlete and institution to the student-athlete's future academic success?	
Mitigating circumstances.	
What are the mitigating circumstances? Examples: ➢ Misadvisement (complete section below). ➢ Personal hardship. ➢ Disability.	

➢ Restrictive degree program/transfer.	
Is there sufficient documentation to support the mitigating circumstances?	
Did the mitigating circumstances impact the student-athlete's ability to fulfill the two-year transfer requirements (e.g., cover the appropriate time period, correspond with a drop in grades)?	
Are the circumstances within the control of the student (e.g., student-athlete being expelled vs. transferring schools because of family problems)?	
Misadvisement.	
Did the institution provide documentation of the misadvisement? What was provided?	
Was there reasonable reliance by the student-athlete on the misadvisement? Explain.	
Was the deficiency a result of the student-athlete's reliance on the misadvisement?	
Did the institution submit a reasonable institutional-recovery plan?	
Staff Recommendation	
Staff recommendation?	
Rationale? Objective criteria only!	

NCAA Division I Academic Cabinet
Directive Regarding the Standard of Review
of Two-Year College Transfer Waivers

1. Background.

On October 27, 2011, the NCAA Division I Board of Directors adopted legislation that raised the two-year college transfer standards for competition, practice and athletics aid, effective August 1, 2012, reinforcing the importance of academic readiness for entering Division I student-athletes. Therefore, within the two-year college transfer waiver process, the threshold for full relief (i.e., receipt of athletically related financial aid, practice *and competition*) will be set correspondingly high.

In anticipation of waiver requests seeking relief from these standards, the NCAA Division I Academics Cabinet drafted this directive to provide guidance to the NCAA academic and membership affairs staff and the NCAA Division I Two-Year Transfer Waivers Subcommittee as outlined below, with the understanding that both entities may use discretion in the application of this directive. Further, exceptions to this directive may be applied by the staff, and/or the committee when warranted by the circumstances of a specific case.

This directive will be reviewed and updated annually by the NCAA Division I Academic Cabinet.

2. Data Driven Guiding Principles.

Two-year college transfer standards have been developed based on extensive research regarding the academic success of student-athletes. 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: (1) two-year college grade-point average; (2) low numbers of physical education activity courses; and (3) successful completion of core credits in English, math, and natural and/or physical science.

Institutions seeking a two-year transfer waiver on behalf of a student-athlete for relief of NCAA Bylaws 14.5.4 (two-year transfers), and 14.5.6 (4-2-4 college transfers) must present favorable evidence of these predictors of academic success along with compelling mitigating circumstances for the waiver request to be granted. [Academic success will be based on the student-athlete's grade-point average for transferable credit (per Bylaw 14.5.4.5.3.2) and the successful completion of the transferable core courses (English, math, natural and/or physical science).] These waivers will be reviewed under the presumption of a good-faith effort on the part of the student-athlete and his or her institution toward completion of the student-athlete's collegiate degree within five years of the student-athlete's full-time collegiate enrollment, unless and until circumstances surrounding the waiver request indicate otherwise.

3. Required Documentation.

Institutions are required to provide, at a minimum, the following supporting documentation with all two-year college transfer waiver requests:

a. An accurately completed two-year college transfer waiver application submitted via AMA Online;

b. Letters or statements from the institution and student-athlete explaining the reasons for the deficiency;

c. A copy of the applicant institution's two-year college transfer evaluation(s);

d. A copy of the applicant institution's transfer course equation for the student-athlete's academic record, demonstrating each transfer course's equivalent at the member institution;

e. Documentation of the applicant institution's two-year college transfer grade point-average calculation (as per Bylaw 14.5.4.5.3.2) see supplement A "NCAA Division I Transferable Degree Credit Grade-Point Average -A Primer";

f. Evidence of the compelling mitigating circumstance(s) supporting the waiver request;

g. A copy of the student-athlete's current official transcript and copies of official transcripts from any previous institutions (unofficial or print-screen transcripts will not be accepted); and

h. An academic-recovery plan, designed by the applicant institution, that demonstrates how the student-athlete's individual efforts, course schedule planning (including consideration of academic- and athletics-related time demands) and use of academic resources (including appropriate accommodations for any education-impacting disability) will demonstrate that the student-athlete is able to graduate within five years of initial full-time enrollment. The academic-recovery plan should include term-by-term scheduling of courses to the greatest extent possible and must be signed by both the student-athlete and an institutional representative with academic oversight for the student-athlete.

i. To be provided if needed or requested by staff to support waiver request:

(1) Description of the designated degree as found in the academic catalog;

(2) Degree audit indicating degree applicable courses; and

(3) Current course enrollment list or schedule.

(4) Other documents, as deemed necessary by staff.

4. Information to Be Considered.

When reviewing a two-year college transfer waiver, the staff may consider any information submitted by the applicant institution. In addition to the required supporting documents, the following may be considered by the staff:

a. Letters of recommendation or support;

b. If applicable, evidence of misadvisement or a lack of advisement by the student-athlete's two-year college or by an NCAA member institution; and

c. Other information as requested.

5. Staff Decisions.

In analyzing all two-year college transfer waiver cases, the staff will review the student-athlete's academic record and weigh the student-athlete's academic record against the two-year transfer requirements deficiency and the mitigating circumstances presented as reasons for that deficiency.

a. Approvals.

The staff is granted the authority to approve waivers of the two-year college transfer requirement(s) based on a review of some or all of the following information:

(1) The size of the deficiency. The staff should consider how close the student-athlete is to meeting the transfer requirement;

(2) The student-athlete's overall academic record, and whether it demonstrates a likelihood of academic success;

(3) Documented compelling mitigating circumstances surrounding the waiver request (Section No. XX) and evidence that it is reasonable to determine that but for the mitigation, the student-athlete would have met the academic requirement; and

(4) A reasonable academic-recovery plan, signed by both the student-athlete and an institutional representative;

b. Partial Approvals.

The staff is granted the authority to partially approve waivers of two-year college transfer requirement(s) in those circumstances that do not meet the criteria for either approval or denial.

(1) When a student-athlete's academic record does not project a likelihood of academic success, but, there are mitigating circumstances present to warrant a partial waiver of two-year college transfer 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 demonstrates a likelihood of academic success, and/or there are mitigating circumstances present to warrant a partial waiver of two-year college transfer requirements, a waiver may be partially approved for athletically related financial aid and practice.

(3) The staff is also granted the authority to partially approve a waiver to allow for receipt of athletically related financial aid and limited participation in practice activities when his or her academic record, based on the data-analysis noted, minimally demonstrates a likelihood of academic success, but there are mitigating circumstances present to warrant such a partial waiver of two-year college transfer requirements.

c. Conditional Approvals.

The staff is granted the authority to conditionally provide relief for waivers of two-year college transfer requirements as follows:

(1) When a student-athlete does not satisfactorily complete a transferable core course (i.e., English, math, natural/physical science) to the certifying institution;

(2) The student-athlete's academic record demonstrates a likelihood of academic success; and/or

(3) There are mitigating circumstances present to warrant such a waiver of two-year college transfer requirements.

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 the two-year college transfer requirement(s) based on a review of some or all of the following information:

(1) The absence of documented mitigating circumstances surrounding the waiver request (Section No. XX);

(2) The mitigating circumstances are insufficient or do not tie directly to the deficiency;

(3) The staff concludes that based on the student-athlete's overall academic record, it is not reasonable to determine that but for the mitigation, the student-athlete would have met the two-year college transfer requirement;

(4) In situations involving misadvisement, if the student-athlete is not eligible at any Division I institution, regardless of the misadvisement received, provided the request for relief is solely based on the misadvisement; and/or

(5) In cases in which an education-impacting disability is cited as mitigation and the student-athlete was provided the appropriate accommodations by the institution, but elected not to use them.

6. Analysis of Mitigating Circumstances.

Circumstances which may be considered as compelling mitigation and supported by objective documentation shall include, but are not limited to, the following:

a. Personal hardship:

1. Situations clearly supported by contemporaneous documentation, which indicate that the student-athlete was unable to meet the two-year transfer requirements as a result of significant physical or mental circumstances suffered by the student-athlete, an immediate family member or others on whom the student-athlete is dependent;

2. Extreme financial difficulties as a result of a specific event (e.g., layoff, death in the family) experienced by the student-athlete or by an individual on whom the student-athlete is legally dependent, which prohibit the student-athlete from completing the two-year transfer requirement(s). The circumstances must be clearly supported by objective documentation (e.g., decree of bankruptcy, proof of termination) and must be beyond the control of the student-athlete or the individual on whom the student-athlete is legally dependent;

3. Natural disasters (e.g., earthquakes, floods).

4. Restrictive degree programs;

5. Restrictive transfer;

6. Education impacting disability;

7. Misadvisement (note that the staff is required to notify the president or chancellor of an institution in which misadvisement is determined to be the mitigation which

impacted the student-athlete's ability to meet an two-year college transfer requirement); or

8. Other unforeseen events and/or circumstances beyond the student-athlete's control.

b. Circumstances that will not be considered as compelling mitigation may include, but are not limited to, the following:

(1) Unreasonable reliance by a student-athlete on misinformation from an institutional staff member (e.g., misadvisement) unless accompanied by the documented assertion of misadvisement; or
(2) Mitigation not tied to a deficiency of the two-year transfer requirements.

7. <u>Guidelines for Consideration of Mitigating Circumstances:</u>

(1) Personal hardship requires:

(a) Documentation confirming the hardship event or circumstances;

(b) Documentation linking the hardship event or circumstances to the term in which the two-year college transfer requirement was not met;

(c) Clarification that the event or circumstance has been resolved or accommodated to the point that it will no longer impact the student-athlete's ability to be academically successful; and

(d) Evidence that demonstrates that it is reasonable to believe that, but for the medical condition or event, the student-athlete would have met the two-year college transfer requirement.

(2) Restrictive degree programs require:

(a) Documentation of the degree program requirements that restrict the student-athlete's ability to meet the two-year college transfer requirement.

(b) Documentation of the institutional policy impacting the student-athlete's ability to meet the requirements that would otherwise be degree applicable. [Note: The staff will request mitigation that impacted the student-athlete's academic record.]

(c) Evidence that demonstrates that it is reasonable to believe that, but for the restrictive nature of the academic program, the student-athlete would have been academically eligible.

(3) Restrictive transfer:

(a) Evidence of when the student-athlete's recruitment began;

(b) Documentation of any institutional policies impacting the student-athlete's ability to transfer credit hours that would otherwise be degree applicable.

NOTE: If it appears the student-athlete's inability to transfer credit hours is a result of the student-athlete's poor academic performance, the staff will request documentation of the mitigating circumstances that adversely impacted the student-athlete's academic record.

(c) Clarification that the institution is not requesting a waiver of its own transfer policy.

Failure to know or understand the institution's transfer policy will result in a case of misadvisement on the part of the institution, which requires the inclusion of an institutional recovery plan demonstrating how such mistakes, will be avoided in the future.

(d) Evidence of whether or not the student-athlete could have been eligible in a different degree program.

(e) Evidence that demonstrates that it is reasonable to believe that, but for the restrictive transfer issue, the student-athlete would have met the two-year college transfer requirements.

(4) Education-impacting disability:

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

i. A current (new or updated within the past three years) diagnosis of the disability, including the results of specific measures or tests that formed the basis of the diagnoses. If specific circumstances of the case indicate that this requirement is unnecessary, a prior diagnosis may be acceptable. (Note: The staff or Two-Year College

Transfer Waivers Committee reserves the right to request a second opinion or diagnosis.);

ii. A copy of the student-athlete's last individual education plan, if applicable; and

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

(b) Documentation that the disability is recognized by the institution's office of disability services;

(c) A written copy of the institution's policies and curriculum guidelines applicable to all students with education-impacting disabilities;

(d) Documentation of the specific accommodations the student-athlete is eligible to receive through the office of disability services as directed by that office. This summary must include accommodations provided by the institution with respect to the student-athlete's disability, as well as academic and other support services provided and any institutional accommodations related to adjustments of minimum performance requirements. If the institution offers any accommodations with respect to the student-athlete's athletics responsibilities, those should be indicated as well;

(e) Statement on the use of said accommodations in the student-athlete's academic-recovery plan; and

(f) Evidence that demonstrates that it is reasonable to believe the impact of the disability was such that the student-athlete would have otherwise met the two-year transfer requirements.

(5) Misadvisement and Institutional Recovery Plans.

Misadvisement and lack of advisement by member institutions and two-year colleges is not, unto itself, sufficient mitigation to warrant a full approval of two-year college requirements.

In order for misadvisement and/or lack of advisement by member institutions to serve as sufficient mitigation to warrant a full approval of two-year college transfer requirements, the documentation received must *clearly demonstrate* that the student-athlete would have satisfied all two-year college transfer requirements absent the misadvisement and/or lack of advisement.

Misadvisement and lack of advisement by two-year colleges will only be considered as sufficient mitigation for waivers of the graduation portion of the two-year college transfer requirements. The documentation received must clearly demonstrate that the student-athlete would have satisfied the graduation requirement from the two-year college (as per Bylaw 14.5.4.2(a) and 14.5.6(c)) but for the misadvisement or lack of advisement by the two-year college.

Conversely, NAIA and two-year college advisors, administrators, and coaches are not considered reliable sources of information on all other pieces of NCAA Division I two-year college transfer requirements and progress-toward degree legislation.

a. Institutional Misadvisement/Lack of Advisement.

In all two-year college transfer 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 two-year college transfer 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 recovery 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 evaluation of student-athletes transferable credits and transfer grade-point average to identify potential deficiencies.

(c) Work with the student-athletes' two-year college(s) to obtain necessary records for a timely two-year college transfer certification.

(d) Requiring that all two-year transfers' eligibility certification is complete before they trigger transfer status (as per Bylaw 14.5.2) at the certifying institution.

(e) Revision of transfer certification policies to include a grade-point average calculation that reflects the requirements of Bylaw 14.5.4.5.3.2.

(f) Advice and encouragement on the completion of additional transferable core courses.

b. Two-Year College Misadvisement/Lack of Advisement.

In all two-year college transfer waivers citing two-year college 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 two-year college who provided erroneous information; and

(2) A written statement from the individual in question demonstrating whether the student-athlete, in good faith, relied on the erroneous information.

Eligibility for Postseason Competition Between Terms for Multiple Round Events and Generally

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. More globally, this document focuses on the various issues surrounding term by term changes to eligibility competition and whether a more defined approach may be warranted.

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 (see Attachment A).

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.

Eligbility between terms.

More generally, current legislation allows for a student-athlete whose eligibility status changes at the conclusion of a term to regain eligibility once certified to compete, which may occur as early as the day after the last scheduled examination. However, a student-athlete who becomes ineligible at the end of the term (e.g., fails to earn six at the end of the semester/quarter; fails to earn 18/27 at the end of the academic year), could continue to compete fully between terms to the extent that certification is delayed until the last possible point allowed per the current bylaw

(i.e., the first day of classes for the next 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. Additionally, a student-athlete whose season covers multiple terms may continue to compete even if the student-athlete's institution is aware of the student-athlete's ineligibility for the following term, to the extent the student-athlete's eligibility is not officially certified until the start of classes for the following term.

2. Multiple-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. However, this may prove a cumbersome process depending on the definition of a round and the time between rounds for any particular tournament.

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. A full listing of the 2011-12 NCAA championships with multiple rounds is attached (see Attachment B).

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. Several examples of quarter institutions' academic calendars for 2011-12 noted the winter quarter ending March 23rd and the spring quarter beginning April 2nd. A sampling of academic calendars for quarter and semester institutions are attached for review (See Attachment C).

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?

4. More generally, should a student-athlete who would be ineligible for the next term be allowed to continue to compete between terms based on previous term eligibility? Can a more definitive ineligibility certification date between terms be identified versus the current flexible model that allows for delay in official certification until the start of classes for the next term?

Staff Recommendation and Rationale:

In reviewing the significant variation of multiple round NCAA championship events in relation to various semester- and quarter-based academic calendars, the staff did not believe that an across the board requirement of multiple round event certification was feasible at this time under the current legislation. The staff does, however, recommend that the current change in eligibility status legislation, including the eligibility for postseason competition between terms legislation, be modified to more definitively require change to ineligibility status be certified more closely to the end of term for all purposes, including continued eligibility for any incomplete rounds of an NCAA championship. A student-athlete whose academic record is in place from the previous term, which clearly demonstrates ineligibility for the next term, should not be allowed to continue to represent the institution in between term competition due to a postponement in official certification. Understanding the various institutional policies in place regarding posting of grades, the staff recommends that certification of eligibility occur no later than the day after posting of grades for all students or day after posting of grades sufficient to determine ineligibility for the specific student-athlete, whichever is earlier.

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)

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Type: Staff Interpretation

Item Ref: d

The academic and 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])]

2011-12 Championships with Multiple Rounds
(Source: 2011-12 NCAA Championships Master Calendar)

Fall

Cross Country	Regional	Nov 12
	Finals	Nov 21
Field Hockey	1st/2nd	Nov 12 -13
	Finals	Nov 21
Football	First	Nov 26
	Second	Dec 3
	QF	Dec 9 or 10
	Semifinals	Dec 16 or 17
	Final	January 7
M Soccer	1st	Nov 17
	2nd	Nov 20
	3rd	Nov 27
	QF	Dec 2-4
	Finals	Dec 9 & 11
W Soccer	1st	Nov 11, 12 or 13
	2nd/3rd	Nov 18 & 20
	QF	Nov 25, 26 or 27
	Finals	Dec 2 & 4
Volleyball	1st/2nd	Dec 1-4
	Regional	Dec 9-10
	Finals	Dec 15 & 17

Winter

M Basketball	1st	Mar 13-14
	2nd/3rd	Mar 15-18
	Regional	Mar 22-25
	Final Four	Mar 31-Apr 2
W Basketball	1st/2nd	Mar 17-20
	Regional	Mar 24-27
	Final Four	April 1-3
M Ice Hockey	Regional	Mar 23-24
	Finals	Apr 5 & 7

M Diving	Zones	Mar 8-11
	Finals	Mar 22-24
W Diving	Zones	Mar 8-11
	Finals	Mar 15-17
Wrestling	Regional	Mar 2-3
	Finals	Mar 15-17

Spring

Baseball	Regional	June 1-4
	Super Regional	June 8-11
	CWS	June 15-26
M Golf	Regional	May 17-19
	Finals	May 29-Jun 3
W Golf	Regional	May 10-12
	Final	May 22-25
M Lacrosse	1st	May 12 or 13
	QF	May 19 or 20
	Finals	May 26 & 28
W Lacrosse	1st	May 12 or 13
	QF	May 19 or 20
	Finals	May 25 or 27
Softball	Regional	May 17-20
	Super Regional	May 24-27
	Finals	May 31-Jun 6
M/W Tennis	1st/2nd	May 11-13
	Finals	May 17-18
M/W Track & Field (outdoor)	Prelim	May 24-26
	Finals	Jun 6-9

Academic Calendar

Summer Session 2011

[redacted]

Fall Semester 2011

Mon.	Aug. 29	Fall semester begins
Mon.	Sept. 5	Labor Day – No classes
Tues.	Sept. 6	Last day to file petitions for course credit by examination
Mon.	Sept. 12	Courses dropped after this date will have a "W" for withdrawal recorded on the academic record
		Last day to add or drop courses without additional signatures (See chart under *Adding and Dropping Courses*)
		Add/Drop via Student Administration System closes
		Last day to place courses on Pass/Fail
Mon.	Sept. 19	Last day for students to make up Incomplete or Absence grades
Tues.-Mon.	Sept. 20-26	Examinations for course credit by examination
Tues.	Sept. 27	Dean's signature required to add courses
Fri.	Oct. 7	Mid-semester progress reports due students from faculty
Mon.	Oct. 24	Registration for the Spring 2012 semester via Student Administration System begins
Mon.	Oct. 31	Last day to drop a course
		Last day to convert courses on Pass/Fail option to letter grade
Sun.	Nov. 20	Thanksgiving recess begins
Sat.	Nov. 26	Thanksgiving recess ends
Fri.	Dec. 9	Last day of fall semester classes
Mon.	Dec. 12	Final examinations begin
Sun.	Dec. 18	Final examinations end

Winter Intersession 2012

[redacted]

Spring Semester 2012

Tues.	Jan. 17	Spring semester begins
Mon.	Jan. 23	Last day to file petitions for course credit by examination
Mon.	Jan. 30	Courses dropped after this date will have a "W" for withdrawal recorded on the academic record
		Last day to add or drop courses without additional signatures (See chart under *Adding and Dropping Courses*)
		Add/Drop via Student Administration System closes
		Last day to place courses on Pass/Fail
Mon.	Feb. 6	Last day for students to make up Incomplete or Absence grades
Tues.-Mon.	Feb. 7-13	Examinations for course credit by examination
Tues.	Feb. 14	Dean's signature required to add courses
Fri.	Feb. 24	Mid-semester progress reports due students from faculty
Sun.	Mar. 11	Spring recess begins
Sat.	Mar. 17	Spring recess ends
Mon.	Mar. 19	Registration for the Fall 2012 semester via Student Administration System begins
Sat.	Mar. 24	Emergency closing class make up date
Mon.	Mar. 26	Last day to drop a course
		Last day to convert courses on Pass/Fail option to letter grade
Fri.	Apr. 27	Last day of spring semester classes
Mon.	Apr. 30	Final examinations begin
Sat.	May 5	Final examinations end
Sun.	May 6	Undergraduate commencement ceremony

Faculty are urged to try not to schedule exams on significant religious holidays, such as Rosh Hashanah, Sept. 28 - Sept. 30; Eid Al-fitr, Aug. 31; Yom Kippur, Oct. 8; Eid Al-adha, Nov. 6; Passover, April 6 - April 14; Good Friday, April 6.

[redacted] Academic Calendar 2011-12

[redacted]

2011 FALL SEMESTER (201210)

AUGUST	**2011**		
Sunday	21	Common Reading Convocation	3-4 p.m.
Monday	22	CLASSES BEGIN	7:30 a.m.
Friday	26	Last day for late registration	5:00 p.m.
SEPTEMBER			
Monday	5	Last day to cancel a course assignment without it appearing on record	5:00 p.m.
Monday	5	LABOR DAY (No Classes)	
Monday	19	Last day to withdraw a course with a grade of W or to add/modify a course with instructor and advisor signature	5:00 p.m.
OCTOBER			
Monday	3	Last day for grade correction for 2011 spring semester and summer session	5:00 p.m.
Mon-Tues	10-11	OCTOBER BREAK	
Wednesday	19	Second Eight-Week Courses Begin	7:30 a.m.
Wednesday	26	Last day to withdraw from a course with a W or WF grade	5:00 p.m.
Wednesday	26	Last day to add/modify a course with Instructor, advisor and department head signatures	5:00 p.m.
NOVEMBER			
Thursday	17	Deadline for pending incomplete grades to become failing grades	5:00 p.m.
Wed-Sat	23-26	THANKSGIVING VACATION	
DECEMBER			
Saturday	10	CLASSES END	
Mon-Sat	12-17	FINAL EXAMS	
Saturday	17	SEMESTER ENDS	
Sunday	18	COMMENCEMENT (1st Div.)	9:30 a.m.
		COMMENCEMENT (2nd Div.)	2:30 p.m.
Tuesday	20	GRADES DUE	5:00 p.m.

2012 SPRING SEMESTER (201220)

JANUARY	**2012**		
Monday	9	CLASSES BEGIN	7:30 a.m.
Friday	13	Last day for late registration	5:00 p.m.
Monday	16	MARTIN LUTHER KING JR. DAY (No Classes)	
Monday	23	Last day to cancel a course assignment Without it appearing on record	
FEBRUARY			
Monday	6	Last day to withdraw a course with a grade of W or to add/modify a course with instructor and advisor signature	5:00 p.m.
Monday	20	Last day for grade correction for 2011 fall semester	5:00 p.m.
MARCH			
Monday	5	Second Eight-Week Courses Begin	7:30 a.m.
Mon-Sat	12-17	SPRING VACATION	
Monday	19	Last day to withdraw from a course with a W or WF grade	5:00 p.m.
Monday	19	Last day to add/modify a course with Instructor, advisor and department head signatures	5:00 p.m.
APRIL			
Tuesday	10	Deadline for pending incomplete grades to become failing grades	5:00 p.m.
Saturday	28	CLASSES END	
Mon	30	FINAL EXAMS (Exams through May 5)	
MAY			
Tues-Sat	1-5	FINAL EXAMS (Exams begins April 30)	
Saturday	5	SEMESTER ENDS	
Tuesday	8	GRADES DUE	5:00 p.m.
Friday	11	COMMENCEMENT (1st Division) **	8:00 p.m.
Saturday	12	COMMENCEMENT (2nd Division)	9:30 a.m.
		COMMENCEMENT (3rd Division)	2:30 p.m.
Sunday	13	COMMENCEMENT (4th Division)	9:30 a.m.
		COMMENCEMENT (5th Division)	2:30 p.m.

**Subject to change

2012 SUMMER SESSION (201230)

MAY			
Monday	14	FIRST FOUR-WEEK MODULE BEGINS	7:30 a.m.
Monday	28	MEMORIAL DAY (No Classes)	
JUNE			
Friday	8	FIRST FOUR-WEEK MODULE ENDS*	5:30 p.m.
Monday	11	SECOND FOUR-WEEK MODULE BEGINS	7:30 a.m.
JULY			
Wednesday	4	INDEPENDENCE HOLIDAY OBSERVED (No Classes)	
JULY (con't)			
Friday	6	SECOND FOUR-WEEK MODULE ENDS*	5:30 p.m.
Monday	9	THIRD FOUR-WEEK MODULE BEGINS	7:30 a.m.
AUGUST			
Friday	3	THIRD FOUR-WEEK MODULE ENDS*	5:30 p.m.
Saturday	4	COMMENCEMENT	9:30 a.m.

* Summer grades due by 5:00 p.m. of the second working day after the end of each module

TENTATIVE DATES FOR 2012-13

FALL SEMESTER		SPRING SEMESTER		SUMMER SESSION	
August 20 - December 15, 2012		January 7 - May 4, 2013		May 13 - August 2, 2013	
Labor Day	September 3 (Monday)	M. L. King Jr. Day	January 21 (Monday)	Memorial Day	May 27 (Monday)
October Break	October 8-9 (Mon-Tues)	Spring Vacation	March 11- 16 (Mon-Sat)	Independence Day	July 4 (Thursday)
Thanksgiving Vacation	November 21-24 (Wed-Sat)	Commencement	May 10, 11, 12 (Fri, Sat, Sun)	Commencement	August 3 (Saturday)
Commencement	December 16 (Sunday)				

[redacted] Five-Year Academic Calendar
2010-11 through 2014-15

	2010-11*	2011-12	2012-13	2013-14	2014-15
FALL TERM					
Classes Begin	Mon 9/27	Mon 9/26	Mon 9/24	Mon 9/30	Mon 9/29
Classes End	Fri 12/3	Fri 12/2	Fri 11/30	Fri 12/6	Fri 12/5
Final Exams End	Fri 12/10	Fri 12/9	Fri 12/7	Fri 12/13	Fri 12/12
Teaching Days	47-48	47-48	47-48	47-48	47-48
WINTER TERM	Fall Break 12/11 - 1/2	Winter Break 12/10 - 1/8	Winter Break 12/8 - 1/6	Winter Break 12/14 - 1/5	Winter Break 12/13 - 1/4
Classes Begin	Mon 1/3	Mon 1/9	Mon 1/7	Mon 1/6	Mon 1/5
Classes End	Fri 3/11	Fri 3/16	Fri 3/15	Fri 3/14	Fri 3/13
Final Exams End	Fri 3/18	Fri 3/23	Fri 3/22	Fri 3/21	Fri 3/20
Teaching Days	49	49	49	49	49
SPRING TERM	Spring Break 3/19 - 3/27	Spring Break 3/24 - 4/1	Spring Break 3/23 - 3/31	Spring Break 3/22 - 3/30	Spring Break 3/21 - 3/29
Classes Begin	Mon 3/28	Mon 4/2	Mon 4/1	Mon 3/31	Mon 3/30
Classes End	Fri 6/3	Fri 6/8	Fri 6/7	Fri 6/6	Fri 6/5
Final Exams End	Fri 6/10	Fri 6/15	Fri 6/14	Fri 6/13	Fri 6/12
Teaching Days	49	49	49	49	49
SUMMER TERM					
Classes Begin	Mon 6/20	Mon 6/25	Mon 6/24	Mon 6/23	Mon 6/22
8-Week Ends	Fri 8/12	Fri 8/17	Fri 8/16	Fri 8/15	Fri 8/14
11-Week Ends	Fri 9/2	Fri 9/7	Fri 9/6	Fri 9/5	Fri 9/4

NOTE: [redacted] College of Pharmacy operates on a different calendar - please contact the College of Pharmacy at ([redacted]) [redacted] for a current schedule.

[redacted] Law School operates on a different calendar - please contact the Registrar's Office at ([redacted] for a current schedule.

* Due to anticipated furlough days at [redacted], the length of winter term 2011 is subject to change.

Revised July 2010

Calendars Academic & Administrative 2011-2012

See Current Calendars for quarter deadlines.

Independence Day holiday	Monday, July 4
Labor Day holiday	Monday, September 5

Fall Quarter 2011

Quarter begins	**Monday, September 19**
Instruction begins	Thursday, September 22
Study List deadline (becomes official)	Friday, October 7
Veterans Day holiday	Friday, November 11
Thanksgiving holiday	Thursday-Friday, November 24-25
Instruction ends	**Friday, December 2**
Common final exams	Saturday-Sunday, December 3-4
Final examinations	Monday-Friday, December 5-9
Quarter ends	**Friday, December 9**
Christmas holiday	Monday-Tuesday, December 26-27
New Year's holiday	Friday-Monday, December 30-January 2
Campus closed	Thursday-Monday, December 22-January 2

Winter Quarter 2012

Quarter begins	**Wednesday, January 4**
Instruction begins	Monday, January 9
Martin Luther King, Jr. holiday	Monday, January 16
Study List deadline (becomes official)	Friday, January 20
Presidents' Day holiday	Monday, February 20
Instruction ends	**Friday, March 16**
Common final exams	Saturday-Sunday, March 17-18
Final examinations	Monday-Friday, March 19-23
Quarter ends	**Friday, March 23**

Spring Quarter 2012

Quarter begins	**Wednesday, March 28**
Cesar Chavez holiday	Friday, March 30
Instruction begins	Monday, April 2
Study List deadline (becomes official)	Friday, April 13
Memorial Day holiday	Monday, May 28
Instruction ends	**Friday, June 8**
Common final exams	Saturday-Sunday, June 9-10
Final examinations	Monday-Friday, June 11-15
Quarter ends	**Friday, June 15**
Commencement ceremonies	Friday-Saturday, June 15-16

National Collegiate Athletic Association
Working Group on the Collegiate Model – Rules

NCAA Bylaw 14 (Eligibility)
Concepts Discussion Document

The purpose of this document is to solicit input from the NCAA Division I membership on concepts currently being considered by the NCAA Working Group on the Collegiate Model – Rules. This feedback will be used by the working group as it continues to finalize its recommendations for the NCAA Division I Board of Directors. Please forward any feedback and comments to rulesworkinggroup@ncaa.org.

Name:

Institution/Conference/Organization:

Title:

Date:

Concept No. 1: Create an academic success operating bylaw that focuses specifically on student-athlete and team academic success. All legislation that directly related to academics (e.g., initial-eligibility requirements, progress-toward-degree requirements, full-time enrollment) would be maintained in the academic success operating bylaw. This includes merging the bylaws that govern the NCAA Division I Academic Performance Program with those that regulate the academic performance of student-athletes.

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.

Points to Consider:

- This may require the development of a new operating bylaw (e.g., eligibility for competition) or embedding legislation that is not primarily focused on student-athlete and team academic success in an existing operating bylaw, if the legislation is deemed necessary.
    - The determination of the legislation that would be included in the new operating bylaw and the legislation that would be embedded in existing operating bylaws would be filtered through the established values for those operating bylaws.

Questions:

1. Do you support this concept? ○ Yes ○ No

2. Why or why not?

3. Will the creation of an academic success operating bylaw increase efficiency for institutional personnel? ○ Yes ○ No

4. Why or why not?

5. Will the creation of a separate bylaw focused on non-academic elements of a student-athlete's eligibility for competition provide clarity and ease in application of the legislation?

Yes No

6. Why or why not?

Concept No. 2: Eliminate specified legislation; and further, eliminate legislation that is directly supported by institutional academic policy. Examples include:

1. Documentation of degree program designation requirement (NCAA Bylaw 14.4.3.1.7.1) and the portion of the designation of degree program (Bylaw 14.4.3.1.7) legislation that prescribe the steps that must be taken for a student-athlete to declare a degree.

2. Permit a student-athlete to practice, but not compete, for a 45-day period regardless of recruited status or participation in the sport of women's rowing. (Bylaws 14.3.5.1.1, 14.3.5.1.2 and 14.3.5.1.2.1)

Rationale: Legislation that is inconsequential or directly accounted for by institution's academic policy should no longer be included in the NCAA Division I Manual based on the newly established commitments.

Points to Consider:

- The timing of a student-athlete's designation of a degree is mandated in the percentage-of-degree requirements legislation.

- Institutional policy for all students should dictate the required steps that must be taken for a student-athlete to declare a degree.

- A single temporary certification period eliminates the need to determine the recruited status of a student-athlete.

- The sport-specific exception for women's rowing is not necessary given the ability of the NCAA Eligibility Center to quickly render final academic certifications.

Questions:

1. Do you support eliminating the legislative items referenced in Concept No. 2, Item Nos. 1 and 2?

   ◯ Yes ◯ No

2. Why or why not?

3. Do you support eliminating legislation that is redundant to institutional academic policy?

Yes No

4. Why or why not?

Concept No. 3: Consider the appropriate definition of academic fraud for NCAA purposes and the role the NCAA should play in investigating and resolving allegations of a violation of academic integrity by prospective and continuing student-athletes.

Rationale: Appropriately identifying the role of the NCAA and possible changes to legislation, policies and associated penalties for occurrences of academic fraud or misconduct by both prospective and continuing student-athletes is necessary to maintain the enduring values of the NCAA.

Points to Consider:

- Currently, a violation of academic fraud may exist even if an institution determines that the act did not violate institutional academic misconduct policies.
- The NCAA has created several mechanisms for dealing with pre-enrollment academic fraud, including high school review staff, the prospective student-athlete review process and with respect to standardized test misconduct and fraud, the NCAA has generally deferred to the work of the testing agencies, and their procedures for whether a test score should be invalidated.
- The NCAA does little to no review of test-score fraud or other pre-enrollment academic fraud issues.
- In order to be an NCAA violation, there must be an institutional nexus to the misconduct. Thus, not all institutional offenses are violations of NCAA legislation (e.g., downloading a paper from the Internet and turning it in as a student's own work).
- A student-athlete may be found not to have knowingly engaged in academic fraud if there is some factual evidence of ambiguity as to whether the assistance crossed the line of appropriate or reasonable tutoring activities or there was no substantive addition to the student-athlete's work (e.g., editorial revisions to a paper). In those instances, the institution's findings are very relevant to the resolution of the matter.

Questions:

1. Should the NCAA be more involved in the review of pre-enrollment academic fraud allegations? ◯ Yes ◯ No

2. Why or why not?

3. What if the institution is involved? ◯ Yes ◯ No

4. Why or why not?

5. What academic misconduct by a prospective student-athlete should be considered a violation of NCAA legislation?

6. What academic misconduct by an enrolled student-athlete should be a violation of NCAA rules?

   a. Should legislation distinguish between academic fraud and academic misconduct? ◯ Yes ◯ No

   b. Are certain activities less egregious than others? For example, is there a difference between receiving too much assistance with a paper versus turning in a paper that was completely written by someone else? ◯ Yes ◯ No

   c. If certain activities are less egregious than others, is there value in creating a scale of academic misconduct and a corresponding penalty structure? ◯ Yes ◯ No

7. Should a distinction be made if there is or is not an athletics nexus to the academic fraud committed? ◯ Yes ◯ No

   a. Is the presence of an athletics nexus a prerequisite for NCAA involvement (in terms of interpreting and penalizing academic fraud)? ◯ Yes ◯ No

   b. Should a student-athlete be treated in the same manner as a general student if his or her institution determines that institutional athletics staff members did not facilitate the wrongful behavior? ◯ Yes ◯ No

c. Should a student-athlete be treated in the same manner as a general student if his or her institution determines that institutional staff members facilitated the wrongful behavior but were not motivated by the student-athlete's athletics reputation or skill?

Yes No

8. Should distinctions be made between institutional athletics employees (e.g., tutor, coach, work-study student or administrative assistant)?

Yes No

9. How should the NCAA weigh the institutional determinations of academic misconduct alleged or committed by student-athletes?

a. Should a student-athlete be in violation of NCAA legislation if there was an athletics nexus, but his or her institution determines that academic fraud did not take place?

Yes No

b. Why or why not?

c. Should a student-athlete be subject to an NCAA violation if there is no institutional nexus?

Yes No

d. Why or why not?

e. What weight, if any, should be given to varying institutional policies with respect to academic fraud? So, what might be considered academic fraud on one campus, would not be considered as such on another.

Concept No. 4: Consider modifying current four-year college transfer requirements to include academic component(s).

Rationale: Legislation governing the eligibility of four-year college transfers currently attempts to balance a number of concerns. The current legislation may not adequately address academic issues. In light of the Association's emphasis on student-athlete academic success and academic-based metrics, an assessment of the four-year college transfer legislation is needed to ensure the requirements align with academic success and enduring values of the Association.

Points to Consider:

- Permitting a student-athlete to transfer and be immediately eligible based on leaving the first institution academically eligible and meeting eligibility requirements (e.g., percentage-of-degree requirements) at the second institution is consistent with the principle of graduating within five years after initial collegiate enrollment.

- Concept does not include a recommendation to amend the Bylaw 13 (recruiting) requirements, therefore, the institution's right to deny permission to contact would be maintained.

- The transfer requirements could also include an NCAA Division I Academic Progress Rate (APR) component. For example, the student-athlete will not, and has not previously, impacted an institution negatively in the academic performance report (e.g., student-athlete maintained a 2.600 grade-point average).

Questions:

1. Should all student-athletes be required to serve an academic year in residence at the time of transferring from one four-year institution to another four-year institution?

   ○ Yes ○ No

2. Why or why not?

3. Should student-athletes in some sports be required to serve an academic year of residence at the time of transferring from one four-year institution to another?

   ○ Yes ○ No

4. Why or why not?

5. What sports should be included in the one-time transfer exception?

6. Is there an academic reason to support prohibiting student-athletes in certain sports from transferring and being immediately eligible?

Yes No

7. Do you support sport-specific transfer requirements determined by the overall APR for that sport?

Yes No

8. Why or why not?

9. Do you support a multiple-layer approach to a student-athlete's access to practice, competition and athletically related financial aid? For example, a student-athlete who meets some but not all of the requirements may be permitted to practice, but not compete while serving a year in residence?

Yes No

10. Why or why not?

11. Do you support the establishment of research-based academic requirements for transfers (note this could be in addition to requiring a year of residence in certain sports)?

Yes No

12. Why or why not?

Concept No. 5: Consider modifying progress-toward-degree requirements.

Rationale: Progress-toward-degree standards ensure that student-athletes are earning degree applicable credits and appropriately progressing toward a degree. Part of embedding academic success as a first expectation is to ensure that progress-toward-degree standards support continued progress toward a degree and ultimately graduation.

Points to Consider:

- Current progress-toward-degree standards require a minimum grade-point average, earning of a percentage of a degree and the passing of a minimum number of hours in a given semester and year.
- Currently there are limited instances where NCAA legislation differs based on sport.

Questions:

1. Do the current standards adequately progress a student-athlete toward achieving a degree? ◯ Yes ◯ No

2. Why or why not?

3. Should the current grade-point average minimum that requires a percentage of the grade-point average needed for graduation be simplified and require a 2.000 minimum each year? ◯ Yes ◯ No

4. Why or why not?

5. Should the nine-hour requirement that is currently in place for football student-athletes be extended to all sports? ◯ Yes ◯ No

6. Why or why not?

7. Are the current percentage-of-degree benchmarks appropriate? ◯ Yes ◯ No

8. Why or why not?

Please click on the following button to attach this form to an email: **rulesworkinggroup@ncaa.org**

Transforming Intercollegiate Athletics Collegiate Model Working Group – Enforcement

NCAA

Why do this?

- Culture of winning versus integrity.
  - Risk-reward analysis.
- Increase in third-party interference and influence.
- Public and membership distrust of the NCAA's ability to police itself.

NCAA

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Why do this?

- Violations:
  - Current violation structure lacks flexibility.
- Process:
  - Cases take too long and lack transparency.
  - Committee on Infractions' (COI's) workload unreasonable.
- Penalties:
  - Approach to penalties not understood, predictable or strong.
  - More emphasis on head coach responsibility.
- Expectations of shared responsibility unclear.

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How we do this...

- Establish multi-level violation structure.
- Overhaul process.
- Develop penalty guidelines.
- Define shared responsibility.

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Multi-level Violation Structure

- Four proposed levels:
  - Level I: Severe major (e.g., academic fraud).
  - Level II: Major (e.g., coaching limitations).
  - Level III: Secondary (e.g., limited early contact).
  - Level IV: Limited (e.g., recruiting correspondence).
- Remaining Issues:
  - Refine definitions.
  - More examples needed in report - creating resource library.

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Modified Process

- Expanded Committee on Infractions (24).
- Use of 6- to 7-person panels of COI to hear Level I and II cases.
- Inclusion of current/former presidents, current/former directors of athletics and former coaches.
- Redesigned allegations; reference to evidence supporting charges.
- More streamlined approach to processing Level II cases.
- Traditional approach to Level III cases (secondary).
- Conference review of Level IV cases.
- Remaining Issue:
  - Implementation plan for additional COI members.

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Penalty Structure

- Use of penalty guidelines for Level I and II cases.
- Use of core penalties:
  - Postseason bans, recruiting restrictions, fines, scholarship restrictions, meaningful probation and show cause orders.
- Aggravating and mitigating circumstances affect severity of penalties.
- Ranges of penalties.
  - Greater predictability and consistency.
- Remaining Issues:
  - Better understanding of how mitigating and aggravating factors apply.
  - Creating resource library with detailed analysis of last two years of cases.

NCAA

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Penalty Structure

LEVEL I	LEVEL II
Significant Aggravation	
Aggravation	Aggravation
Standard	Standard
Mitigation	Mitigation
Significant Mitigation	

NCAA

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Head Coach Responsibility

- If violations occur in coach's program, presumption of coach responsibility.
  - Results in head coach control violation (Bylaw 11.1.2.1).
  - Head coach suspended from 10 to 100 percent of the season.
- Level III (secondary) violations in football, men's and women's basketball.
  - Designated list of intentional Level III violations (serious secondary).
  - Head coach suspended from a contest when staff member commits violation.

President and Athletics Director Accountability

- **Findings of Lack of Institutional Control.**
  - President's name listed on public infractions report.
  - Athletics director's name listed on public infractions report.
  - Head coach's name listed on public infractions report.
- **Failure to Monitor.**
  - Athletics director's name listed on public infractions report.

Level I Case Example

- Assistant coach involves agent to recruit prospect; benefits provided by agent and coach knew.
  - Enforcement staff conducts investigation; issues allegations.
  - COI panel hears case; makes findings; decides what aggravation and mitigation exist.
  - COI panel applies penalty guidelines to coach and institution; issues decision in 4 weeks.
    - Standard Level I for institution.
    - Aggravation Level I for assistant coach.
    - Standard Level I for head coach for violating Bylaw 11.1.2.1.

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Level I Case Example: Penalties Analysis

- Standard Level I for institution.
  - Postseason ban: 1 to 2 years.
  - Fine: 1 to 3% of total budget for basketball program.
  - Scholarship reduction: 12.5 to 25%.
  - Recruiting restrictions on program: 12.5 to 25%.
  - Probation: 2 to 6 years.
    - Aggravation Level I for assistant coach.
      - 5- to 10-year show cause order; restriction on all athletics duties.
    - Standard Level I for head coach for violating 11.1.2.1
      - 20 to 50% suspension from season.

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Effective Date and Implementation

- Adoption August 2012.
- Effective date August 2013.
- Remaining issues:
  - Impact on violations committed after August 1, 2012.
  - Impact on pending cases.
  - Plan for phasing in new COI members and panels.

Shared Responsibility and The Cooperative Principle

- **The Cooperative Principle.**
  - Defining common expectations for all involved in major (Level I or II) infractions matters.
  - Roles and responsibilities of institutions, conferences, at-risk coaches and enforcement staff.

2012 Timeline and Next Steps

- January 12: General concepts reported to Board.
- January 30: Working group provided preliminary report to membership.
- February to March: Input from membership and others.
- April 10: Working group revised proposals based on feedback.
- April 26: Interim report to Board and membership. Supportive of recommendations.
- May to June: Continued outreach - conference meetings; seminars.
- July: Working group will revise proposals as needed.

- August 2: Division I Board of Directors meeting. A majority of Enforcement Working Group recommendations have August 2013 effective date but some (e.g. amended rationale of Bylaw 11.1.2.1) have an August 2012 effective date.
- August –TBD: Enforcement Working Group continues to refine, resolve and educate the membership regarding the implementation of recommendations approved/ adopted by the Board.

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Interim Report

NCAA Working Group on Collegiate Model - Enforcement
April 2012

INFORMATIONAL ITEM.

This is the most recent report of the Working Group on Collegiate Model – Enforcement. Since this group's preliminary report to the NCAA Board of Directors in January 2012, extensive outreach efforts have been and continue to be made to solicit feedback from the membership. This feedback has led to some changes in the interim recommendations of the working group from the January preliminary report, and more changes are anticipated for the final report in August as the outreach and feedback continue. At this point, the working group is seeking the Board's endorsement of the concepts being put forth regarding (1) a new violation structure, (2) a new violation processing structure, (3) a new penalty structure, (4) accountability and (5) the concept of shared responsibility.

The working group will use the feedback gathered to refine its proposals for final adoption by the Board in August 2012, with an expected effective date of August 2013. The working group is considering various implementation scenarios to determine the precise implementation date that allows for adequate notice for all members and affected individuals and also ensures that the new structure and processes are fully operational as soon as possible. The working group will consider violation date, discovery date and implementation of the new structure for different scenarios and propose an implementation schedule accordingly. The working group will develop a final effective date schedule and implementation plan for the new violation, process and penalty recommendations for the Board to consider during the August 2, 2012, meeting. The working group will seek Board action at the August 2, 2012, Board meeting with an immediate effective date for the following accountability recommendations (beginning on page 23 of this report): (1) an amendment to the rationale of NCAA Bylaw 11.1.2.1; (2) endorsement of the suspension of the head coach for designated list of secondary (Level III) violations that occur after August 2, 2012, in the sports of football and men's basketball and possibly, other sports; and (3) presidents', directors of athletics' and/ or head coaches' names included with Division I Committee on Infractions public infractions decision reports concerning findings of institutional major (Level I) and institutional control violations, and major (Levels I and II) failure to monitor violations.

A. Background.

History may well observe that 2011 was the year that intercollegiate athletics faced its most difficult challenges. However, 2011 may also be the year remembered as that in which higher education's presidents and chancellors committed to broad structural and environmental changes designed to re-center college sports on a set of enduring values.

Public trust in intercollegiate athletics has eroded and needs to be restored. The loss of trust creates urgency, but this loss of trust is not driving the urgency to make changes. Rather, the driving force is recognition by presidential leadership that the values of intercollegiate athletics have become muddied and need to be brought to the forefront of

the work we do. Significant change is not optional. Through a series of revelations that began with the 2011 New Year and extended through the fall, there has been mounting evidence that the historical management and control structure for intercollegiate athletics, from the development and implementation of national policy to the self-policing of violations, must be re-evaluated and subject to change. Among the most pressing issues are:

- A risk-reward analysis of the intentional violation of national policy that fails to deter violations and that often is based on financial pressure.
- An emphasis on winning that takes prominence over integrity.
- An ever-growing expectation for national policy to codify all behavior and avoid institutional or individual judgment and responsibility.
- An increase in third-party interference with, and influence on, prospective student-athletes, student-athletes and coaches, which is usually based upon money-making potential. Regulation of third-party conduct is difficult because these persons are not NCAA members and not subject to NCAA enforcement actions.
- The public relations impact of celebrity compensation packages for coaches, as well as the rising number of non-coaching personnel within a model that holds the athlete as an amateur.
- The loss of faith in the good intentions of intercollegiate athletics to serve as a co-curricular component of higher education.
- The perception that powerhouse coaches/athletics departments have greater authority than college or university presidents and governing bodies.
- Public distrust of the NCAA's ability to police itself. Membership distrust of the processes used to investigate violations and make decisions with serious consequences for institutions and individuals (coaches and student-athletes).
- The commercialization of intercollegiate athletics that pushes the perception of intercollegiate athletics toward the professional model.

As a result of the threats described above, NCAA President Mark Emmert and more than 50 presidents and chancellors gathered in August 2011 to examine in broad terms how to sustain the collegiate model and restore public trust in college sports and the NCAA. It was clear that presidents were "mad as hell" and resolved to take action. What emerged from the presidential retreat was a call for the transformation of intercollegiate athletics. The presidents identified five significant areas of concern: (1) standards and metrics for the academic success of Division I student-athletes; (2) the allocation of financial resources within intercollegiate rules; (3) the financial well-being of student-athletes; (4) a realigning of how rules governing intercollegiate athletics are determined and an enhanced expectation of shared responsibility at the campus, conference and national levels; and (5) the strong and swift enforcement of those rules that place the greatest emphasis on those violations that, if left unattended, most significantly denigrate the collegiate model.

The presidents emphasized that there are four acknowledged enduring values that are guiding the entirety of their efforts and will be the measures against which all policies and judgments will be tested:

- Student-athlete success is paramount, both academically and athletically.
- The collegiate model must embed the values of higher education, including shared responsibility and accountability; this model should be protected and sustained.
- In the collegiate model of athletics, amateurism is the student-participation model that guides the relationship between students and institutions.
- In the collegiate model of athletics, the guiding principle should be based upon fair opportunities to compete among institutions with similar commitments to inter-collegiate athletics.

The Working Group on Collegiate Model - Enforcement was formed to primarily focus on the fifth concern, along with contributing to a better definition and clearer expectation of shared responsibility (part of the fourth concern). As one of five committees or working groups addressing a broad spectrum of change, this is the interim report to the Board of Directors.

B. Introduction and Brief Overview of Proposed Concepts.

This working group was tasked with creating a multi-level NCAA rules violation structure and an enhanced penalty structure for NCAA rules infractions. This working group also was charged with re-establishing a sense of shared responsibility, among the interested individuals and entities in intercollegiate athletics, for NCAA rules compliance and enforcement. The group undertook this work pursuant to the Association's core purpose of governing competition in a fair, safe, equitable and sportsmanlike manner. The group also acted pursuant to the Association's principle of integrating intercollegiate athletics into higher education to ensure that the educational experience of the student-athlete remains paramount. In addition, the group's work was based upon the Association's enduring values of student-athlete success, the collegiate model, amateurism as a student model and competitive equity.

Finally, in undertaking this task, the group developed the following three guiding principles:

- The Principle of Fairness – Any new violation and penalty structure must be fair to all parties involved in the process and consider the interests of all member institutions that uphold integrity through rules compliance. Appropriate weight should be given to fair process considerations for those culpable for violations or otherwise involved and potential legal implications. In addition, the severity of penalties must have a direct correlation with the significance of the violations as identified by the membership and staff, as well as the NCAA enduring values.

- The Principle of Accountability – The new violation and penalty structures should be designed to hold those institutions, coaches, administrators and student-athletes who violate the rules accountable for their conduct, both at the individual and institutional levels. In addition, both the NCAA staff and membership (coaches, administrators, institutions and conferences) must be held accountable for the fairness of the process and must understand the shared responsibility of accountability to the intercollegiate model, regardless of the direct impact on those involved in violations.

- The Principle of Process Integrity – Any new structures must be designed to ensure effectiveness and efficiency in the process and its results. The new structures must be easily understood, legitimate, timely, respecting of confidentiality while transparent with the process, and sufficiently workable to establish clear and strict guidelines and boundaries.

Based on these guiding principles, the working group has (1) reached a number of conclusions regarding the NCAA's current violation, process and penalty structures, as well as the means by which responsibilities for enforcement efforts are currently shared among interested individuals and entities; (2) developed a series of recommended actions to improve the current structures and definition of shared responsibility for rules enforcement; and (3) identified the anticipated outcomes for each of the proposed actions. In sum:

- The violation structure: The working group believes that the NCAA must adopt a new violation structure. The new structure must appropriately recognize and categorize the varying levels of infractions, from most egregious to least offensive, and must emphasize those infractions that most clearly undermine the fundamental principles on which the rules are based. To address these issues, the working group recommends that the Association adopt a four-level violation structure to achieve this goal. Pursuant to the recommended violation structure, rules infractions will be categorized as Level I (most egregious), Level II (serious), Level III (currently solid secondary violations) and Level IV (minor or technical issues)[1]. The working group anticipates that the proposed four-level structure will provide member institutions and affected individuals with better notice of the alleged infractions, and the level of seriousness assigned the infractions, for which they will be held accountable if NCAA rules are violated. Further, the group anticipates that the proposed structure will better ensure that enforcement efforts are focused on those infractions that clearly violate NCAA enduring values.

[1] The working group continues to discuss alternative designations of the levels of the violations (rather than use the word "Level"), which includes the possibility of severe major (Level I), major (Level II), secondary (Level III) and limited (Level IV). The working group hopes to resolve this issue and provide the recommendation in its August 2012 report to the Board.

- The process: The working group believes that NCAA rules violations must be processed and resolved more efficiently and expeditiously, but that process integrity and fairness must be simultaneously enhanced. More transparency, where appropriate, will enhance the integrity of the process, and will increase the membership's understanding of how and why decisions are made. To address these issues, the working group recommends that the Association adopt new infractions case procedures that increase the size and composition diversity of the existing Committee on Infractions, from which panels of the committee may be assigned to hear the most serious infractions cases, and that other procedures be modified and introduced to more efficiently and fairly hear and resolve allegations of rules infractions. The working group anticipates that the proposed procedural changes will (1) result in a more efficient resolution of alleged rules infractions, (2) allow institutions and affected individuals more control over the means by which cases are heard and ultimately resolved, and (3) increase the overall integrity and the perceived fairness of the process and bring more transparency to more components of the process.

- The penalty structure: The working group believes that strong penalties must be imposed for those rules infractions that clearly violate the NCAA's enduring values. The working group also believes that the current penalty structure does not sufficiently deter serious rules violations. The group further believes that under the current penalty structure, some individuals and institutions have concluded that the risk/severity of NCAA penalties is worth the anticipated benefits and unfair advantages that flow from deliberate NCAA rules violations (the risk-reward analysis). Finally, the group believes that any penalty structure must recognize the efforts of college and university presidents, as those institutional leaders take steps to ensure fair play, rules compliance and accountability on their respective campuses. To address these issues, the group recommends that the Association adopt a set of penalty guidelines for the most serious rules violations. The proposed guidelines will set a range of penalties from which the Committee on Infractions may impose in given situations (along with other available penalties, as appropriate) depending upon the violation level in which the infractions fall.

  The group is considering a set of core penalties for inclusion in the penalty guidelines. The recommended core penalties include those (1) identified by the membership as most effectively deterring serious rules violations, and/or (2) identified by the group as those that have historically best addressed the gravity of the violations involved in infractions cases. The group recognizes that, in addition to possible core penalties, the Committee on Infractions must retain discretion to customize any imposed set of penalties, depending on the facts of each case, to include other penalties outside of those identified as core. Additionally, all penalties currently available to the Committee on Infractions for major violations, and those

available to enforcement staff for secondary violations, will remain. The group is proposing penalty ranges to apply the core penalties in Levels I and II cases. The proposed guidelines aim to find an appropriate balance in recommending any core penalties or penalty ranges to allow the Committee on Infractions sufficient discretion while also assuring stronger and consistently applied penalties. Finally, the guidelines include a framework by which the Committee on Infractions may take into account aggravating and mitigating circumstances, on a case-by-case basis that may affect the overall severity of any penalties to be imposed.

- Accountability of those in charge: The group believes that head coaches must set the tone and culture for rules compliance within sport programs, and any penalty structure must address negligent oversight within a particular sport that undercuts overall institutional and/or Association expectations. To change the culture, head coaches' suspensions, through show cause orders, should occur for the violations of their staff for Levels I and II violations when the coach has not promoted an atmosphere of compliance or monitored his/her staff, as well as in instances in which some Level III violations have occurred. Likewise, presidents and directors of athletics must take responsibility and be accountable for their oversight of the athletics program and for hiring coaches who violate the rules.

- Shared responsibility and institutional integrity: During the course of the group's meetings from September to December 2011, the group agreed that there are issues directly affecting the integrity of intercollegiate athletics that go beyond the scope of the group's charge related to shared responsibility. Nonetheless, the group believes that these issues warrant immediate and focused attention. The group focused on the phrase "institutional integrity" as a larger effort, beyond shared responsibility and institutional control. Institutional integrity is grounded in the notion of establishing universal industry standards and principles for member institutions, conferences, NCAA staff and committees to uphold. Part of this effort should aim to integrate athletics departments into the core of the institution, reaffirming institutional control of all operations.

  The group does not believe that the changes to the enforcement process, detailed in this report, completely solve this problem. While a more effective enforcement model, coupled with the work of the rules working group, are critical steps, reaching a common understanding of what standards should be met to sustain institutional integrity is equally (if not more) important. Institutions must be expected to achieve and sustain standards of excellence. Some of these standards are detailed below; however, with such focused attention surrounding this topic, the group expects the list will be refined. The group recommended at the January 2012 Board of Directors meeting that a separate group (with an extended timeline to 2013) be charged with defining institutional integrity. The enforcement working group's charge to better define shared responsibility should be part of the larger effort to define standards of

institutional integrity. This group is committed to defining shared responsibility as it relates to the process of investigations and other enforcement issues, and will share that work with the institutional integrity group for inclusion in the broader effort.

The enforcement working group recommends that the following be considered by the institutional integrity group:

- Adopting standards that are related to athletics compliance and auditing functions and designed to integrate athletics into the overall university compliance and auditing practices.
  - In considering such standards, the group should consider moving the reporting line of the athletics compliance office outside of the athletics department.
  - Such standards could also expand the role of institutional auditing to include, or at least recognize, institutional control of the athletics programs.
  - Such standards also could require regular audits of NCAA staff and committee decisions.
- Adopting standards that are related to institutional and conference reporting/ transparency.
  - Such standards could, for example, create uniform expectations for conference roles and responsibilities in major infractions investigations.
- Creating standards for achieving presidential and board oversight of athletics departments.
- Developing professional codes of conduct for all involved in intercollegiate athletics.
- Requiring professional training and certification of all Division I staff and coaches, including continuing certification criteria that, if not met, may result in revocation of certification.
- Developing an annual review and sign-off process by which the institution's president certifies that the institution is in full compliance with standards.

C. Narrative Description and Rationale for the Working Group's Recommendations.

1. Violation structure.

The working group examined the current NCAA violation structure. The group believes that the current secondary and major violation structure does not provide

sufficient discretion or flexibility to respond appropriately to either the most serious infractions or intentional violations that are currently labeled secondary. In addition, the group has determined that some current major violations should be handled through a different classification system that allows better delineation between individual and institutional responsibility for the infractions. As a result of these and other considerations, the working group is recommending a move from the current model (secondary/major) to a four-level violation structure.

The proposed violation structure would be composed of the following levels: [Note: See Footnote 1 on page No. 4 regarding the designation of levels.]

- Level I – The most egregious violations.
  - A Level I violation is a violation that seriously undermines or threatens the integrity of any of the NCAA enduring values (student-athlete success, the collegiate model, amateurism as a student model, competitive equity), which will be codified by the rules working group, including any violation that provides or is intended to provide a significant or extensive recruiting, competitive or other advantage, or significant or extensive impermissible benefit. Multiple Level II, III and/or IV violations collectively may be considered a Level I violation. Individual conduct that is unethical may be classified as a Level I violation, even if the underlying institutional violations are not considered Level I.
  - Types of Level I violations include, but are not limited to:
    - Lack of institutional control (LOIC).
    - Significant failure to monitor (FTM) violations (e.g., intentional, negligent disregard).
    - Academic fraud.
    - Compromising an NCAA infractions investigation and/or lying to NCAA investigators.
    - Other unethical-conduct violations.
    - Reckless indifference to or intentional conduct demonstrating lack of head coach control (e.g., multiple Level II and/or Level III violations in the program).
    - Bylaw 11.1.2.1 violation (responsibility of head coach) resulting from underlying Level I violation by individual associated with the sport program.
    - Cash and other benefits intended to secure a prospect's enrollment.
    - Intentional violations or a blatant disregard for rules.
    - Other significant or extensive recruiting violations that provide, or were intended to provide, a significant or extensive advantage.
    - Significant extra benefits provided to enrolled student-athletes.

- Level II – Serious violations that currently fall between major and secondary violations.

  - A Level II violation is a violation that provides or is intended to provide more than a minimal but less than a significant recruiting, competitive or other advantage; or includes more than a minimal but less than a significant impermissible benefit; or involves a pattern of systemic violations in a particular area. Multiple Level III and/or IV violations collectively may be considered a Level II violation. Some limited individual conduct that is unethical or dishonest may be classified as a Level II violation, even if the underlying institutional violations are not considered Level II.

  - Types of Level II violations include, but are not limited to:

    - Systemic violations that do not amount to a lack of institutional control (LOIC) or a significant failure to monitor (FTM).
    - Intentional violations that do not rise to a Level I violation.
    - Bylaw 11.1.2.1 violation (responsibility of head coach) resulting from underlying Level II violation by individual associated with the sport program.
    - Multiple recruiting violations (e.g., high volume of calls, violations related to the same prospect, etc.).
    - Multiple eligibility violations that do not amount to an LOIC or FTM (e.g., improper or lack of certification).
    - Multiple financial aid violations (e.g., improper awarding of aid).
    - Violations that provide more than a minimal, but less than an extensive/significant, advantage or benefit.

- Level III – Violations that provide no more than a minimal advantage or impermissible benefit that warrant NCAA enforcement staff review.

  - A Level III violation is a violation that is isolated or limited in nature; provides no more than a minimal recruiting, competitive or other advantage; and does not include more than a minimal impermissible benefit. Multiple Level IV violations collectively may be considered a Level III violation.

  - Types of Level III violations include, but are not limited to:

    - Inadvertent violations that are isolated or limited in nature.

- Violations that result in no more than a minimal recruiting advantage (e.g., impermissible evaluations and recruiters).
- Most extra-benefit, financial aid, academic eligibility and recruiting violations that are not extensive (e.g., loans, eligibility certification, etc.)

- Level IV – Minor or technical issues that do not rise to the level of a serious violation. (The working group notes that this level may not be necessary, or may not encompass many violations, depending on the adopted work of the rules working group.)

  - A Level IV issue is an action/inaction that is inadvertent and isolated; limited or technical in nature; and results in a negligible, if any, recruiting, competitive or other advantage or negligible, if any, impermissible benefit. Level IV issues will not impact eligibility.

  - Types of Level IV issues include, but are not limited to:

    - Camp brochures.
    - Recruiting correspondence related to size, paper limitations.
    - Institutional promotional activities.
    - No IRL activation prior to official visit.
    - Other minor, paperwork and technical violations.

The proposed multi-level violation structure provides greater flexibility than the current model. Under the proposed multi-level model, infractions may be more appropriately categorized and penalties may be imposed that better reflect the severity of the infraction. In addition, under the proposed system, a member institution may be charged with rules violations at a different level than those with which an individual is charged. For example, under the proposed model, the member institution may be charged with one level of infraction (based upon the underlying nature of the violation), and an affected individual may be charged at a higher level (based upon the underlying violation and then unethical conduct to try to cover up the violation; e.g., if the individual commits a Level III recruiting violation and then lies about it during the investigation). Finally, the four-level violation structure allows the enforcement staff to resolve the lesser infractions cases more efficiently and focus its primary resources on the most serious infractions cases. The end result, the working group believes, is that the proposed violation structure will result in greater accountability for the most serious offenders of NCAA legislation.

2. Process structure.

In order to ensure an effective and efficient enforcement program under the new multi-level violation structure, the group recommends that some changes be made to the NCAA Committee on Infractions process. The working group noted that the commitment and work of the committee has been exemplary despite an increasing workload. The expertise of the committee and value of a peer review model should be retained to hear and decide the most significant allegations of rules violations. However, the working group recommends that the committee be composed of a larger pool of individuals (a minimum of 24 voting members) from which panels will be composed. In addition, the working group recommends that the committee be composed of a more diverse group of persons to decrease individual workload and decrease the timeline for resolving cases.

The proposed committee would include among its members three to four individuals from each of the following categories:

- Current or former university presidents, vice presidents or other senior institutional administrators.
- Current or former directors of athletics.
- Former NCAA coaches.
- Representatives from conference offices.
- University faculty, including, but not limited to, faculty athletics representatives.
- Athletics administrators with compliance experience.
- Members of the general public with legal backgrounds.

The working group believes that greater committee diversity, including ethnic minority and gender diversity, is critically important to strengthen the committee and bring with it important perspectives not currently adequately reflected in the composition of the committee. With respect to former presidents and athletics directors serving on the committee, the working group believes their service on the committee must begin within five years of their retirement date to ensure those individuals are not too far removed from the relevant issues facing collegiate athletics.

In cases involving the most serious allegations of rules violations (Level I), the group recommends that either six or seven committee members be randomly selected from a minimum of three representative groups to hear the cases. Those randomly selected panels will hear cases for a minimum of 12 to 18 months before the panels are dissolved and new panels are created. The chair of the Committee on Infractions will assign an individual to serve as chair of each panel for the life of the panel and would retain the authority to identify substitute panel

members if conflicts arise. In addition, each panel would include an individual, selected by the chair, to serve as the individual responsible for conducting the press conference when the infractions report of the case is released (these individuals would be provided media training by NCAA staff). In cases involving allegations of Level II violations, the group proposes that three-member panels be selected to hear the cases in the same manner as noted above.

The chair of the Committee on Infractions would be selected through the governance process. The working group is currently determining the most effective way to select individuals to serve on the Committee on Infractions, as well as the most effective process for incorporating the additional members to ensure consistency and stability within the committee. The working group is considering phasing in additional Committee on Infractions members over a period of time, which could begin prior to the August 2013 implementation date. In addition, the working group is considering an interview process to screen Committee on Infractions nominees but is still in the process of establishing effective recommendations and modifications to the current process for selecting Committee on Infractions members.

By increasing the overall size of the committee, more committee panels are available to hear cases more efficiently. At the same time, the overall workload of each individual member is significantly reduced. It is expected that members will hear two to three Level I cases per year (if 24 total members), compared to the current approximate 10 to 12 hearings annually, in addition to cases processed via summary disposition. As a result, Level I and Level II violation cases can be scheduled more often and processed more expediently. The working group recommends that hearings for Level I cases be scheduled on a minimum of 10 occasions during a calendar year, and that hearings for Level II cases be scheduled each month.

Additionally, the working group recommends a number of other process modifications, applicable to cases categorized as Level I or II, including the following:

- Allow institutions and involved individuals to petition for a hearing by an expanded Committee on Infractions panel consisting of 11 members in Level I cases of Association-wide import (e.g., matters of first impression, change from previous precedent). The committee has the discretion to grant or deny such a petition or to expand the panel size on its own initiative.

- Increase the availability of written case submissions to the Committee on Infractions, for Level II cases, at the option of the institution and/or affected individuals, with agreement by the enforcement staff, even when there is disagreement on the facts, so that certain matters may be decided without the need for a hearing.

- Maintain some form of the summary disposition process allowing for written case submissions for Level I cases when all issues are agreed upon.

- Explore the development of a new summary disposition process so that the summary disposition report could also be used as the infractions report, with necessary additional comments added by the Committee on Infractions to explain any unique factors or rationale. For summary dispositions in which there is disagreement on the penalties, an expedited hearing will occur. If the committee decides some comment on the case or penalties is necessary, the committee may attach an abbreviated committee statement to the report.

- Redesign the notice of allegations to allow the member institution and/or involved individuals immediate access to the information on which the allegations are based. The enforcement staff would then prepare a position statement and/or document listing remaining issues (e.g., items of disagreement) to facilitate the hearing.

- Introduce the concept of a "Rocket Docket" (an expedited hearing) for Level II cases, at the request of the involved institution and/or involved individuals, whereby responses are due within 30 days of the receipt of the notice of allegations and a hearing is conducted within 30 days of the receipt of the response.

- Introduce the option of decreasing the amount of time between the notice of allegations and the institution's response from 90 to 60 days.

- Introduce the concept of a prehearing conference, with the Committee on Infractions panel chair presiding, in which preliminary issues are resolved prior to the full hearing of the infractions case including, when applicable, any disputes regarding the level at which the allegations have been charged.

- Conduct Level II hearings via videoconference, unless an in-person hearing is requested.

- Use of an online case materials submission system and videoconferencing.

- Introduce time expectations, which are not limits, especially for more complex cases or where additional information is sought by the committee during or

after the hearing, for the preparation of hearing transcripts (two weeks), as well as the issuance of infractions reports (four weeks).

- Add additional staff to support the office of the Committees on Infractions.

The working group believes that the proposed modifications will increase the efficiency with which a current major infractions case is completed. The group anticipates, for example, that the proposed process structure for less serious major infractions cases (now proposed as Level II cases) could decrease the total process timeline under the current system by as much as 50 percent. At the same time, the group believes that the proposed process options will allow institutions and affected individuals greater flexibility in choosing the manner in which the infractions case will be decided and the timeline under which the case may be brought to final resolution.

The working group recognizes that a larger Committee on Infractions and the use of panels to hear cases could lead to inconsistencies of the findings of violations and imposed penalties among different cases. Accordingly, the working group recommends that the entire Committee on Infractions be required to meet at least twice per year, with at least one in-person meeting, to discuss policy and procedural matters, discuss and review panel case decisions and rationale, and identify current trends in enforcement in order to anticipate new issues. The addition of more staff to support the office of the Committees on Infractions will allow an increased role by the Committee on Infractions staff with respect to committee deliberations and case precedent. Also, the committee staff would be responsible for conducting a comprehensive orientation program for new committee members, as well as routine and continuing education for all committee members. Furthermore, a periodic (e.g., every two years) outside audit of committee decisions could be conducted. Finally, the recommended penalty guidelines discussed below will assist in maintaining consistency with Committee on Infractions decisions, as the committee will be responsible for providing detailed explanations of any deviation from the penalty guidelines.

After consultation with the Infractions Appeals Committee, it does not appear that significant changes will be needed to the appeals process for Level I and Level II cases. However, the workload of the current five-member committee should be monitored with the option of expanding to a committee of 10 individuals, creating two pools of five individuals to hear Level I appeals and three pools of three individuals to hear Level II appeals. Each panel would include an individual to serve as vice-chair for a particular hearing. Other recommended appeal process modifications for Level I and Level II cases, include the following:

- Appeals can be considered via written submission, videoconference or in-person hearings.

- Designation, prior to each Committee on Infractions hearing, of an active committee member to serve as the NCAA membership advocate/ representative during the appeals process (similar to the current Committee on Infractions appeals coordinators). These individuals will attend Committee on Infractions hearings and deliberations, but will not participate, and will be staffed by the office of the Committee on Infractions.

- Introduce time limitations for the preparation of hearing transcripts (two weeks), as well as the issuance of appeals reports (four weeks).

With respect to matters categorized as Level III or IV, the working group recommends the following:

- In situations involving Level III violations, NCAA staff will continue to work with institutions, much the same as under the current secondary violations process, to determine whether infractions have occurred and, if so, the appropriate penalties to be imposed.

- In Level III matters, member institutions would continue to have access to a case precedent database, thereby allowing confirmation that staff-imposed penalties are consistent with those imposed in similar, previously decided situations.

- Appeals of Level III violations will be submitted in writing to a Committee on Infractions panel of three after the staff has reconsidered the appropriateness of the penalty.

- In situations involving Level IV issues, the conference with which the involved institution is associated will work with the institution to determine whether issues need to be addressed and, if so, the appropriate penalties to be imposed, if any. The working group also is exploring the possibility of a Level IV database.

- Any appeal opportunities for Level IV violations and penalties would be within the purview of the conference.

For cases involving multiple levels of violations and cases in which an individual is charged with a different level of violation than the institution, the highest level of violation will dictate the process. For example, if a case involves a coach being charged with a Level I violation and the institution being charged with a Level II violation, the case will be adjudicated using the process for Level I violations.

3. Penalty structure.

The working group examined the current NCAA penalty structure. The working group recognizes the widespread perception that the current penalty model leads to inconsistent and insufficient penalties and does not adequately deter some institutions and individuals from engaging in conduct contrary to the rules. As a result, for cases involving allegations of Level I and II violations, the working group recommends a range of penalties set out in Penalty Guidelines. The goals, in considering the proposed Penalty Guidelines in cases in which the most significant violations are substantiated, are to, among other things (a) provide member institutions (and the individuals associated with the member institutions) with notice of a range of potential penalties in given situations, as well as the factors that will be relied upon to adjust the severity of those penalties; (b) better ensure consistency in applying penalties among and between NCAA member institutions, and provide the Committee on Infractions some latitude to adjust the penalty on a case-by-case basis; (c) through mitigating factors that specifically recognize exemplary cooperation and self-reporting, foster a more expedient enforcement process without compromising the integrity or fairness of the process; (d) recognize and address the need for institutional leadership and responsibility for the overall intercollegiate athletics programs, whereby actions (or failures to act) of persons of authority are taken into account in the assessment of, and ultimately reflected in, the penalties imposed; (e) recognize and address those situations in which a head coach, or others within a program, fosters an environment within the program that is inconsistent with the institution's or Association's compliance expectations; and (f) recognize and respond to the perceived need to impose more severe penalties designed to deter the rule violation risk-reward analysis (for the institution and/or persons associated with the member institutions) and address any unfair advantage from the violation.

The working group incorporated the penalties identified by the NCAA membership, via the Presidential Retreat Survey, as those with the most significant impact on an institution and the most deterrent effect on other institutions and individuals. The working group also reviewed data obtained from previously decided NCAA infractions cases to discern penalty patterns and levels of penalty severity under given circumstances. Based upon all of the available information, including that specifically mentioned, the working group recommends that a number of penalties constitute core penalties and form the basis for the Penalty Guidelines: (a) competition limitations; (b) financial penalties; (c) scholarship limitations; (d) recruiting limitations (for recruiting cases); (e) probation; and (f) when applicable, show cause orders.

The working group is very cognizant of the fact that many institutional penalties have either a direct or indirect impact on student-athletes who may not have been

involved with the violations. Competition limitation (postseason bans) is the penalty with the most direct impact on these student-athletes. Scholarship reductions also have an impact on these student-athletes, but more indirectly. Conversely, postseason bans and scholarship reductions have been identified by the membership as being the most significant types of penalties, having the most deterrent effect and being the most effective penalties to address the advantages gained as a result of significant violations. The working group struggled with this dichotomy but ultimately concluded that protecting the interests of all member institutions by significantly penalizing those institutions that violate the rules is paramount. As a result, postseason bans and scholarship reductions must be utilized in the enforcement process. People (coaches, administrators, student-athletes) comprise institutions and sports programs, and there is no practical way to impose meaningful penalties on an institution without affecting some individuals who may not have had any involvement in or benefitted from the violations for which the institution is responsible. Nevertheless, the working group continues to consider options to offset the impact of institutional penalties on uninvolved student-athletes. In addition to the recommendations being made to speed up the process, which will assist in penalties being imposed more contemporaneously, the working group is exploring other options such as loosening transfer restrictions and the replacement of lost athletics opportunities with possible academic experiences.

Each of the penalties identified above includes varying degrees of severity. The working group believes that the severity of the penalty imposed must correspond with the significance of the rule violation(s) and the institution's and individual's actions before, during and after the investigation. The recommended core penalties are set out below:

a. Penalties that the group is considering for potential use in proposed penalty guidelines.

(1) Competition limitations.

- Limitations are imposed on the institution's participation in postseason play for varying lengths of time (depending upon the severity of the infractions) in given sports.

(2) Financial penalties.

- The institution is required to return revenue received from a given (fact-specific) event or series of events (e.g., revenues received for participation in a tournament, bowl game or televised broadcasts).

- A fine is imposed, the amount of which is based upon the severity of the infractions and a percentage of given economic factors (specific to the institution involved), including the amount of gross revenue (if any) generated from the involved sport.
- A reduction in, or elimination of, NCAA monetary distribution for sports sponsorship and/or grants-in-aid.

(3) Scholarship limitations.

- Limitations are imposed on the availability of athletics scholarships in head count sports [by number or percentage, depending upon the sports involved] for varying lengths of time in given sports. The severity of the numeric/percentage scholarship limitations and the length of time the limitations are imposed will correspond with the severity of the infractions in the case.
- Limitations are imposed on the availability of athletics scholarships in equivalency sports (by percentage) for varying lengths of time in given sports. The severity of the percentage imposed and the length of time the limitations are imposed will correspond with the severity of the infractions in the case.

(4) Recruiting limitations.

- Limitations are imposed upon the number of allowable official paid visits at the institution for varying lengths of time in given sport). The severity of the numeric recruiting limitations and the length of time the limitations are imposed will correspond with the severity of the infraction(s) in the case.
- Limitations are imposed upon the number of, or benefits that can be provided during, unofficial visits at the institution for varying lengths of time in given sports. The severity of the limitations and the length of time the limitations are imposed will correspond with the severity of the infraction(s) in the case.
- Limitations are imposed on the institution's off-campus recruiting efforts for varying lengths of time in given sports. The severity of the limitations and the length of time the limitations are imposed will correspond with the severity of the infraction(s) in the case.
- Limitations are imposed on the institution's other recruiting efforts, including contacts and evaluations, for varying lengths

of time in given sports. The severity of the numeric limitations and the length of time the limitations are imposed will correspond with the severity of the infraction(s) in the case.

(5) Show cause orders (if applicable in a given case).

- Length of show cause restrictions.
- Components of the show cause order (e.g., suspension of coach from games and/or season).
- Option to censure president, director of athletics, faculty athletics representative, etc.

(6) Probation.

- Conditions are imposed with which the institution must comply during a set period of time, the length of which is dependent upon the severity of the infraction(s). The committee has the discretion to determine which of the following should apply in a particular case. The working group recommends that probation include required action by institutional leaders acknowledging the violations and pledging rules compliance moving forward. Any accompanying public announcements would need to be approved by the office of the Committee on Infractions to ensure the appropriate message is being delivered. Many of the responsibilities tied to probation have fallen to the compliance staff of an institution. The working group recommends shifting the burden and responsibility to the president, director of athletics and coaching staff of the involved program. The suggested discretionary conditions include:

  - Submission of compliance reports during the period of probation.
  - Institutional publicity in alumni publications, media guides and recruiting materials of the violations committed, the terms of probation, and penalties imposed.
  - Institution's president shall meet with student-athletes and athletics department staff, and the president and/or director of athletics shall meet with booster groups to personally pledge his or her commitment to NCAA rules compliance and present his or her view of shared responsibility for preserving the integrity of intercollegiate athletics.

- Publicizing institutions on probation on the NCAA website, in Champion magazine and in NCAA championship game programs of the involved sport(s).
- Requiring institutions to provide a public service announcement during televised contests that it is on probation and the reasons for the probation being imposed.
- The implementation of a "monitorship" program by the office of the Committee on Infractions or a private company for institutions on probation in cases where an institution is found to lack institutional control and serious remediation is necessary.

In addition to these core penalties, other potential penalties, as set out in the current Bylaw 19.5.2, would remain available to the Committee on Infractions to impose.

- Vacation of contests and records.
- Public reprimand and censure.
- Full-/partial-season ban for involved sports.
- Disassociation of athletics representatives.
- Requirement that all institutional staff members serving on the NCAA Board of Directors or other committees or cabinets resign those positions and be precluded from serving for a period of time.
- Requirement that the institution relinquish its NCAA voting privileges for a period of time.
- Notification to regional accrediting agency of academic violations or questionable procedures.
- Recommendation by the Committee on Infractions to the Executive Committee that the institution's membership be suspended or terminated.
- Return of individual and team awards to the Association.
- Prohibition against television appearances.[2]
- Other penalties as appropriate.

The working group believes that the proposed Penalty Guidelines should afford the Committee on Infractions a more sophisticated structure by which it may consider certain aggravating and mitigating factors in particular infractions cases. The group recommends that the best means by which the committee may impose a penalty that falls within a more/less

[2] The working group does not believe this is currently a practical penalty; however, due to the uncertain future of television as a medium, it would be shortsighted to remove it as a potential option.

severe range of penalties is if it determines that certain aggravating and/or mitigating circumstances exist in Level I or II cases.

The group continues to refine the lists of aggravating and mitigating factors. The Committee on Infractions will determine the presence and weight of the individual factors in a given case and may balance these factors in the decision-making process. The proposed lists of factors follow:

Aggravating factors.

- Multiple Level I infractions were substantiated in the case.
- Multiple Level I infractions were committed by an at-risk individual.
- The violations were intentional, willful or demonstrated a blatant disregard for NCAA regulations.
- Persons of authority condoned, participated in or demonstrated negligent disregard for the infractions or underlying conduct.
- There is a prior history of Level I or II violations by the institution, sport program(s) or affected individual(s). [Note: Preliminarily, the weighting of prior infractions as an aggravating factor will be based on the proximity in time to the current infractions case. Further, the interim recommendation is that repeat-violator status will be retained as an aggravating factor, but the current enhanced penalties for repeat violator will be folded into the penalty guidelines.]
- The case involved an abuse of a position of trust.
- A pattern/multiple instances of violations were substantiated in the case (e.g., the infractions were not isolated or limited in scope).
- Lack of cooperation by the institution or involved individual during the investigation.
- The committee finds that action(s)/failure(s) to act compromised the investigation of the rule violation(s), whether by involved individual(s) or the institution.
- One or more infractions caused harm to a student-athlete or prospective student-athlete (either in terms of eligibility or otherwise).
- The case included a failure to monitor or lack of institutional control.
- The existence of extraordinary aggravating factors (as determined on a case-by-case basis).

Mitigating factors.

- The institution/affected individual self-detected and self-disclosed the rule violation(s).

- The institution/affected individual admitted the violation (a) prior to the time that the NCAA initiated a formal investigation (greatest weight), (b) prior to the conclusion of the NCAA investigation (some weight) or (c) prior to the NCAA Committee on Infractions hearing (least weight).
- The institution has an established history of self-reporting Level III violations.
- The institution had in place a system of compliance methods that were designed and implemented to ensure rules compliance. The committee finds that those involved met institutional/coaches control standards.
  - The working group is assembling a smaller group of experts to propose a clear definition of institutional control that considers the recent work of the Division 1A Athletics Directors and building on the Principles of Institutional Control document written by the Committee on Infractions in 1996-97. The group also will ensure that representatives from NAAC are involved given the group's leadership in establishing monitoring standards.
- The institution/affected individuals exceeded the expectations of cooperation during and after the investigation of rule violation(s). An institution and affected individual can exceed cooperation expectations while denying some or all of the allegations of wrongdoing against them.
- The violations are isolated or limited in scope.
- The institution accepted responsibility for the violation(s) (e.g., self-imposed actions) in a timely and effective manner.
- The existence of extraordinary mitigating factors (as determined on a case-by-case basis).

b. Classifications of Level I and Level II penalties.

The committee may determine whether the presence of one or more of the aggravating and/or mitigating factors exist and, if so, how those factors affect the classification of the case. As a result, the presence of some aggravating factors and no mitigating factors may elevate the case classification to "aggravation" or "significant aggravation." Conversely, if there are mitigating factors in a case and no aggravating factors, the case classification would be "mitigation" or "significant mitigation."

(See Attachment 1 for Penalty Guidelines Flow Chart.)

Level I	Level II
Significant aggravation	
Aggravation	Aggravation
Standard penalty	Standard penalty
Mitigation	Mitigation
Significant mitigation	

Based on the determined case classification, the penalties, as outlined in the penalty matrix, will apply unless extenuating circumstances are found by the committee.

(See Attachment 2 for the Penalty Guideline Matrix and Attachment 3 for penalty case examples.)

4. Accountability.

a. Head coach responsibility.

The working group believes head coaches are in the best position to create a culture of integrity and accountability. The working group examined what changes can be made to encourage coaches to direct their staffs and student-athletes to uphold the rules while also creating strong penalties when coaches fail to meet this responsibility.

The membership has acknowledged through Bylaw 11.1.2.1 that there is a level of responsibility that a head coach has for the administration of his/her program. When there is a failing by the head coach to carry out this responsibility, it is appropriate for there to be a penalty on the program, including the Committee on Infractions directing the institution, through a show cause order, to suspend the head coach from coaching-related activities for a specified period of time.

The working group recognizes that employment decisions related to coaches or any athletics personnel rest solely with our member institutions.

(1) The violation: Change emphasis from knowledge to responsibility for major (Levels I and II) violations.

For Levels I and II violations, Bylaw 11.1.2.1 (Responsibility of Head Coach) is the centerpiece of the working group's

recommendations. Since 2008, there have been 15 cases where a head coach was found to have violated this bylaw for either not promoting an atmosphere of compliance or for not monitoring his/her staff, or both. The rationale for Proposal No. 2004-102 notes that when a serious violation occurs in a program, the head coach is "presumed to have knowledge and, therefore, responsibility" for what happened. Rather than focusing on knowledge, or the presumption of it, the working group proposes that the bylaw be amended to presume only responsibility. The working group proposes that the Board of Directors adopt the amendment at the August 2, 2012, Board of Directors meeting. The amended rationale would then apply to all violations occurring after that date. Accordingly, if something happens in a program, the head coach is presumed responsible (instead of knowledgeable and, therefore, responsible) for not promoting an atmosphere of compliance and/or monitoring his/her staff. If the coach cannot overcome that presumption of responsibility by demonstrably showing what he/she did to both promote an atmosphere of compliance and monitor his/her staff, the coach is presumed responsible under this bylaw and will be charged for not upholding this rule.

[See Attachment 4 for Proposal No. 2004-102 (Bylaw 11.1.2.1).]

(2) The penalty guideline.

Violations of Bylaw 11.1.2.1 are considered either Level I or II as noted in the violation section of the report. The level of the violation will correspond with the underlying violation that occurred in the coach's program. For example, if an assistant coach commits a Level I violation, the Bylaw 11.1.2.1 violation is also Level I (and the same for Level II). The working group is recommending that the penalty guidelines emphasize that violations of this bylaw should result in a show cause order with suspension from contests as one of the show cause requirements. The number of contests involved will depend on the aggravating and mitigating factors present in the case. Thus, the employing institution of a head coach who violates this bylaw will withhold the coach from a certain number of contests pursuant to a show cause order unless the institution wants to appear before the Committee on Infractions in a subsequent hearing and show cause to the committee why the suspension should not be applied. The membership has consistently indicated (in the 2011 Presidential Retreat Survey and during presentations and meetings with

enforcement staff) that the penalty that has the most impact on coaches is suspension. The specific suspension requirements are recommended below:

- For the head coach who commits a Level II violation of this bylaw, his/her employing institution will withhold, pursuant to a show cause order, the coach from five percent (for a mitigated Level II) to 40 percent (for an aggravated Level II) of the institution's next games. The suspensions may include postseason contests and/or carry over to the next season.
- For the head coach who commits a Level I violation of this bylaw, his/her employing institution will withhold, pursuant to a show cause order, the coach from 10 percent (for a significant mitigated Level I) to 100 percent (for a significant aggravated Level I) of the institution's next games. The suspensions may include postseason contests and/or carry over to the next season.

Suspensions are currently a penalty available to the Committee on Infractions, and the committee has directed an institution to impose a suspension for a violation of Bylaw 11.1.2.1 in a previous infractions case and accepted an institutionally imposed suspension in another case. The working group recommends that at the August 2012 meeting, the Board of Directors support a recommitment to the original intent of Bylaw 11.1.2.1 with the clarifying amendment to the rationale, with an immediate effective date. The specific penalty guidelines for 11.1.2.1 violations would be effective August 1, 2013, or before as described in the introduction section, along with the other penalty guidelines. In the interim, the working group notes that the appropriate penalty for Bylaw 11.1.2.1 violations will be decided by the Committee on Infractions.

(3) Level III violations (currently secondary violations).

The American Football Coaches Association (AFCA) approached the enforcement staff and Committee on Infractions in the summer of 2010 requesting that suspensions be imposed for what the AFCA members deemed serious secondary violations. Since acting on that request, the enforcement staff has directed the institution to suspend five assistant football coaches for committing secondary violations. The working group proposes that suspension of head football coaches also occur when their staff

members commit these serious secondary violations. The working group currently is seeking feedback from the membership and the AFCA to evaluate which secondary violations (Level III) should warrant this penalty.

In 2009, the Board of Directors passed legislative reform to address issues in the men's basketball recruiting environment. A component of that reform included a head coach suspension by the institution at the direction of the enforcement staff from a contest when he or his staff committed specifically identified secondary violations. The working group currently is seeking feedback from the membership and the National Association of Basketball Coaches (NABC) to identify the types of Level III violations (currently secondary) that should result in suspension of the head coach, even if the violations are committed by assistant coaches or other members of the staff.

The working group proposes that the list of identified violations for both sports be examined and expanded as appropriate to address what are presumed to be intentional secondary recruiting violations that undermine the integrity of the sports, which are believed to have the biggest issues. The point is that head coaches can set the tone, and if a coaching staff member knows that the head coach will be suspended for acts of the staff members, there is a greater incentive for the head coach to set clear expectations of full compliance and for the staff to comply.

The working group seeks Board endorsement at the August 2012 meeting of the institutionally imposed suspensions at the direction of the enforcement staff for all violations occurring after August 2, 2012. The working group believes these steps would signal to the membership the important role and responsibility head coaches play in being stewards of intercollegiate athletics prior to the new violation structure and penalty guidelines being adopted.

The working group is supportive of including other sports that have similar problems with compliance with recruiting rules. The working group has discussed the application of the coaching suspensions with the women's basketball coaching community and is examining application to other sports.

In addition, the working group recommends that institutionally imposed suspensions of coaches for designated recruiting violations at the direction of the enforcement staff be publicly

released for Level III violations. Currently, secondary violations (Level III) are not made public. For suspensions to have the desired impact, however, others must know about the consequences of committing violations. In addition, the working group recommends that athletics department staff members' and coaches' violation histories, including Level III violations, be made available to member institutions that request such information. The only exception to making this information available would be for those Level III violations that are self-disclosed by the involved coach.

b. Accountability for presidents and directors of athletics.

In addition to coaches, the working group recognizes the need to address the accountability of an institution's president and/or director of athletics when major violations occur. Currently, and under the proposed Level I and Level II violations, if a president or director of athletics is directly involved in a violation, he or she will be charged with that violation and named in the allegation. There currently is no mechanism, however, to hold those individuals publicly accountable for violations that occur under their watch if they are not directly involved in violations. As a result, the working group believes some minimal level of public accountability for the leaders of an involved institution is appropriate for infractions cases involving a Level I lack of institutional control violation, or a Level I or Level II failure to monitor violation. Specifically, the names of leaders of the involved institution who held the positions at the time the violations occurred should be printed at the top of the public infractions report upon release. It is recommended that the persons identified in the public infractions report include the following:

(1) President of institution (for lack of institutional control cases).

(2) Director of athletics (for lack of control and failure to monitor cases).

(3) Head coaches of involved sports (for any violations involving the coach's program).

If appropriate, and when determined that the chair of the board or other board members had involvement in the violation(s), it would be at the discretion of the Committee on Infractions to include the name of the chair of the board on the public infractions report.

In addition, printing these names on the infractions report creates a record of names of individuals who: (1) oversaw the institution, the athletics department and specific sport programs at the time an institutional control or failure to monitor violation occurred; and (2) oversaw a sport program at the time a Level I and/or Level II violation occurred in that program. Therefore, even after leaving the involved institution, individuals could be held accountable for the violation that occurred while he/she was responsible for leading the institution, athletics department or sport program. Because of this, it would be possible for an institution to determine (through a database maintained by the NCAA) when and if a violation occurred under a specific individual's leadership prior to hiring that individual.

The above accountability measures would be effective August 2, 2012, for all violations occurring after that date.

5. Shared responsibility specific to compliance efforts and investigations.

Rules compliance cannot be achieved unless all of the interested parties (a) assume responsibility for identified roles in the compliance and enforcement processes over which they have control; (b) are held accountable for those deficiencies in the compliance and enforcement processes for which they have responsibility; and (c) are recognized, in a tangible and meaningful way, if the identified compliance and enforcement expectations are effectively met or exceeded. To address these needs, the working group recommends that the concept of shared responsibility be better defined and specific expectations be identified for given roles within the compliance and enforcement processes.

- For example, this working group recognizes that there is a lack of uniform expectations for conference office involvement related to enforcement issues. Similarly, institutional involvement in NCAA investigations varies widely. Some institutions exercise passive involvement in investigations, some purposefully participate minimally and others earnestly try to uncover the full facts, regardless of the impact. The working group believes that it must establish clear expectations for conference involvement in the enforcement process and for institutional cooperation in an investigation. The group is considering the best means of recognizing, within the new penalty structure, those situations in which institutional and individual action(s) exceed these specified expectations of cooperation. In addition, the group is considering the tools that will assist conferences and institutions in meeting or exceeding the specified expectations, including, for example, educational programs/training for compliance officers and national whistle-blower arrangements.

The working group intends to provide a final report on this issue to the Board in August 2012.

D. Desired Outcomes.

Ultimately, the working group wants those involved in intercollegiate athletics to believe that upholding the rules is paramount and violators will be dealt with swiftly, judiciously and seriously. Similarly, the working group aims to contribute to the larger effort by university presidents to restore public trust in intercollegiate athletics as an integral part of higher education rather than a stand-alone revenue stream.

The specific outcomes the working group expects from the changes to the violation, process and penalty structures are noted below:

1. Violation structure.

   A new violation structure that appropriately categorizes the severity of infractions and allows for different levels of accountability for institutions and individuals.

2. Process structure.

   a. A much faster mode for processing violations that delivers expediency without compromising process integrity or fairness.

      - Clear metrics for every stage of processing a case.

   b. Clear understanding of what aspects of enforcement and student-athlete reinstatement cases can be more transparent and corresponding transparency where appropriate.

3. Penalty structure.

   a. Strong penalties that are predictable, deter the risk-reward analysis and address any unfair advantage.

   b. Clear definition of institutional control.

      - Rewards/incentives for effective compliance programs.
      - Rewards/incentives for strong institutional action to address wrong-doing.

   c. Rewards/incentives for individuals acknowledging violations.

4. Accountability.

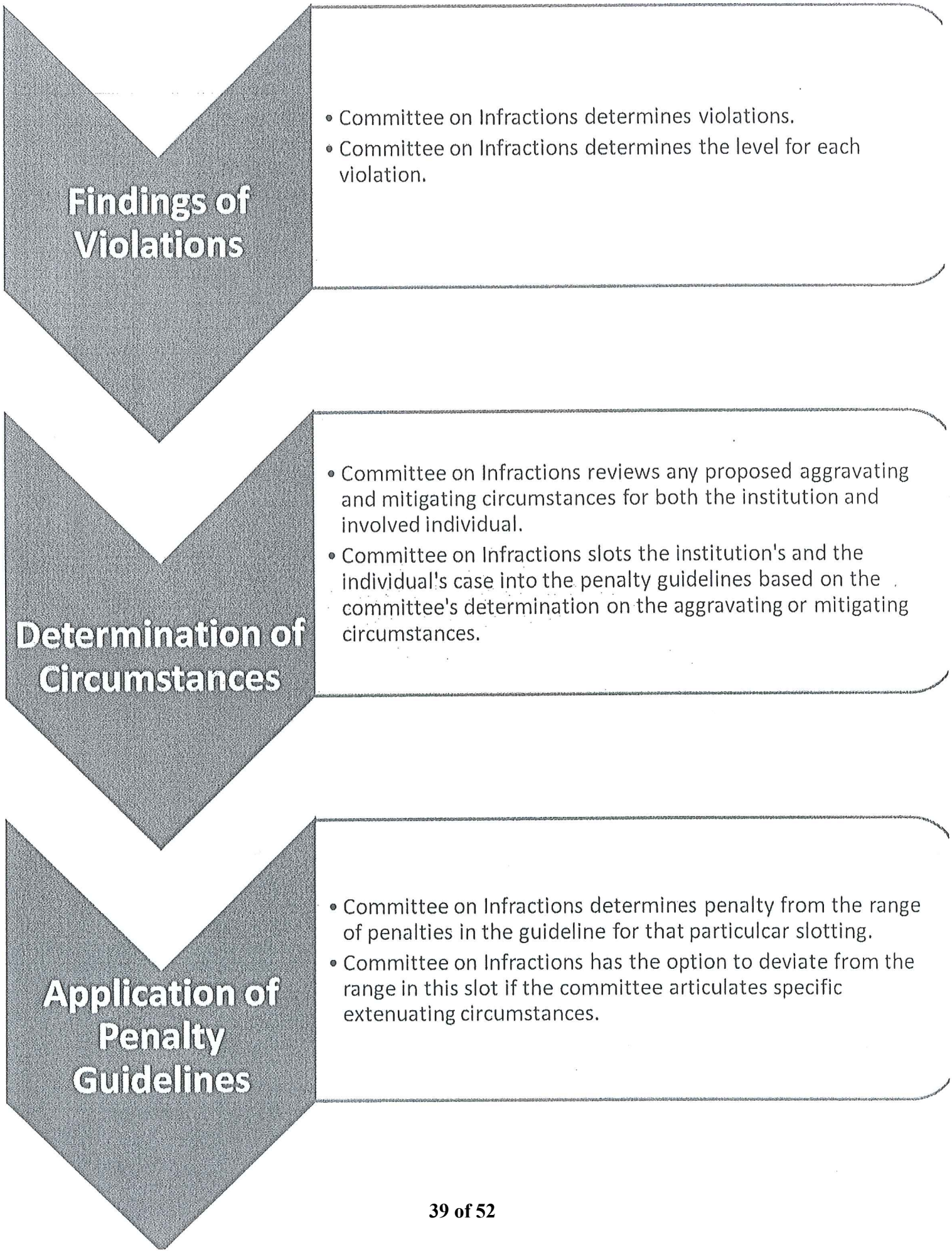
   a. Increased accountability for head coaches.

   b. Public accountability for presidents and directors of athletics.

5. Shared responsibility.

   a. Strengthened support for institutional leadership.

   b. Clear definition of shared responsibility and resulting expectations of individuals, institutions, conferences and the national office staff.


Findings of Violations
• Committee on Infractions determines violations.
• Committee on Infractions determines the level for each violation.
Determination of Circumstances
• Committee on Infractions reviews any proposed aggravating and mitigating circumstances for both the institution and involved individual.
• Committee on Infractions slots the institution's and the individual's case into the penalty guidelines based on the committee's determination on the aggravating or mitigating circumstances.
Application of Penalty Guidelines
• Committee on Infractions determines penalty from the range of penalties in the guideline for that particulcar slotting.
• Committee on Infractions has the option to deviate from the range in this slot if the committee articulates specific extenuating circumstances.

Proposed Penalty Matrix
(WORKING DRAFT)
Version No. 3 (January 30, 2012)

Violation Level I	Violation Level II	Competition Penalties: Postseason Ban *Competition penalties may be used singularly or in combination	
Significant Aggravation		3(+) years	
Aggravation		2 to 3 years	
Standard		1 to 2 years	
Mitigation	Aggravation	0 to 1 year	
Significant Mitigation	Standard	0	
	Mitigation	0	
Violation Level I	**Violation Level II**	**Financial Penalties: Fine (Percent of total budget for sport program)**	**Financial Penalti from sport progra violation**
Significant Aggravation		3 to 5% (+)	Impose this penalty percent of budget fi
Aggravation		2 to 4%	Impose this penalty percent of budget fi
Standard		1 to 3%	
Mitigation	Aggravation	0 to 1%	
Significant Mitigation	Standard	0 to .5%	
	Mitigation	0 to .25%	
Violation Level I	**Violation Level II**	**Scholarship Reductions of Involved Sport(s) Program(s)**	
Significant Aggravation		37.5 to 50% (+)	(Reduction take oppor
Aggravation		25 to 37.5%	
Standard		12.5 to 25%	
Mitigation	Aggravation	0 to 12.5%	
Significant Mitigation	Standard	0 to 5%	
	Mitigation	0 to 2.5%	

Violation Level I	Violation Level II	Show-Cause Order	Restr
Significant Aggravation		10 (+) years	All athletically relate
Aggravation		5 to 10 years	All athletically relate
Standard		2 to 5 years	All athletically relate
Mitigation	Aggravation	1 to 3 years	All athletically relate
Significant Mitigation	Standard	1 to 2 years	All or partial coachir duties (including gan
	Mitigation	0 to 1 year	All or partial coachir duties (including gan
Violation Level I	**Violation Level II**	**Head Coach Restrictions (game suspensions via show cause for 11.1.2.1)**	
Significant Aggravation		60 to 100%	
Aggravation		40 to 75%	
Standard		20 to 50%	
Mitigation	Aggravation	15 to 40%	
Significant Mitigation	Standard	10 to 30%	
	Mitigation	5 to 20%	
Violation Level I	**Violation Level II**	**Recruiting Restrictions**	
Significant Aggravation		37.5 to 50% (+)	
Aggravation		25 to 37.5%	
Standard		12.5 to 25 %	
Mitigation	Aggravation	0 to 12.5%	
Significant Mitigation	Standard	0 to 5%	
	Mitigation	0 to 2.5%	
Violation Level I	**Violation Level II**	**Probation**	
Significant Aggravation		6 to 10 (+) years	
Aggravation		4 to 8 years	
Standard		2 to 6 years	
Mitigation	Aggravation	1 to 4 years	
Significant Mitigation	Standard	0 to 2 years	
	Mitigation	0 to 1 year	
NCAA/01/30/12/CSS:ajw			

Penalty Structure Examples
Version Three

Institution A

Summary of violations: This case involved violations of impermissible benefits and financial aid; ineligible participation; unethical conduct; and lack of institutional control in the softball and men's and women's tennis programs.

Specific violations:

- Ineligible participation and impermissible benefits – softball (Level I).
  - Former head softball coach permitted ineligible student-athlete to compete and receive impermissible expenses and athletically related aid.
- Impermissible benefits – tennis (Level I).
  - Former head tennis coach provided extra benefits and athletically related aid to five student-athletes, provided a recruiting inducement to two student-athletes, and provided 15 student-athletes with other benefits totaling $12,900.
- Unethical conduct – former head softball and tennis coach (Level I).
- Lack of institutional control – tennis and softball (Level I).
- Impermissible financial aid – men's tennis (Level III).
  - Institution over-awarded athletically related equivalency grants by .13 in men's tennis.

New penalty structure classification:

1. Sublevel classification - Level I.

2. Factors for institution.

   a. Aggravating.
      (1) Lack of institutional control.
   b. Mitigating.
      (2) Acknowledged violations prior to hearing.

3. Factors for involved individuals (former head softball and tennis coaches).

   a. Aggravating.
      (1) Unethical conduct.
      (2) Multiple Level I violations by head coaches.

4. New penalty structure conclusion.

   Assume for the sake of argument that there is one aggravating factor and one mitigating factor, which would place this institution in the **Standard** sublevel. For the two coaches, assume that there are no mitigating factors and two aggravating factors resulting in **Aggravation** sublevel.

Institution A: Imposed penalties vs. new penalty structure.

	Competition	Financial	Scholarship	Recruiting	Show Cause	Probation
Imposed Penalties	The institution self-imposed the following: Men's and women's tennis programs suspended from all competition for the spring 2007, fall 2007 and spring 2008 semesters. WSB: Not eligible to participate in 2009 postseason competition.	None.	The institution self-imposed the following: MTE: Total number of grants-in-aid reduced by one for both the 2008-09 and 2009-10 academic years. (22% cut.) WTE: Total number of grants-in-aid was reduced by one for both the 2008-09 and 2009-10 academic years. (12.5% cut.)	None.	4 years for former head tennis coach. 3 years for former head softball coach	4 years. Vacate all wins in which the ineligible softball and tennis student-athletes competed, and vacation of wins must be reflected in public records, etc.
New Penalty Structure (Standard for institution) (Aggravation for former head coaches)	1-2 year postseason ban. (MTE, WTE, WSB)	1-3% of the total budget per sport program. (Assuming WTE has a $1 million budget, this would be a fine of $10,000 to $30,000.)	12.5 to 25% reduction per sport. (Reductions would be greater than what was imposed. So, softball's 12 grants would be reduced by 1.5 to 3 grants for two years; WTE's 8 grants would be reduced by 1 to 2 grants per year for two years; MTE has 4.5 equivalencies and so there would be a reduction of .56 to 1.125 equivalency grants for two years.)	Not applicable.	Show cause of 5-10 years for the former head coaches.	2-6 years. Vacation of wins as noted above.

Institution B

Summary of violations: Violations in the men's basketball program regarding impermissible inducements and benefits involving representatives of the institution's athletics interests. Violations also occurred in the football program regarding academic fraud involving two former graduate assistant football coaches and impermissible inducements to prospective two-year college transfers.

Specific violations:

- Unethical conduct – former football graduate assistant (Level I).
  - Graduate assistant coach committed academic fraud with two junior college prospective student-athletes, which allowed the student-athletes to compete on the football team.
- Impermissible inducements - football (Level I).
  - Football staff provided impermissible assistance to seven prospective student-athletes.

- Impermissible benefits – men's basketball (Level I).
  - o A representative of the institution's athletics interests provided two students-athletes various impermissible benefits totaling more than $5,000, including transportation, gifts, lodging, assistance in purchasing vehicles, cash, meals and other impermissible benefits.
- Multiple secondary violations (Level III).
  - o Impermissible benefits in men's basketball, women's basketball and football.
- Lack of institutional control (Level I).

New Penalty Structure Classification:

1. Sublevel classification - Level I.

2. Factors for institution.

   a. Aggravating.
      (1) Lack of institutional control.

   b. Mitigating.
      (1) Institutional self-report.
      (2) Admission of violation prior to hearing.

3. Factors for involved individuals (former graduate assistant football coach).

   a. Aggravating.
      (1) Unethical conduct.

4. New penalty structure conclusion.

   Assume for the sake of argument that there is one aggravating factor and two mitigating factors, which would place this institution in the **Mitigation** sublevel of the penalty guidelines. There is only one aggravating factor and no mitigating factors for the former graduate assistant coach resulting in the **Aggravation** sublevel.

Institution B: Imposed penalties vs. new penalty structure.

	Competition	Financial	Scholarship	Recruiting	Show Cause	Probation
Imposed Penalties	None.	None.	FB: Reduce initial grants-in-aid in the sport of football by 3 for both 2007-08 and 2008-09 academic years. (limited to 22 each year from 25, a 12% cut). MBB: Shall not award more than 12 grants-in-aid during 2007-08 and 2008-09. (8% cut).	Limited the number of two-year college transfer football student-athletes to 3 for the 2005 and 2006 seasons. Reduced by 8 the number of official paid visits over the period of 2006-07 to 2007-08 academic years. (33% cut).	3-year show cause for former football graduate assistant coach.	3 years. Representative of the institution's athletics interests disassociated for four years.
New Penalty Structure (Mitigation for institution) (Aggravation for former graduate assistant coach)	0-1 year post-season ban for involved sports (MFB, MBB).	0-1% total budget. (Assuming FB has a $15 million budget, this would be a fine of $0 to $150,000. Assuming MBB has a budget of $5 million, this would be a fine of $0 to $50,000.)	0-12.5% scholarship reductions. (FB's 85 grants would be cut by 0 to 11 per year. MBB's 13 grants would be reduced by 0 to 2 per year.)	0-12.5% reduction in all recruiting activity. (This would apply to both football and men's basketball.)	5-10 years to graduate assistant FB coach.	1-4 years probation. Disassociation of representative as above.

Institution C

Summary of violations: Exceeding coaching staff limitations; playing and practice season violations; unethical conduct involving a former graduate assistant coach; failure to monitor.

Specific violations:

- Exceeding coaching staff limitations - football (Level II).
  - Program exceeded the permissible limit on the number of coaches by five when five quality control staff members engaged in on- and off-field coaching activities.
- Playing and practice season violations - football (Level II).
  - Football staff members monitored and conducted voluntary summer workouts, conducted impermissible activities outside of the playing season, required student-athletes to participate in summer conditioning activities for disciplinary purposes, and exceeded time limited for countable athletically related activities.
- Unethical conduct – former football graduate assistant (Level II).
  - Former graduate assistant failed to deport himself in accordance with the recognized standards of honesty and sportsmanship when he provided false information to the institution and enforcement staff.

- Failure to monitor - football (Level II).
  - Head coach and athletics department failed to monitor the duties of the quality control staff, the former graduate assistant coach and the limits for athletically related activities.

New Penalty Structure Classification:

1. Sublevel classification - Level II.

2. Factors.

   a. Aggravating.
      (1) Failure to monitor.
      (2) Unethical conduct.

   b. Mitigating.
      (1) Self-detection and self-disclosure of the violation.
      (2) Met institutional control standards.

3. Factors for involved individuals (former graduate assistant football coach).

   a. Aggravating.
      (1) Unethical conduct.

4. New penalty structure conclusion.

   Assume for the sake of argument that two aggravating factors and two mitigating factors would place this institution in the **Standard** sublevel of the penalty guidelines. There is only one aggravating factor and no mitigating factors for the former graduate assistant football coach, resulting in the **Aggravation** sublevel.

Institution C: Imposed penalties vs. new penalty structure.

	Competition	Financial	Scholarship	Recruiting	Show Cause	Probation
Imposed Penalties	Decrease in FB CARA by 130 hours beginning in June 2010 and ending no later than the conclusion of the 2011-12 year.	None.	None..	None.	None.	3 years.
New Penalty Structure (Standard for institution) (Aggravation for former graduate assistant coach)	0 years postseason ban.	0-.5% total budget. (Assuming FB has a $15.million budget, this would be a fine of $0 to $75,000.)	0-5% scholarship reductions. (FB's 85 grants would be cut by 0 to 4 per year.)	0-5% reduction in all recruiting activity. (This would apply to football.)	1-4 years to FB graduate assistant coach.	0-2 years.

Institution D

Summary of violations: Impermissible benefits; impermissible inducements; impermissible financial assistance to prospective student-athletes; failing to follow procedures for reporting banned drug use; impermissible tryout; impermissible contact; unethical conduct by the former head coach and three former assistant coaches; academic fraud; lack of institutional control.

Specific violations:

- Extra benefits– men's basketball (Level I).
  - Head coach (with some assistance from an assistant coach) provided $20,000 in extra benefits to one student-athlete. Also, head coach (with some assistance from an assistant coach) provided $10,000 in extra benefits to a second student-athlete.
- Recruiting inducements – men's basketball (Level I).
  - Head coach (with assistance from some assistant coaches) provided recruiting inducements to three prospective student-athletes (PSAs):
    - PSA No. 1 - $275.
    - PSA No. 2 - $2,100.
    - PSA No. 3 - $900.
  - Head coach donated $28,000, and secured another $87,000 in booster donations, to elite AAU basketball teams.
- Impermissible tryouts - men's basketball (Level II).
- Failure to follow banned drug procedures - men's basketball (Level I).
- Miscellaneous extra benefits - men's basketball (Level I).
- Miscellaneous recruiting inducements - men's basketball (Level I).
- Impermissible booster contact with PSA - men's basketball (Level I).
- Academic fraud in football - (Level I).
  - Tutor wrote papers for three football student-athletes.
- Unethical conduct - head coach - men's basketball (Level I).
  - Knowing involvement in serious violations. Asking a student-athlete and his mother to lie for him. Forging bank records and documents related to the mother and impersonating the student-athlete's father in an attempt to cover up. Asking other student-athletes and coaches to lie and suggest dead student-athlete was drug dealer with rolls of money. Lying to the institution and enforcement staff.
- Unethical conduct - assistant coaches - men's basketball (Level I).
- Lack of institutional control.
  - Failure to detect violations and head coach failed to create and maintain an atmosphere of compliance.

New penalty structure classification:

1. Sublevel classification - Level I.

2. Factors for institution.

   a. Aggravating.
      (1) Multiple level I violations.
      (2) Failure to monitor.
      (3) Repeat-violator status.
      (4) Persons of authority have demonstrated negligent disregard for the violations.
      (5) Academic fraud.

   b. Mitigating.
      (1) Institutional self-report.
      (2) Admission of violations prior to hearing.

3. Factors for involved individuals (former head and graduate assistant football coaches).

   a. Aggravating.
      (1) Unethical conduct.
      (2) Multiple Level I violations.

4. New penalty structure conclusion.

   Assume for the sake of argument that five aggravating factors and two mitigating factors would place this institution in the **Significant Aggravation** sublevel of the penalty guidelines. There are two aggravating factors and no mitigating factors for the former head football coach resulting in the **Significant Aggravation** sublevel.

Institution D: Imposed penalties vs. new penalty structure.

	Competition	Financial	Scholarship	Recruiting	Show Cause	Probation
Imposed Penalties	1 year – Postseason ban. 1 year – Schedule limited to conference games only. Granted transfer releases to all SAs on MBB team.	Forfeiture of share of revenue from the 2003-04 Big 12 tournament equaling $212, 500. (Assuming MBB has a budget of $5 million, this would be 4.25% of budget.)	13 to 9 for 2004-05 (30% reduction). 13 to 12 for 2005-06 (8% reduction).	Reduce expense paid visits from 12 to 8 in 2004-05 (33% cut) and 12 to 9 during both 2005-06 (25% cut) and 2006-07 (25% cut) recruiting years. Contact days reduced by five for each contact period from Sept. 2004 to April 2006. Reduce number of MBB coaches allowed to recruit off campus from three to two for the 2004-05 and 2005-06 seasons (33% cut).	10 year – Head coach. 8 year – Assistant coach. 5 year – Assistant coach. 5 year – Assistant coach.	5 years.
New Penalty Structure (Significant aggravation for institution) (Significant Aggravation for institutional staff)	3+ years postseason ban. 0-100% full-season ban for MBB (Optional penalty, not core.)	3-5% of the total budget per sport program. (Assuming MBB has a $5 million budget, this would be a fine of $150,000 to $250,000.)	37.5 to 50(+) % reduction per sport. In other words, a reduction from13 grants to 5-7+ grants.	37.5-50(+) % reduction in all MBB recruiting activity.	Show-cause of 10+ years on each involved institutional staff member.	6-10 + years probation.

2004-102 PERSONNEL -- CONDUCT OF ATHLETICS PERSONNEL -- RESPONSIBILITY OF HEAD COACH

Status: Adopted – Final.

Intent: To define the responsibilities of a head coach with regard to compliance with NCAA rules.

Bylaws: Amend 11.1.2 by adding new 11.1.2.1, as follows:

"11.1.2 Responsibility for Violations of NCAA Regulations. Institutional staff members found in violation of NCAA regulations shall be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures, whether such violations occurred at the certifying institution or during the individual's previous employment at another member institution.

"**11.1.2.1 Responsibility of Head Coach. It shall be the responsibility of an institution's head coach to promote an atmosphere for compliance within the program supervised by the coach and to monitor the activities regarding compliance of all assistant coaches and other administrators involved with the program who report directly or indirectly to the coach.**"

Source: NCAA Division I Board of Directors [Management Council (Committee on Infractions)].

Effective Date: Immediate.

Proposal Category: Amendment.

Topical Area: Personnel.

Rationale: The head coach has an obligation to promote a culture of compliance among the entire team, including assistant coaches, other staff and student-athletes. The head coach must monitor the activities of assistant coaches and staff to determine if they are acting in compliance with NCAA rules. Too often, when assistant coaches or other administrators involved with the program are involved in serious violations, head coaches profess ignorance regarding such violations while indicating such responsibilities were entrusted to their assistants. A head coach should be presumed to have knowledge and, therefore, responsibility for the actions of those individuals associated with his or her team whom the coach directly or indirectly supervises. However, a violation of the proposed bylaw will occur only in major-infractions cases, similar to institutional control allegations, or in very serious secondary cases. This proposal does not imply that every violation by a staff member or student-athlete involved in the head coach's program will be considered a lack of control on the part of the head coach. There is a rebuttable presumption that exists when situations indicate that the head coach has set a proper tone of compliance. Under such circumstances, the head coach would not be charged with a lack of control for activities that may result in NCAA rules violations.

Estimated Budget Impact: None.

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

History

Mar 08, 2004: Submit; Submitted for consideration.

Apr 19, 2004: Mgmt Council 1st Review, Approved

Jan 09, 2005: Mgmt Council 1st Review; Gave initial approval and circulated the proposal for membership comment. (Unanimous Voice Vote)

Jan 11, 2005: Comment Period; Start of Comment Period

Mar 14, 2005: Comment Period; End of Comment Period; (Official Comment Totals: Support = 37, Oppose = 2, Abstain = 0)

Apr 11, 2005: Mgmt Council 2nd Review; Gave final approval and forwarded the proposal to the Board for approval. (Unanimous Voice Vote)

Apr 28, 2005: Adopted, Pending Possible Board Review, Adopted; Adopted the proposal. (Unanimous Voice Vote)

Apr 28, 2005: Adopted, Override Period; Start of Override Period

Jun 23, 2005: Adopted, Override Period; End of Override Period

Jun 23, 2005: Adopted; Adopted - Final

References

Legislative References		
Div.	Number	Title
I	11.1.2	Responsibility for Violations of NCAA Regulations.
I	11.1.2.1	Responsibility of Head Coach.

Other
Proposals: 0
Interpretations: 0
Educational Column: 0
Legislative Relief Waivers: 0

NCAA Division I Institutional Performance Program (IPP)

Background

April 2011

- NCAA Division I Board of Directors charge:
  - New program should focus on the student-athlete experience and be simplified, streamlined and technology-driven.
- Board adopted emergency legislation to suspend athletics certification activities, effective immediately.
  - All active Division I institutions expected to continue to make progress on any plans for improvement during most recently completed self-study process.

Timeline

2012-13
- Solicit membership input on concepts, possible accountability measures and use of a pilot group of voluntary institutions.

Jan. 2013
- Recommend Board approve legislation that provides basic framework, purpose of new program & required data collection.

2013
- Spring: Continued membership feedback.
- Fall: Data collection for academics, gender & diversity.

Aug. 2014
- Data available for the membership to review.

Timeline

2014-15
- Data collection for fiscal & SA experience.
- Begin discussions about possible benchmarks.

2015-16
- Finalize decisions regarding benchmarks. If determined to be appropriate, legislation could be put forward for consideration.

2016-17
- Possible benchmark requirements implemented.

New Approach

- The new program will function not as an accreditation process but instead serve as an ongoing review on the health of an athletics program.
- It will allow for consistency in analyzing data and evaluations among different institutions.
- It will provide a better and more contemporary tool to assess athletics programs and then make changes to improve the student-athlete experience.
- Institutions will no longer be required to produce a self-study report.
- Committee will not render a certification decision.

Key Recommendations

- Required electronic sign-off by chancellor/president and director of athletics, possibly on an annual basis.
- Eliminate traditional evaluation visit and replace with an issue-focused, "peer expert" review when necessary.
- Develop accountability spectrum with possible corrective actions tied to data and/or outcomes.
- Develop NCAA Division I report card to be shared annually with membership and public.

Focus Areas

Academics

- Analyze & review data currently available
- Admissions profiles
- Student-athlete progress
- Graduation / outcomes
- Academic support services

Fiscal

- Analyze financial information currently provided as part of NCAA financial dashboards
- Review fiscal management & practices
- Analyze trends & ranges

SA Experience

- Centerpiece of new program
- Will focus on primary areas for review and analysis
- Discussion about possible student-athlete survey

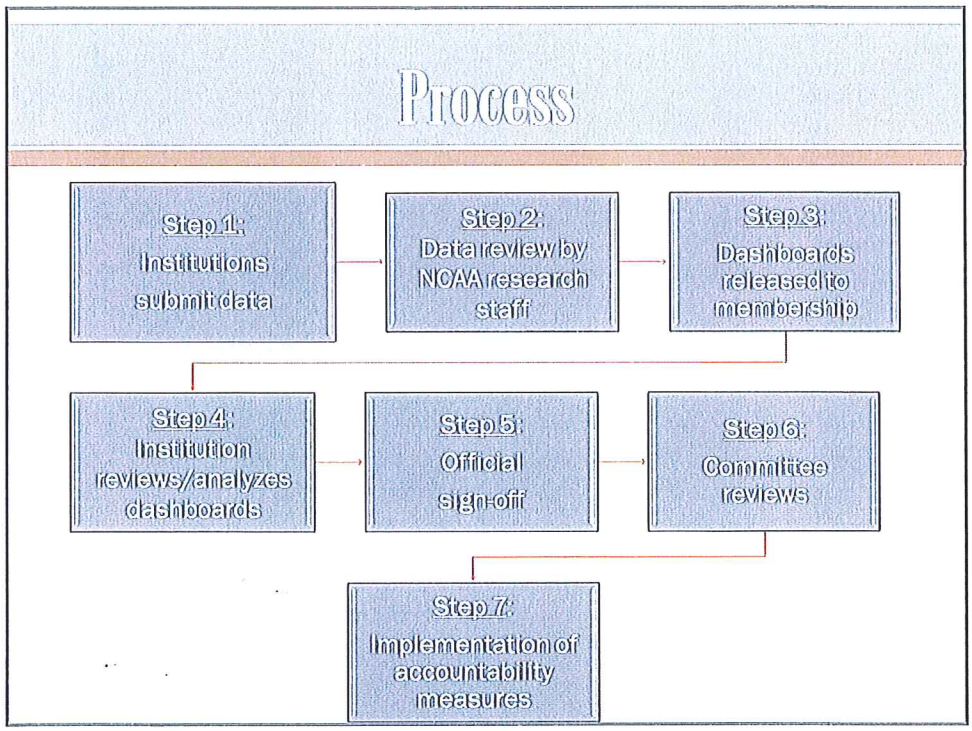
Focus Areas

Gender

- Analyze and review data currently provided (e.g., NCAA financial reports)
- Provide data on student-athlete participation, athletics scholarships, resources and student-athlete treatment

Diversity

- Provide data for racial and ethnic minorities in the area of governance
- Provide data for racial and ethnic minority LGBT, disabled and international student-athletes
- Provide retention and hiring data for racial and ethnic minority coaches and athletics department staff



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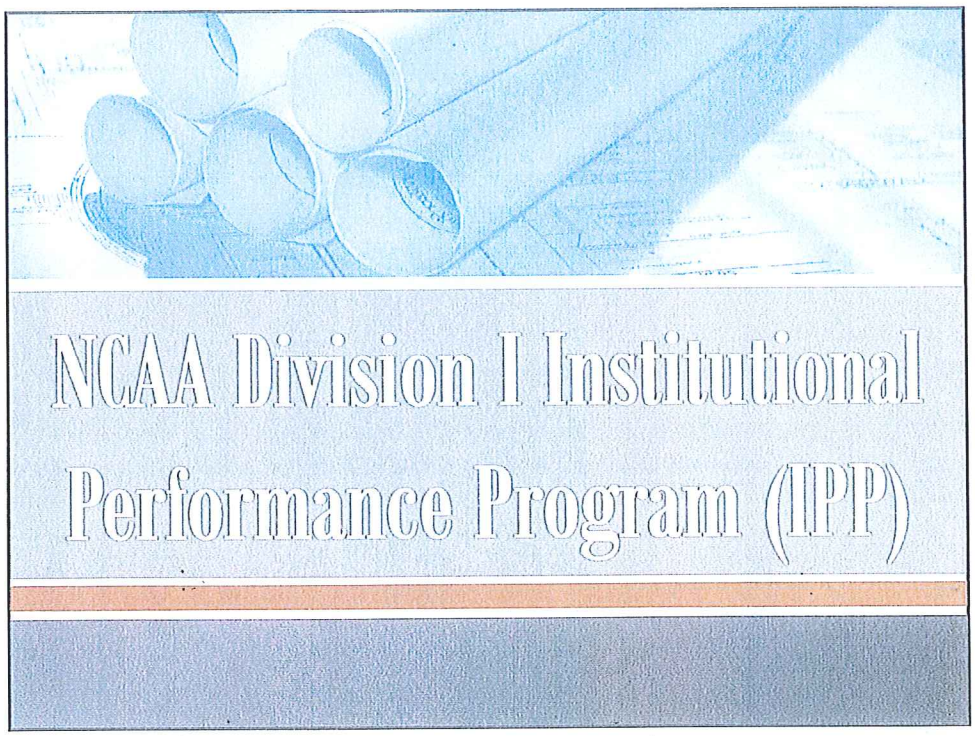
NCAA Division I Institutional
Performance Program (IPP)

ACADEMICS
CONSENT PACKAGE

The academic area of the NCAA Division Institutional Performance Program (IPP) will consist of four dashboards with a number of indicators associated with each dashboard. Additionally, the academic area will include a summary overview of top level information and comparisons [e.g., Institutional NCAA Division I Academic Progress Rate (APR), Federal Graduation Rates and Graduation Success Rate (GSR)]. The summary page will be the beginning of the tiered approach to benchmarks. The other dashboards will fall below this high level review and will include:

1. Admissions profiles;
2. Student-athlete progress;
3. Graduation/Outcomes; and
4. Academic support.

Each indicator within these dashboards will include the following metrics:

1. Institutional averages or totals;
2. Men's sports averages or totals;
3. Women's sports averages or totals; and
4. Team specific averages or totals.

Each of the indicators will be compared to the following groups:

1. National;
2. Subdivision;
3. Conference; and
4. Institution defined comparison groups.

Each dashboard except the academic support will have at least one benchmark to which institutions will be held.

Dashboards and Indicators

1. Admissions Profiles.

a. Average core course grade-point average of all incoming student-athletes.

- Already collected annually by the NCAA through the NCAA Eligibility Center.

  (1) This will assist institutions in comparing the incoming student-athletes profile's to like institutions as well as the general student-body.

  (2) Ensure that incoming student-athletes have the same likelihood of graduating as their peers.

b. Average college entrance test score (i.e., ACT or SAT) of all incoming student-athletes.

- Already collected annually by the NCAA through the NCAA Eligibility Center.

  (1) This will assist institutions in comparing the incoming student-athletes profile's to like institutions as well as the general student-body.

  (2) Ensure that incoming student-athletes have the same likelihood of graduating as their peers.

c. Number of at risk student-athletes enrolled annually as defined by the NCAA initial-eligibility legislation (i.e., new initial-eligibility standards effective August 2015).

- Already collected annually by the NCAA through the NCAA Eligibility Center.

  (1) Confirm institutions are admitting student-athletes consistently across sports.

  (2) Assist institutions in assuring they can accommodate the level of risk entering the institution.

d. Number of incoming 2-4 transfer student-athletes.

- Already collected annually by the NCAA through the NCAA Division I Academic Performance Program (APP) Data Collection Portal.

  - Confirm institutions are admitting student-athletes consistently across sports.

  - Assist institutions in assuring they can accommodate the level of risk entering the institution.

e. Number of incoming 4-4 transfer student-athletes.

- Already collected annually by the NCAA through the APP Data Collection Portal.

  (1) Confirm institutions are admitting student-athletes consistently across sports.

  (2) Assist institutions in assuring they can accommodate the level of risk entering the institution.

- **Student-Athlete Progress.**

a. Average term grade-point average including summer term for each team.

(1) Academic year terms already collected annually by the NCAA through the APP Data Collection Portal.

(2) Institutions can report summer school data but it is not currently required.

(a) Confirm satisfactory academic performance and not just eligibility.

(b) Confirm continual progress toward graduation.

b. Average cumulative grade-point average each term including summer term for each team.

(1) Academic year terms already collected annually by the NCAA through the APP Data Collection Portal.

(2) Institutions can report summer school data but it is not currently required.

(a) Assist institutions in determining satisfactory academic performance and not just eligibility.

(b) Confirm continual progress toward graduation.

c. Number of credits attempted and earned per term.

- Already collected annually by the NCAA through the APP Data Collection Portal.

(1) Assist institutions in determining satisfactory academic performance and not just eligibility.

(2) Confirm continual progress toward graduation.

d. Number of credits attempted and earned per year.

- Already collected annually by the NCAA through the APP Data Collection Portal.

(1) Assist institutions in determining satisfactory academic performance, not just eligibility.

(2) Confirm continual progress toward graduation.

e. Proportion of student-athletes eligible to compete per term.

- Already collected annually by the NCAA through the APP Data Collection Portal.

  - Confirm that student-athletes are consistently remaining eligible and progressing toward graduation.

f. Graduation/Outcomes.

- Single year and Multiyear NCAA Division I Academic Progress Rate (APR).

  - Already collected annually by the NCAA through the APP Data Collection Portal.

(1) Assist institutions in identifying trends in specific sports over time.

(2) Assist institutions in comparing institutional and team APRs to other institutions.

- Assist institutions in identifying issues before teams are subject to APP penalties.

b. Federal Graduation Rate.

- Already collected annually by the NCAA through the GSR Data Collection Portal.

  - Assist institutions in comparing student-athletes graduation rates to the full student body.

c. GSR.

- Already collected annually by the NCAA through the GSR Data Collection Portal.

  (1) Assist institutions in comparing graduation rates to other institutions on the institutional and team by team level.

  (2) Assist institutions in comparing teams' graduation statistics within their own athletics departments.

  (3) Number of graduates in the last four/five years.

- Already collected annually by the NCAA through the APP Data Collection Portal.

  (1) Assist institutions in determining more "real time" graduation rates.

  (2) Assist institutions in comparing current graduation statistics to other institutions on the institutional and team by team level.

  (3) Assist institutions in comparing teams' graduation statistics within their own athletics departments.

d. Longitudinal progress toward graduation.

(1) This indicator will track each scholarship student-athlete's progression at the institution.

(2) Already collected annually by the NCAA through the APP Data Collection Portal.

(a) Each student-athlete will show incoming eligibility status, eligibility per term and outcome (e.g., graduated left eligible, left ineligible, etc.,).

(b) Provides institutions with a "snap shot" of each student-athlete's academic career at the institution.

(c) Assists institutions in determining what common issues, if any, exist within the athletics department or within specific teams at the institution.

4. Academic Support.

The area of academic support will be included as a dashboard. However, the subcommittee is currently discussing what elements should be included in the dashboard as indicators. The subcommittee is soliciting feedback from a number of outside groups to help determine the most important elements for student-athlete success in this area.

NCAA Division I Institutional Performance Program
Academic Support
-Discussion Document-

Introduction

During its April 2011 meeting, the NCAA Division I Board of Directors approved the suspension of the NCAA Division I athletics certification program in order to develop a streamlined and technology-driven program that focuses on the student-athlete experience.

Over the last year, the NCAA Division I Committee on Athletics Certification and the NCAA staff have collected information from the membership concerning the most important areas to include within the new program. The committee and staff have also reached out to associations and groups that have expertise in specific areas and asked for assistance in creating the most helpful program for the NCAA Division I membership.

Academic Support

Feedback from the membership has reiterated to the committee the importance of academic support services as they relate to a student-athlete's academic success. The committee is committed to including the area of academic support as part of the new program and is currently considering a number of approaches to ensure the most appropriate and beneficial review is conducted. The committee has discovered some concerns and questions as it has continued to discuss the area of academic support. Some concerns and questions for which the committee is seeking feedback include:

1. There are many different types of structures for providing academic support throughout the Division I membership.

2. There are no uniform titles of academic support personnel; therefore, national or more local comparisons are difficult to make.

3. How does the committee create a system that can quantify the most important areas within academic support to produce effective and appropriate comparisons?

4. Is there a set of specific areas of academic support that can be shown to help student-athletes achieve graduation more than others?

5. Are there certain areas of academic support that all Division I institutions should have for student-athletes regardless of size, budget or mission?

6. Are the areas of academic support that were previously reviewed as part of the previous athletics certification process still appropriate and beneficial and if so, how can they be quantified?

The previous athletics certification process required each institution to evaluate its academic support services in the following areas at least every three years:

1. Academic counseling/advising;
2. Tutoring;
3. Academic progress monitoring and reporting;
4. Assistance for special academic needs;
5. Assistance for at-risk student-athletes;
6. Academic support facilities;
7. Academic evaluation of prospective student-athletes;
8. Student-athlete degree selection;
9. Learning assessments;
10. Success skills;
11. Study hall;
12. First year/transfer orientation;
13. Mentoring; and
14. Posteligibility programs.

The committee has been using this list as a starting point for discussions on how to incorporate academic support services into the new program in the most effective and appropriate manner while keeping in mind the Board of Directors' charge to create a streamlined and technology-driven program.

Two options have developed through the review of this area. The options are being presented to this group with the expectation that valuable feedback can be gathered that will assist the committee in creating the most effective and appropriate program. The committee is also interested in any other options that may not be included in this document.

Option One

The area of academic support will be included as its own dashboard within academics. This dashboard will accompany the other three dashboards (i.e., admissions profiles, student-athlete progress and graduation/outcomes) and will consist of four to five indicators. These indicators would be the most relevant and measurable, areas within academic support.

Points to Consider/Questions

1. What are the most relevant and measurable areas of academic support?

2. Not all institutions will have all areas of academic support that are included as indicators.

3. This approach will ensure all institutions are reviewing academic support areas on a regular basis.

4. There are many different academic support structures with different titles and programs which may cause considerable obstacles in collecting usable data.

5. Is there a set of academic support programs that should be implemented by all Division I institutions or should each institution tailor its support based on its own circumstances?

Option Two

Academic support will be included in academics as a corrective action instead of a stand-alone dashboard within academics. If an institution falls below defined benchmarks within the dashboards, a corrective action would include a review of the institution's academic support services.

Points to Consider/Questions

1. This review could be done internally or by an outside entity (e.g., conference office, N4A) in conjunction with the staff.

2. The review could be done by an expert team made up of individuals from like institutions (e.g., similar missions, similar budgets etc.).

3. Not all institutions would be required to review academic support areas on a regular basis.

4. There would be no need to collect data or make comparisons on a national, or more local level.

5. This option provides a review of academic support that is tailored to each institution that is in need of improvement in the area of academics.

These options have been developed as the committee continues its review of the area of academics. The committee is seeking constructive feedback on these options as well as other possible options as it continues to create this new program.