A G E N D A

National Collegiate Athletic Association

Division I Academic Cabinet

Hyatt Regency Hotel
Indianapolis, Indiana

June 27-28, 2011

Pre-Meeting Teleconference.

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

2. Review the February 2011 report of the NCAA Division I Academic Cabinet. [Supplement No. 2] (Carolyn Callahan)

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 Communications and Coordination Committee update. [Supplement No. 4] (Alex Smith)

   c. Division I cabinets/councils updates. [Supplement No. 5] (Smith)

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

4. Review of legislation and interpretations. (Smith)

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

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

      (1) Nontraditional courses and full-time enrollment.

      (2) Nontraditional courses and progress toward degree.

c. Update on legislation reviewed by the Academic Cabinet in the 2010-11 legislative cycle. [Supplement No. 9]

(1) Football fall term academic requirements for future competition.

(2) Men's basketball summer academic preparation and acclimatization.

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

5. Updates from committees reporting to the Academic Cabinet.

a. NCAA International Student Records Committee. [Supplement No. 11] (Steve Clar and Doug Healey)

b. NCAA Student Records Review Committee. [Supplement No. 12] (Clar)

6. Academic waivers.

a. Initial eligibility.

- Update on initial-eligibility waiver and prospective student-athlete review statistics and processes. [Supplement No. 13 and Attachment] (Clar)

b. Progress toward degree.

- Update on progress-toward-degree waiver statistics and processes. [Supplement No. 14] (Katy Yurk)

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

a. NCAA Division I Academic Cabinet Policies and Operating Procedures. [Supplement No. 15-a]

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

c. NCAA Division I Initial-Eligibility Waivers Committee. [Supplement No. 15-c]

Anticipated Action Item:

- Approve updated policies and procedures for the cabinet.

8. Review articles of interest. [Supplement No. 16] (Smith)

In-Person Meeting.

9. Welcome and announcements.

10. Teleconference follow-up, if necessary.

11. NCAA Division I Academic Progress Rate (APR) update.

    a. Update on annual NCAA Division I Academic Progress Rate (APR) penalty and public recognition press release/Head Coaches' APR. [Supplement No. 17] (Strawley)

    b. Review of APR trend data. [Supplement No. 18] (Tom Paskus)

12. NCAA Division I Committee on Academic Performance update. [Supplement No. 19] (Diane Dickman)

13. Legal counsel update. (Scott Bearby and Naima Stevenson)

14. Review of two-year transfer standards. (Strawley)

    a. Review amended two-year college transfer eligibility model proposed by Academic Cabinet during February meeting and requests for feedback. [Supplement No. 20]

    b. Review and discuss feedback regarding amended two-year college transfer eligibility model.

        (1) Feedback received. [Supplement No. 21]

(2) Potential issue to be resolved. [Supplement No. 22]

c. Discuss potential legislative framework. [Supplement No. 23]

15. Continued discussions regarding initial-eligibility standards. [Supplement No. 24] (Strawley and Paskus)

a. Data related to initial eligibility.

b. Concept discussion.

Anticipated Action Items:

- Final vote to sponsor legislation for the 2011-12 legislative cycle regarding two-year transfer standards.
- Agreement of initial-eligibility standards concepts to be forwarded for Division I Board of Directors input.

16. Update of Academic Fraud Project Team. (Strawley)

17. Initial eligibility policies and procedures.

a. Continued review of potential updates to the initial-eligibility waiver directive. [Supplement No. 25] (Stephanie Castera, Clar and Bill Regan)

Anticipated Action Item:

- Approve initial-eligibility waiver directive.

b. Six-semester transcript proposal. [Supplement No. 26] (Susan Peal and Scott Johnson)

Anticipated Action Item:

- Discussion of possible action on six-semester transcript.

18. Review initial-eligibility process and efficiencies. [Supplement No. 27] (John Shukie)

19. Update on United States Department of Education elimination of Title IV Safe Harbors and potential impact on academic incentive compensation of athletics personnel. [Supplement No. 28] (Smith and Stevenson)

20. Discussion of high school all-star game limits. [Supplement No. 29] (Smith)

21. Selection of Academic Cabinet chair and Administrative Committee members. [Supplement No. 30] (Callahan)

Anticipated Action Item:

- Approval of Academic Cabinet Chair.
- Approval of Administrative Committee members.

22. Updates on communications and outreach. [Supplement No. 31]

23. Review dates of future Academic Cabinet meetings.

    a. September 12-13, 2011; Indianapolis.

        - September 11 Travel anytime.
        - September 12 Meeting from 8 a.m. to 5 p.m.
        - September 13 Meeting from 8 to 12 p.m.
          Return travel after 2 p.m.

    b. February 6-7, 2012; Dallas, Texas.

        - Please notify staff liaisons if you plan to travel Sunday, February 5. Meeting time has been arranged to allow for members to fly in Monday morning.

- February 6 — Morning travel to Dallas. Meeting from 2 to 9 p.m.
- February 7 — Meeting from 8 a.m. to 2 p.m. Return travel after 4 p.m.

24. Other business.

25. Adjournment.

NCAA Division I Academic Cabinet
June 27-28, 2011, Meeting Schedule
Hyatt Regency Indianapolis
Indianapolis, Indiana

Sunday, June 26	Monday, June 27	Tuesday, June 28
Travel Only	**Breakfast** 7:30 to 8 a.m. *Studio Lounge* *(Third Floor Atrium)*	**Breakfast** 7:30 to 8 a.m. *Studio Lounge* *(Third Floor Atrium)*
	Academic Cabinet Meeting 8 a.m. to Noon *Regency AB* *(Second Floor)*	**Academic Cabinet Meeting** 8 a.m. to 12:30 p.m. *Regency AB* *(Second Floor)*
	Lunch Noon to 1 p.m. *Studio Lounge* *(Third Floor Atrium)*	**Lunch** 12:30 to 1:30 p.m. *Studio Lounge* *(Third Floor Atrium)*
	Academic Cabinet Meeting 1 to 5:30 p.m. *Regency AB* *(Second Floor)*	(Return travel after 2 p.m.)
	Dinner 5:30 p.m. *Network* *(Second Floor)*	

NCAA Division I Academic Cabinet Roster

SUPPLEMENT NO. 1

MAILING ADDRESS	PHONE/FAX/E-MAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Tom Adair Faculty Athletics Representative Texas A&M University, College Station Department of Physics MS 4242 College Station, Texas 77843-4242	Phone: 979/847-9451 Fax: 979/845-2590 E-mail: tadair@tamu.edu **Assistant: Minnette Bilbo** **Phone: 979/847-9451** E-mail: Bilbo@physics.tamu.edu	Big 12 Conference FBS	July 2014
John Bruno Faculty Athletics Representative The Ohio State University 57 Psychology Building Columbus, Ohio 43210	Phone: 614/292-1770 Fax: 614/688-4733 E-mail: bruno.1@osu.edu **Assistant: Tatiana Tramel** **Phone: 614/292-6512** E-mail: tramel.2@osu.edu	Big Ten Conference FBS	July 2014
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 Hearne** **Phone: 307/766-2292** E-mail: kdhearne@uwyo.edu	Mountain West Conference FBS	July 2014
Carolyn Callahan, chair Faculty Athletics Representative University of Virginia Curry School of Education 405 Emmet Street South Charlottesville, Virginia 22903	Phone: 434/924-0791 Fax: 434/924-1384 E-mail: cmc@virginia.edu **Assistant: Lisa Miller** **Phone: 434/982-2849** E-mail: lam3v@virginia.edu	Atlantic Coast Conference FBS	July 2014
Kim Capriotti Faculty Athletics Representative Jacksonville University 2800 University Boulevard North Jacksonville, Florida 32211-3394	Phone: 904/256-7443 Fax: 904/256-7467 E-mail: kcaprio@ju.edu **Assistant:** **Phone:** E-mail:	Atlantic Sun Conference FCS	July 2011
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Barbara Church Senior Associate Director of Athletics Metro Atlantic Athletic Conference 712 Amboy Avenue Edison, New Jersey 08837-3554	Phone: 732/738-5455 Fax: 732/738-8310 E-mail: bchurch@maac.org **Assistant:** **Phone:** E-mail:	Metro Atlantic Athletic Conference Division I	July 2012
J. Patrick Dobel Faculty Athletic Representative Evans School of Public Affairs University of Washington Box 353055 Seattle, Washington 98109	Phone: 206/616-1680 Fax: 206/685-9044 E-mail: pdobel@u.washington.edu **Assistant:** **Phone:** E-mail:	Pacific-10 Conference FBS	July 2014
David Dosser Faculty Athletics Representative East Carolina University 349 Ward Sports Medicine Building, Ficklen Drive Greenville, North Carolina 27858	Phone: 252/916-6634 Fax: 252-737-1278 E-mail: dosserd@ecu.edu **Assistant:** **Phone:** E-mail:	Conference USA FBS	July 2014

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Loretta Lamar Associate Director of Athletics/SWA U.S. Naval Academy 566 Brownson Road Annapolis, Maryland 21402-5000	Phone: 410/293-8936 Fax: 410/293-8959 E-mail: lamar@usna.edu **Assistant:** **Phone:** E-mail:	Patriot League FBS	July 2012
Jackie Mynarski Senior Compliance Administrator Mid-American Conference 24 Public Square, 15th Floor Cleveland, Ohio 44113	Phone: 216/566-4622 Fax: 216/696-2633 E-mail: jmynarski@mac-sports.com **Assistant:** **Phone:** E-mail:	Mid-American Conference FBS	July 2014
Mary Newton Faculty Athletics Representative Jacksonville State University 304 Brewer Hall, 700 Pelham Road North Jacksonville, Alabama 36265-1602	Phone: 256/782-5337 Fax: 256/782-5168 E-mail: mnewton@jsu.edu **Assistant:** **Phone:** E-mail:	Ohio Valley Conference FCS	July 2011
Annette O'Connor Faculty Athletics Representative LaSalle University 1900 West Olney Avenue Philadelphia, Pennsylvania 19141-1199	Phone: 215/951-1247 Fax: 215/951-1772 E-mail: oconnor@lasalle.edu **Assistant:** **Phone:** E-mail:	Atlantic 10 Conference Division I	July 2012
Cinnamon Sheffield Associate Athletic Director University of North Texas 1155 Union Circle #311397 Denton, Texas 76203	Phone: 940/565-3385 Fax: 940/565-3655 E-mail: cinnamon.sheffield@unt.edu **Assistant: Becky Hall** **Phone: 940/565-2789** E-mail: becky.hall@unt.edu	Sun Belt Conference FBS	July 2014

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David Williams II Director of Athletics Vanderbilt University 305 Kirkland Hall Nashville, Tennessee 37240	Phone: 615/322-8331 Fax: 615/322-3930 E-mail: david.williams@vanderbilt.edu **Assistant: Jo Ann Patterson** **Phone: 615/322-8331** E-mail: joann.patterson@vanderbilt.edu	Southeastern Conference FBS	July 2014
Elaine Wise Faculty Athletics Representative University of Louisville Humanities Building 303 Belknap Campus 2301 South 3rd Street Louisville, Kentucky 40208	Phone: 502/852-7149 Fax: 502/852-0078 E-mail: elaine.wise@louisville.edu **Assistant: Cindy Saling** **Phone: 502/852-6811** E-mail: cindy.saling@louisville.edu	Big East Conference FBS	July 2014
Anne Woodrick Faculty Athletics Representative University of Northern Iowa 1227 West 27th Street, Baker Hall 356 Cedar Falls, Iowa 50614	Phone: 319/273-6375 Fax: 319/273-7104 E-mail: anne.woodrick@uni.edu **Assistant: Wayne Fauchier** **Phone: 319/273-2846** E-mail: wayne.fauchier@uni.edu	Missouri Valley Conference FCS	July 2011
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SUPPLEMENT NO. 2

REPORT OF THE NCAA DIVISON I ACADEMIC CABINET FEBRUARY 7-8, 2011, MEETING

KEY ITEMS.

- **Review of NCAA Division I Academic Eligibility Requirements for Two-Year College Transfers.** The NCAA Division I Academic Cabinet continued its discussion of possible changes to two-year college transfer academic requirements. Based on membership and two-year college feedback regarding the draft package of concepts, the cabinet refined the concepts for additional input. The cabinet continues to present the modified draft concepts as a package for feedback in preparation for developing legislative proposals for the 2011-12 legislative cycle during its June 2011 meeting. The package strives to balance principles of increased academic success, simplicity of administration, access to higher education and opportunity for those prospective student-athletes who are academically underprepared while taking into account the full breadth of feedback from the membership and two-year college community.

ACTION ITEMS.

1. Legislative Items.

- None.

2. Nonlegislative Items.

- None.

INFORMATIONAL ITEMS.

1. Review of Two-Year College Transfer Academic Requirements. The cabinet continued its discussion of the two-year college transfer draft concepts developed during its September 2010 meeting. The cabinet reviewed significant feedback from the NCAA membership and the two-year college community. Feedback was generally supportive of the concepts developed by the cabinet. Specific feedback related to various aspects of the concepts was considered by the cabinet and as a result, the concepts were amended.

The cabinet again seeks input from both the two-year college community and the NCAA membership regarding these concepts. Provided input will be considered during its June 2011 meeting and legislative proposals will be entered into the 2011 legislative cycle.

The cabinet will be forwarding to conferences additional data and rationale supporting the concepts and the NCAA staff will be available to participate in conference meetings this spring to discuss the concepts.

- Amended Concepts for Feedback:

  (1) Qualifiers.

  (a) Increase transferable grade-point average from 2.000 to 2.250.

  (b) Expand physical education activity course limit of two credits to all sports (currently applies only to men's basketball).

  (c) All other current requirements would remain in effect.

  (d) Increase to grade-point average and limit on physical education activity courses will also apply to 4-2-4 transfers.

  (2) Nonqualifiers.

  (a) Increase transferable grade-point average from 2.000 to 2.250 (for competition purposes only – athletics aid and practice would be permissible at 2.000 grade-point average).

  (b) Expand physical education activity course limit of two credits to all sports (currently applies only to men's basketball).

  (c) Require completion of transferable core credits as follows: three math, three science, six English. Science would be the new requirement.

  (d) All other current requirements would remain in effect (e.g., earn Associate of Arts degree or equivalent academic two-year degree, 48-transferable credits, minimum of three semesters/four quarters at two year college, progress-toward-degree requirements, etc.).

  (e) Increase to grade-point average, limit on physical education activity courses and inclusion of science class will also apply to 4-2-4 transfers.

  (3) Year of Academic Readiness.

  (a) Provides additional time and opportunity for student-athletes who are academically underprepared. With increased academic standards, this year provides additional time for two-year college students who may benefit from remedial courses and other opportunities to prepare academically for the four-year college experience.

(b) No competition is allowed during year of academic readiness, student-athlete could practice and receive athletically related financial aid.

(c) Eligibility for use of the year of academic readiness would be status as a nonqualifier. Student-athlete would be required to register with the NCAA Eligibility Center and be certified as a nonqualifier.

(d) The year must occur at a two-year college(s).

(e) A student's NCAA "clock" would not start for purposes of progress-toward-degree and five-year period of eligibility until after year of academic readiness.

(f) Students must attend a two-year college(s) full time for five full-time semesters/seven quarters prior to transfer to the Division I institution.

(g) On enrollment at an NCAA institution the student-athlete will have two seasons of competition, extenuating circumstances (e.g., injury) could be considered in a waiver process.

(h) Year must be used during initial year of collegiate enrollment at whatever point that occurs.

(i) Current NCAA rules remain in place related to time between high school graduation and enrollment at two-year institution (e.g., amateurism rules).

(j) Three years of enrollment must be consecutive and existing exceptions would continue (i.e., military service, peace corp, church mission).

(k) NCAA Eligibility Center would provide tracking. Student-athlete and two-year college would be required to acknowledge use of year of academic readiness during initial year of enrollment at the two-year institution.

(l) Recruiting regulations would be delayed a year and thus in-person contact could not occur until the third year of enrollment at a two-year institution. The cabinet did forward this issue to the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet for input.

(m) Student-athletes could receive six years of athletically related financial aid within a seven year period if using the year of academic

readiness. The cabinet did forward this issue to the NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet for input.

(n) Year of academic readiness will not be considered a denied participation opportunity for purposes of a five year clock extension request.

(o) Year of academic readiness and five semesters or seven quarters of enrollment at a two-year college may occur at multiple two-year colleges.

The cabinet recommends that all changes to these regulations be effective for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2013.

The cabinet also discussed the appropriate appellate opportunity for waivers related to two-year college transfer student-athletes. The cabinet noted that the evaluation of these waivers should focus on the academic preparedness of a student-athlete for success at an NCAA member institution. The cabinet recommends that all appeals be heard by an academic governance body. To this end, the cabinet recommends expanding the NCAA Division I Progress-Toward-Degree Wavier Committee from an eight-member body to a 14-member body and dividing the group into two subcommittees; one addressing progress-toward-degree requests and one addressing two-year college transfer requests. Budgetary impacts are minimal in that the Progress-Toward-Degree Committee only meets by teleconference, not in person.

2. **Discussion with Representatives from National Association of Academic Advisors for Athletics (N4A).** The cabinet hosted its annual meeting with leaders from N4A. The association's president and president-elect highlighted N4A efforts to assist academic support systems and personnel, including individual and program certification efforts and a webinar series. Additionally, the president and president-elect noted N4A positions regarding current legislative proposals with potential impact on their membership, provided feedback regarding the cabinet's two-year college transfer concepts, noted current trends related to academic dishonesty, and suggested opportunities for continued academic reform.

3. **Discussion of Full-Time Enrollment Exceptions**. At the request of the Awards, Benefits, Expenses and Financial Aid Cabinet, the cabinet discussed potential expansion of the exceptions to the full-time enrollment requirements for practice and competition for those student-athletes who are in their final year of their degree program and are enrolled in all available degree applicable courses and student-athletes who have previously received their degree and are exhausting eligibility in the next term. While noting the financial impact of some student-athletes enrolling in credits to maintain athletics eligibility, the cabinet was not

supportive of expanding the current previsions permitting student-athletes to compete while not enrolled as full-time students. Further, the cabinet noted that there is value in pursuit of additional academic coursework. The cabinet also noted current exceptions that would allow for enrollment in less than 12 credits post graduation (e.g., last semester of second degree program, graduate school). Therefore, the cabinet determined that it would not pursue sponsoring changes to current full-time enrollment requirements.

4. Initial-Eligibility Waivers and Prospective Student-Athlete Reviews. The cabinet received a report on the number and outcome of initial-eligibility waivers and prospective student-athlete reviews processed through December 31, 2010. The NCAA academic and membership affairs staff has reviewed 515 initial-eligibility waivers, which represents a slight increase from 2009-10. In addition, the academic and membership affairs staff has processed 267 prospective student-athlete review cases.

The cabinet also discussed possible amendments to the initial-eligibility wavier policies and procedures and asked the staff to return in June with more specific information and consultation with the NCAA Division I Initial-Eligibility Waiver Committee. The changes related to possible elimination of the minimum threshold for review and modifications to the initial-eligibility deadlines.

The cabinet reviewed the conceptual framework for an initial-eligibility waiver directive to guide the NCAA staff and Initial-Eligibility Waivers Committee's review of all initial-eligibility waivers that centered on academic preparedness of student-athletes on enrollment at an NCAA member institution. The cabinet expressed support for continued development of the directive after consultation with the Initial-Eligibility Waiver Committee.

5. Progress-Toward-Degree Waivers. The cabinet received a report regarding progress-toward-degree waivers submitted during the 2010-11 academic year. The academic and membership affairs staff has processed 334 requests to date.

The cabinet supported the recommended guidelines (reference Supplement No. 31 of meeting materials) for the Progress-Toward-Degree wavier staff and committee in the areas of personal hardship (medical and non-medical), restrictive transfer, restrictive degree program, change of degree, misadvisement, or education-impacting disability (EID), as well as those waivers for less than full-time enrollment for reasons other than EID.

6. Review of Recent Graduation Success Rate (GSR) and Federal Graduation Rate Data. NCAA research staff provided an overview of the GSR and Federal Graduation Rate data for the 2000-03 cohort for all NCAA Division I institutions. Consistent with the last two years' findings, the current results indicate Division I student-athletes continue to perform well in the classroom. The four-year Division I GSR for student-athletes is 79 percent; 72 percent

for male student-athletes and 87 percent for female student-athletes. The largest gains seen were specific to African-Americans in the sports of football and men's basketball. African-American men's basketball student-athletes' GSR increased three percent while African-American football student-athletes' GSR increased five percent.

7. Initial-Eligibility Process and Efficiencies. The cabinet was provided an update on the internal review of the initial-eligibility process and efficiencies.

8. Academic Fraud. The cabinet received an initial overview regarding the formation of a staff project team to review current NCAA legislation, interpretations and policies related to academic fraud committed by student-athletes. It was noted that this team will be seeking membership input. The cabinet will be provided with a final report from the project team in June and any recommended legislative changes will be entered into the 2011 legislative cycle.

9. Facilitating Learning and Achieving Graduation (FLAG) Update. The cabinet received an update regarding the development and implementation of the FLAG program. Specifically, the second module, an online database of support services associated with specific risk factors, remains under development by the national office staff. A pilot test program of the Support Services module is slated for spring 2011, with a currently projected release to the membership of summer 2011. Additionally, an evaluation module is projected to be developed and released fall 2011.

Committee Chair: Carolyn Callahan, University of Virginia, Atlantic Coast Conference
Cabinet Liaisons: Diane Dickman, Academic and Membership Affairs
Alex Smith, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

REPORT OF THE APRIL 28, 2011, MEETING OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION DIVISION I BOARD OF DIRECTORS

1. Report of the January 15, 2015, Board of Directors Meeting. **The Board approved the report of its January 15, 2011, meeting.** (Unanimous voice vote) [Reference Supplement No. 1.]

2. Report of the Division I Presidential Advisory Group. The Board received a report from Ann Millner, chair of the Division I Presidential Advisory Group (PAG), regarding the group's April 27, 2011, meeting. The Board was informed of PAG's views regarding various Board agenda items as they were considered by the Board. [Reference Supplement No. 3.]

   BOARD ACTION: **The Board appointed William Meehan, president of Jacksonville State University, as chair of PAG. President Meehan will replace Ann Millner, whose two-year term as chair of PAG ends at the conclusion of the April 2011 meetings. President Millner will remain on PAG and the Board through the April 2012 meetings.** (Unanimous voice vote.)

3. President's Report. NCAA President Mark Emmert reported on the following items:

   a. **NCAA Advertising Policies/Bowl Game Licensing/Conflict of Interest Policies**. President Emmert recommended the Board adopt emergency legislation that would amend Bylaw 18.7.2 to include a "Note" indicating that for a period of up to three years, beginning April 28, 2011, no new postseason football bowl game licenses will be issued by the NCAA Football Bowl Licensing Committee. President Emmert also noted plans to immediately appoint an NCAA Football Bowl Licensing Task Force that will be charged with undertaking a comprehensive examination of the purposes, criteria, process and oversight of the NCAA licensing process for postseason football bowl games. The Task Force will clarify the purposes for NCAA licensing of bowl games and align the criteria and procedures for licensing with those purposes. The result of the examination will be a better defined role, structure and accountability for the NCAA Postseason Licensing Subcommittee, clearer and better understood norms for bowl sponsoring agencies, and a better public understanding of the role of the NCAA in its licensing of bowl games.

      BOARD ACTIONS:

      - **The Board used its emergency authority to adopt legislation to specify that for a maximum three-year period beginning April 28, 2011, no new postseason football bowl game licenses will be issued by the NCAA Football**

Bowl Licensing Committee. [Effective Date: Immediate.] (Unanimous voice vote.)

- The Board approved the charge of the Task Force, noting its expectation for a report at its October 2011 meeting regarding the progress of the Task Force. (Unanimous voice vote.)

b. Athletics Certification. President Emmert shared with the Board recommendations resulting from an extensive review of the Division I athletics certification program.

BOARD ACTIONS:

- The Board used its emergency authority to adopt legislation, which **specifies that no additional active Division I member institutions will enter the athletics certification process through August 1, 2013. Further, the Board charged the Committee on Athletics Certification (CAC) with developing a new, streamlined, technology-driven process, and reporting back to the Board in October 2011 and April 2012 regarding its progress.** (Unanimous voice vote.)

- The Board **determined that all 45 Class 3 institutions must complete the process and submit their self-study reports based on the timeline determined by the CAC. The committee will determine which institutions should be subject to an evaluation visit based on the institution's submitted self-study report. Institutions determined not to need an evaluation visit shall have the option of completing the process with or without that visit. Further, the Board noted that those institutions currently completing the process should be placed at the back of the queue should there continue to be classes of institutions in the newly developed certification process.** (Unanimous voice vote.)

c. Presidential Retreat. President Emmert noted his plans to host a presidential retreat on August 9-10, 2011, which will include approximately 50 Division I presidents/chancellors, several Division I commissioners and athletics directors, and the chairs of the Divisions II and III Presidents Councils. Additional information and clarification regarding the retreat will be shared with the participants in the near future.

d. Joint NCAA/NACUBO Study of Coaches Compensation. The Board was informed of the NCAA's plans to partner with the National Association of College and University Business Officers (NACUBO) to conduct a study regarding the governance and oversight of executive level compensation, as well as research

regarding compliance with Internal Revenue Service (IRS) tax policy. The goal of the survey would be to collect data that would assist in the development of best practices, rather than to develop financial mandates.

4. Report from the Task Force to Clarify Roles of the Committee on Infractions and Infractions Appeals Committee. The Board received the final report of the Task Force to Clarify the Roles of the Committee on Infractions (COI) and Infractions Appeals Committee (IAC), which included three legislative and several non-legislative recommendations. [Reference Supplement No. 4.]

BOARD ACTION: The Board approved all the recommendations submitted by the task force. (Unanimous voice vote.)

5. Division I Governance Structure Update.

a. **Report of the April 4, 2011, Meeting of the Leadership Council**. Mike Alden, chair of the Division I Leadership Council, reported briefly on the April 4, 2011, Leadership Council meeting.

(1) Olympic Sports Liaison Committee/National Governing Bodies (NGB) Working Group Recommendations. The Leadership Council recommended that the Board approve assigning a senior-level NCAA staff member with the responsibility for establishing closer collaboration with the United States Olympic Committee (USOC) with regard to prioritizing and sustaining Olympic sports within the collegiate structure.

BOARD ACTION: **The Board approved the Leadership Council's recommendation.** (Unanimous voice vote.)

(2) Men's Basketball Recruiting Model. The Leadership Council received presentations regarding men's basketball recruiting from representatives of a variety of men's basketball stakeholders. The Leadership Council also heard from its two recruiting subcommittees, several Division I Student-Athlete Advisory Committee (SAAC) members, Division I and FCS commissioners and head coaches, and a group of administrators from the Group of Six conferences. The Leadership Council will meet again in August to discuss the subcommittees' work and begin to formulate its recommendation regarding a new men's basketball recruiting model for presentation to the Board in October.

(3) Agents. The Leadership Council continued its discussion on agents and will focus on the following concepts as potential ways to address the issues:

(a) Enhanced Education of Prospective and Enrolled Student-Athletes.

(b) New Definition of Agent.

(c) Agent Contact Calendar.

(d) National Agent Registration Program.

(e) Consideration of sport-specific agent legislation.

b. Report of the April 11-12, 2011, Meeting of the Division I Legislative Council. Shane Lyons, chair of the Division I Legislative Council, reported that the Legislative Council acted on approximately 40 proposals, 20 of which were adopted and eight which were defeated; the remaining proposals were tabled or rendered moot. The following Legislative Council actions were identified for Board discussion:

[Note: In accordance with the Division I legislative process, the Board has the authority to consider any action taken by the Legislative Council, but is not required to do so. Where the Board decided to take action on proposals below, you will see the action indicated in bold type. For those proposals on which it did not act, the Legislative Council's actions stand.]

(1) Adopted Proposals.

(a) **Proposal No. 2009-100-A – Recruiting – Nonscholastic Practice and Competition and Institutional Camps or Clinics – Men's Basketball.** This proposal would prohibit an institution from hosting a nonscholastic practice/competition on its campus that involves men's basketball prospects. The proposal addresses long-standing concerns about competitive recruiting advantages gained as a result of these activities and arrangements between operators and coaches to host such activities.

BOARD ACTION: The Board adopted an amendment to Proposal No. 2009-100-A, which would establish additional exceptions that would permit an institution to host, sponsor or conduct a nonscholastic event that involves men's basketball prospects, provided:

- The event is open (not classified by age group or level of educational institution) and all men's basketball prospects reside within a 50-mile radius of the institution's campus; or

- The event is part of a program that is consistent with the mission of the institution (e.g., state wellness and educational programs) and the athletics department or representatives of its athletics interests are not involved in the conduct, promotion or administration of the activity, or

- The event is an ancillary event that is part of a nonathletics program (e.g., Boy Scouts) and is operated outside the institution's athletics program. (Unanimous voice vote.)

(b) **Proposal No. 2010-17 – Personnel – Limitations on Number of Coaches – Football Bowl Subdivision – Four Graduate Assistant Coaches.** This proposal would increase from two to four the number of graduate assistant coaches in FBS football.

(c) **Proposal No. 2010-24 -- Amateurism -- Involvement With Professional Teams -- Professional Basketball Draft -- Four-Year College Student-Athlete -- Men's Basketball.** This proposal would move the date by which a men's basketball student-athlete must request that his name be removed from the NBA draft to retain his eligibility be moved to the day before the first day of the spring National Letter of Intent (NLI) signing period.

(d) **Proposal No. 2010-51-A -- Eligibility – General Eligibility Requirements – Full-Time Enrollment – Requirement For Competition – Nontraditional Courses**. This proposal would permit the use of nontraditional courses to satisfy the full-time enrollment requirement for competition.

(e) **Proposal No. 2010-59-C -- Eligibility – Progress-Toward-Degree Requirements – Eligibility for Competition -- Fulfillment of Credit Hour Requirements – Fall Term Academic Requirements for Future Competition -- One-Time Exception To Regain Full Eligibility -- Football.** This proposal is an alternative to the Football Academic Working Group's (FAWGs) proposal that would permit a one-time exception to the requirement that a football student-athlete earn nine semester/eight quarter hours in the fall term or lose eligibility for the first four games of the next season with the opportunity to reduce the

ineligibility to two games if the student-athlete earns 27 semester/40 quarter hours before the following fall term.

(f) **Proposal No. 2010-60 -- Eligibility – Progress-Toward-Degree Requirements – Regulations For Administration Of Progress Toward Degree – Nontraditional Courses**. This proposal would permit the use of nontraditional courses completed at an institution other than the certifying institution to be used to satisfy credit-hour and percentage-of-degree requirements.

(2) Defeated Proposals.

- **Proposal No. 2010-110 – Playing and Practice Seasons and Recruiting – Mandatory Medical Examination – Sickle Cell Solubility Test – Written Release**. This proposal would have eliminated the option for student-athletes to decline or opt out of the required sickle cell test that was implemented last fall.

(3) Tabled Proposals.

(a) **Proposal No. 2010-16-C, 2010-16-C-1 and 201-16-C-2 -- Personnel -- Limitations On The Number And Duties Of Coaches -- Noncoaching Staff Members -- Basketball -- Limit Of Two; 2010-18-C, 2010-18-C-1 and 2010-18-C-2 -- Personnel -- Limitations On The Number And Duties Of Coaches -- Bowl Subdivision Football -- Noncoaching Staff Members -- Limit Of Six; and 2010-20-C and 2010-C-1 -- Personnel -- Limitations On The Number And Duties Of Coaches -- Championship Subdivision Football -- Noncoaching Staff Members -- Limit Of Four.** These proposals would establish limits on the number of non-coaching sports-specific staff members in football and basketball.

(b) **Proposal No. 2010-26 as amended by 2010-26-3 -- Amateurism – Promotional Activities – Use of a Student-Athlete's Name or Likeness.** This proposal would revise legislation related to the use of student-athletes' names and likenesses in advertisement and promotions. The Council settled on one of the alternatives for further consideration, but noted that the membership needed additional time and education as to the distinction between the current rule and the proposed change.

(c) **Proposal No. 2010- 48 -- Recruiting -- Use Of Recruiting Funds -- Recruiting Or Scouting Services -- List Of Permissible Recruiting Services -- Men's Basketball.** This proposal would require that the

NCAA national office publish men's basketball scouting services that are deemed to meet the required standards for subscription. Since January, the sponsors of this proposal has been working with the NCAA staff to develop a new proposal that would establish a certification process for scouting services in men's and women's basketball, and football and intend to include it in the 2011-12 legislative cycle.

(d) **Proposal No. 2010-58-C -- Eligibility, Financial Aid And Playing And Practice Seasons -- Summer Academic Preparation And College Acclimatization -- Men's Basketball – National Service Academy Exception.** This proposal would establish a summer academic preparation and college acclimatization model for men's basketball student-athletes, including exceptions for national service academies.

(4) Proposals Previously Tabled By the Board.

(a) **Proposal No. 2010-12 – Legislative Process – Amendment Process – Membership Override of Legislative Changes – Legislative Council or Board of Directors Review – Override Voting**. This proposal would eliminate the requirement that override votes take place at the annual NCAA Convention.

BOARD ACTION: **The Board agreed to take Proposal No. 2010-12 off the table and voted to adopt the proposal.** (Unanimous voice vote.)

(b) **Proposal No. 2010-109-B – Executive Regulations – Administration of NCAA Championships – Restricted Advertising and Sponsorship Activities – Professional Sports Organizations Or Teams – Financial Sponsorship Of NCAA Or Conference Championships**. This proposal would allow professional sports organizations to serve as financial sponsors for conference and NCAA championships. The Board took no further action; therefore, its previous action to table the proposal continues.

(5) Board of Directors Resolution. The Legislative Council continued its discussion of the Board's resolution to review the legislative process and developed two concepts on which it would like feedback from the Board:

(a) Development of a legislative process that consists of two overlapping two-year cycles to allow the membership to focus attention on particular bylaws during each legislative cycle.

(b) Increase the requisite number of requests required to initiate an override of the adoption or defeat of a legislative proposal. The recommendation would be to increase the number required for a call for override vote from 30 to 75 and the number to suspend a proposal from 100 to 125. Further, for FCS specific legislation, the number would increase from 15 to 25 and 40 to 50. FBS currently does not have requisite numbers, but a number similar to FCS should be considered.

6. Division I Committee on Infractions. The committee requested the Board approve several bylaw revisions and a committee appointment. [Reference Supplement Nos. 8A and 8B.]

a. Bylaw 19.5 Revisions. The committee recommends recodification and restating the penalty provisions of Bylaw 19 to provide clarity and better reflect current practices.

b. Bylaw 32 Revisions.

(1) The committee recommended the Board approve revisions to Bylaws 32.1.1 (Confidentiality) and 32.8.8.3 (Imposition of Penalties).

BOARD ACTION: The Board approved the recommended revisions to Bylaw Nos. 19.5, 32.1.1 and 32.8.8.3. (Unanimous voice vote.)

(2) The committee recommended the Board approve a revision to Bylaw 32.3.8 (Limited Immunity).

BOARD ACTION: The Board approved the recommended revision to Bylaws 32.3.8. (Unanimous voice vote.)

c. Committee Appointment. The Board appointed Chris Griffin (Foley & Lardner, Tampa, Florida) to the Division I Committee on Infractions as appeal coordinator. (Unanimous Voice Vote.)

7. Administration Cabinet Recommendation. The Administration Cabinet recommended that the Board use its authority pursuant to Bylaw 21.7.2 to add the Division I Initial-Eligibility Waivers Committee to the list of committees in Bylaw 27.2.1 that are accepted from the requirement that no subdivision shall have more than 50 percent representation on any committee.

BOARD ACTION: **The Board voted to approve the cabinet's recommendation.** (Unanimous voice vote.)

8. 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 2011 meeting:

- David Hopkins, president, Wright State University, Horizon League.
- Harris Pastides, president, University of South Carolina, Columbia, Southeastern Conference
- David Skorton, president, Cornell University, Ivy League.
- Timothy White, chancellor, University of California, Riverside, Big 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 2011 meeting:

- William Beauchamp, president, University of Portland, West Coast Conference.
- William Meehan, president, Jacksonville State University, Ohio Valley Conference.

c. **Appointments of FCS and Division I Members to the Cabinets and Councils**. The Board reviewed the slate of nominees for councils and cabinets submitted by the FCS and Division I conferences. It was noted that the Presidential Advisory Group recommended approval of the slate as conforming to the intention of enhancing positional diversity on the bodies, but also recognizing the practical problems reported by the affected conferences in attempting to satisfy the complex matrix of expectations regarding gender, ethnic and positional diversity for each of the eight bodies in question. It is expected that the conferences will continue to work to enhance diversity through 2012 when all 20 conferences will have completed a rotation of positions on all councils and cabinets.

BOARD ACTION: **The Board approved the FCS and Division I 2011 slate of cabinet and council nominees.** (Unanimous voice vote.)

9. **Expression of Appreciation**. The Board thanked departing Board members Charles Bantz, president, IUPUI, Summit League, Greg Dell'Omo, president, Robert Morris University, Northeastern Conference; Kevin Mullen, president, Sienna College, Metro Atlantic Athletic Conference, and Lee Todd, president, University of Kentucky, Southeastern Conference, for their service to Division I.

10. **Future Meeting Dates**.

a. August 9-10, 2011, Presidential Retreat, Indianapolis, Indiana.

b. August 11, 2011, Indianapolis, Indiana.

c. October 27, 2011, Indianapolis, Indiana.

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

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

NCAA DIVISION I BOARD OF DIRECTORS
April 28, 2011, MEETING ATTENDANCE

Board members in attendance:
Stanley Albrecht, Utah State University, Western Athletic Conference
Charles Bantz, Indiana University-Purdue University of Indianapolis, Summit League
William Beauchamp, University of Portland, West Coast Conference
Greg Dell'Omo, Robert Morris University, Northeast Conference
Judy Genshaft, University of South Florida, Big East Conference, chair
Nathan Hatch, Wake Forest University, Atlantic Coast Conference
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
Kevin Mullen, Siena College, Metro Atlantic Athletic Conference
Harris Pastides, University of South Carolina, Southeastern Conference (alternate)
John Peters, Northern Illinois University, Mid-American Conference
Edward Ray, Oregon State University, Pacific-10 Conference
David Schmidly, University of New Mexico, Mountain West Conference
Lou Anna Simon, Michigan State University, Big Ten Conference
Steadman Upham, University of Tulsa, Conference USA

Board members not in attendance:
Guy Bailey, Texas Tech University, Big 12 Conference
Lee Todd, University of Kentucky, Southeastern Conference
William R. Harvey, Hampton University, Mid-Eastern Athletic Conference

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

Guests from other Division I governance bodies:
Michael Alden, University of Missouri, chair of the Division I Leadership Council
Shane Lyons, Atlantic Coast Conference, chair of the Division I Legislative Council

Other NCAA staff members in attendance: Troy Arthur, Joni Comstock, Diane Dickman, Mark Emmert, Bernard Franklin, Lynn Holzman, Michelle Hosick, Jim Isch, Kevin Lennon, Steve Mallonee, Kayla McCulley, Karen Morrison, Delise O'Meally, Tom Paskus, Todd Petr, Kristen Porter, Donald Remy, Wallace Renfro, Julie Roe Lach, Greg Shaheen, Robert Vowels, Wendy Walters and Bob Williams.

The National Collegiate Athletic Association
April 29, 2011 SDB/JGC:vlm

Publish date: June 13, 2011

NCAA to convene presidential leaders in August

By Gary Brown
NCAA.org

NCAA President Mark Emmert is inviting about 50 Division I presidents and chancellors to Indianapolis on Aug. 9 and 10 to vet issues affecting the collegiate model of athletics and discuss direction for the division for the coming years.

Emmert

Emmert, who began his term as the NCAA's fifth chief executive officer in October 2010, is convening a presidential retreat to discuss continued expectations for student-athlete academic success, fiscal sustainability in Division I and fortifying the integrity of the enterprise, among other things.

Emmert did not identify a specific agenda, but he indicated discussions will be purposefully broad.

"Since I began as NCAA president in October, I have made it a point to reach out to constituents and stakeholders all over the country to talk about what people think of the collegiate model," Emmert said. "This retreat in August is a chance for me to share with my presidential colleagues what I have heard regarding the issues and some of my thoughts on how we might address them.

"Second, I want to hear from the presidents themselves on what they see the future direction should be."

Emmert stressed that the retreat, which has been in the planning stages for several months, is not the direct result of specific incidents that have occurred recently at NCAA member schools.

Rather, he said, it is an opportunity to discuss the three large areas that clearly were top of mind with presidents and chancellors when the national office surveyed them recently to identify what they thought the top issues affecting the collegiate model were.

The survey revealed significant interest at the presidential level in:

- Continuing the academic success of student-athletes – a sentiment Emmert reiterated last month during the rollout of the latest Division I Academic Progress Rate report when he stressed that the NCAA's academic movement is evolving from reform to a fundamental expectation of student-athlete academic success.

- Protecting and enhancing the integrity of intercollegiate athletics, which includes maintaining amateurism as a bedrock principle, determining the limits of commercialism, evaluating and improving student-athlete behavior, and reviewing enforcement processes and other regulatory procedures.
- Fortifying fiscal sustainability in the division. Division I, while not the NCAA's largest division, is the only one that is subdivided (Football Bowl Subdivision, Football Championship Subdivision, and a subdivision that does not sponsor scholarship football). Research shows enormous disparities among those subdivisions in student-athlete academic performance, and in the range of revenue generation, spending and institutional subsidy, among others.

All current members of the Division I Board of Directors – the highest-ranking governing body in the division – and the Presidents Advisory Group (which includes presidents and chancellors from conferences not otherwise represented in the 18-member Board of Directors) have been invited to attend, as have the chairs of the Divisions II and III Presidents Councils (the leadership bodies in those two divisions).

Emmert also invited other presidents and chancellors who, while they may not currently be active in the NCAA governance structure, either have been previously or have been involved with intercollegiate athletics in a way to offer valuable, historical perspective on the enterprise.

Emmert said the retreat will not likely produce immediate solutions.

"Detail takes time," he said. "It takes deliberation among those with expertise on these matters to be thinking about specific implications and applications – and consequences. There is a sense of specific issues in intercollegiate athletics that deserve attention. We're trying to ensure that the collegiate model – which is after all a pretty unique one – remains a model in which people have faith. That requires periodic examination at a senior level."

Emmert said whatever emerges will be vetted as is appropriate through a structure that gives people the opportunity to express their opinion.

"The point of that vetting is to prompt conversation that would give substance to the direction presidents identify," he said. "For example, how do we look at issues around the integrity of the collegiate model? Is there a sense that we need stronger investigative tools? Is there a sense that we need a more understood and more comprehensive penalty structure? How do we look at the embedding of athletics in a way that sends clear messages to institutions before student-athletes even arrive on campus that there is an expectation of academic success?"

The retreat will not be open to the media or general public. Much of it in fact is expected to be held in "executive session," meaning that just Emmert and other presidents are in the room at the time of discussion.

The Division I Board of Directors and the Divisions II and III Presidents Councils hold their regular summer meetings the next day, along with the NCAA Executive Committee.

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

Participants: April 19, 2011

Mike Alden, University of Missouri – Leadership Council
Sarah Bobert, Marquette University – Awards, Benefits, Expenses and Financial Aid Cabinet
Carolyn Callahan, University of Virginia – Academic Cabinet
Rob Halvaks, Big West Conference – Administration Cabinet
Scott Krapf – Division I Student-Advisory Committee
Shane Lyons, Atlantic Coast Conference –Legislative Council
Mike Rogers, Baylor University – Amateurism Cabinet
Judy Rose, University of North Carolina, Charlotte – Championships/Sports Management Cabinet
Jacqueline Campbell, NCAA – recording secretary

Petrina Long, University of California, Los Angeles – Recruiting and Athletics Personnel Issues Cabinet, was unable to participate on the call.

NCAA staff: David Berst, Shauna Cobb, Angie Cretors, Jennifer Daniels, Lynn Holzman, Michelle Hosick, Kayla McCulley, Rachel Newman, Jobrina Perez, Carol Reep, Kris Richardson, Alex Smith, Sharon Tufano, Katie Willet and Leeland Zeller also participated on the call.

The conference call was called to order at 1:02 p.m. by Jacqueline Campbell. All were present as noted above.

1. **Report of the Committee's November 30, 2010, Conference Call.** The committee approved the report of its November 30, 2010, conference call.

2. **Key Items from the February/March/April Division I Governance Meetings.** The committee received a report of the key items from the February/March/April cabinet and council meetings.

    a. **Legislative Council** – The committee received the following information regarding actions of the Legislative Council during its April 11-12, 2011, meeting:

        (1) Non-Coaching Staff Limitations – The Council tabled three proposals that would have established limits on the number of non-coaching personnel in the sports of football, and men's and women's basketball. The Council agreed that

there should be limits on non-coaching personnel; however, it expressed concern as to whether the proposals, as written, can effectively address the concerns related to the proliferation of non-coaching sport-specific personnel.

(2) Student-Athlete Likeness – The Council tabled Proposal No. 2010-26 as amended by 2010-26-3, which would have modified the legislation related to the use of a student-athlete's name and likeness for promotions and advertisements. The Council will seek membership feedback and will review the proposal again in October.

(3) Board of Directors Resolution – The Council developed several concepts that will be shared with the Board of Directors in response to the April 2010 Board Resolution regarding the Division I legislative cycle. Two concepts that will be shared are: (a) Changing the legislative cycle to a two-year overlapping cycle where specified bylaws will be included in alternate-year cycles, and (b) Increasing the requisite number of requests necessary to call for an override vote from 30 to 75, to suspend legislation from 100 to 125, and for FCS-only issues from 15 to 25.

b. Awards, Benefits, Expenses and Financial Aid Cabinet – During its February meeting, the cabinet reviewed financial aid data that would assist with its examination of maximum grant-in-aid limitations, and head count and equivalency sport designations. In June, the cabinet plans to review additional statistical data along with feedback from the membership as it considers how amending financial aid legislation may impact Title IX and participation levels.

3. Key Items on the Division I Agenda. The committee received the following information regarding several key items on the Division I agenda:

a. Academics. During its February meeting, the Academic Cabinet continued its review of possible changes to the 2-4 transfer requirements. The cabinet reviewed feedback regarding its initial draft concepts and modified those concepts to provide greater clarity in application. The cabinet has circulated the modified concepts to the NCAA membership and two-year college community for additional feedback. The committee was informed that the cabinet prefers the recommendations be reviewed as a package, inasmuch as together, the components of the package develop minimum standards that reflect the academic preparation needed to succeed academically at a Division I institution. The package also provides student-athletes, who are academically underprepared when enrolling at a two-year college, sufficient time to meet 2-4

transfer requirements. The cabinet plans to sponsor legislation for membership consideration in the 2011-12 legislative cycle.

b. **Men's Basketball Recruiting**. In January, the Leadership Council began its review of men's basketball recruiting with presentations from representatives of the Black Coaches and Administrators (BCA), Collegiate Commissioner Association (CCA), iHoops, National Association of Basketball Coaches (NABC) and National Federation of High Schools (NFHS). Following the January meeting, two subcommittees of the Leadership Council were formed and met via conference call several times in March. The Council was provided a status report during its April 4 meeting in Houston, Texas where the group heard presentations from several current and former Division I head men's basketball coaches, the executive director of the NABC, two non-scholastic event operators and two Division I Student-Athlete Advisory Committee (SAAC) members. The Council also received feedback from 20 Division I and Football Championship Subdivision (FCS) commissioners and head men's basketball coaches from those conferences, as well as recruiting model alternatives developed by conference office administrators with compliance and men's basketball backgrounds from the Group of Six conferences. Moving forward, the two subcommittees will continue to meet with an expected joint meeting of the two groups in July. The Leadership Council will meet again in July/August and will begin to develop a men's basketball recruiting model for consideration by the Board of Directors during its October meeting. It is anticipated that the Board will sponsor legislation in the 2011-12 legislative cycle that would create a new men's basketball recruiting model.

c. **Agents**. The Amateurism Cabinet continued its discussions regarding agents during its February meeting. The cabinet considered the following concepts:

(1) Definition of an Agent. The cabinet is considering a new definition that would broaden the current definition of an agent and would include outside third parties who have been inserting themselves into the lives of prospective and enrolled student-athletes.

(2) Agent Contact Calendar for the Sport of Football. This calendar would regulate the contact and non-contact periods that govern communications between football student-athletes and agents, taking into account the National Football League Players Association (NFLPA) junior rule. It was noted that there does not appear to be much support for this type of calendar.

(3) National Agent Registration Program. This program would assist student-athletes and member institutions with education regarding agents/advisors as they pursue opportunities for professional sports careers.

4. Division I Student-Athlete Advisory Committee Update. Scott Krapf, chair of the Division I Student-Athlete Advisory Committee (SAAC), reported on his participation in men's basketball recruiting discussions during the April 4 Leadership Council meeting. He also noted that the Division I SAAC has had ongoing discussions regarding the following:

- Proposal No. 2010-26 related to the use of student-athletes' names and likenesses in promotions and advertisements;
- Ways to better communicate with high-profile men's basketball student-athletes as they seek feedback regarding men's basketball recruiting;
- SAAC awards of excellence;
- A division-wide community service project, and
- The Capitol One Cup and how it may be better structured.

5. Proposed Future Call Dates. The staff noted that the next call of the committee would follow the June cabinet and July/August Leadership Council meetings. Calendars will be sent to committee members to determine availability.

6. Adjournment. The call was adjourned at 1:45 p.m.

SUPPLEMENT NO. 5

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I ADMINISTRATION CABINET FEBRUARY 9-10, 2011 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 to this report as an attachment.

INFORMATIONAL ITEMS:

2. **Committee Appointment Guidelines.** The cabinet reviewed its committee appointment policies as well as several policies recommended by the Championship/Sports Management Cabinet and agreed that it was more appropriate to establish general guiding principles for use in the committee selection process. The staff was directed to circulate a draft of the guidelines to cabinet members for review and approval. Once the guidelines are finalized, they will be distributed to all conferences.

Cabinet Chair: *Rob Halvaks, Big West conference*
Cabinet Liaison: *Jacqueline Campbell, governance*
Steve Mallonee, academic and membership affairs
Dave Schnase, academic and membership affairs
Sharon Tufano, governance

ATTACHMENT
DI Administration Cabinet Report 02/11

EXCERPTS FROM COMMITTEE APPOINTMENTS
NCAA DIVISION I ADMINISTRATION CABINET
FEBRUARY 9-10, 2011
(All appointments are effective September 1, 2011, unless otherwise noted.)

HIGH SCHOOL REVIEW COMMITTEE

- Reappointed Michael Zapicchi, principal, West-Windsor/Plainsboro High School North (secondary school member).

INTERNATIONAL STUDENT RECORDS COMMITTEE

- Amy Schlueck, associate director of compliance and admissions, University of California, Los Angeles, Pacific-10 Conference.
- Finley Woodard, admissions, Western Kentucky University, Sun Belt Conference.

DIVISION I INITIAL-ELIGIBILITY WAIVERS COMMITTEE

- No appointments were approved.

DIVISION I PROGRESS TOWARD DEGREE WAIVER COMMITTEE

- Frank Messina, faculty athletics representative, University of Alabama at Birmingham, Conference USA.
- Elizabeth Dore, faculty athletics representative, Radford University, Big South Conference – immediate vacancy replacing Joyce Bell.
- Matthew Scally, associate director of athletics/director of compliance, Long Island University-Brooklyn Campus, Northeast Conference.

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I AWARDS, BENEFITS, EXPENSES AND FINANCIAL AID CABINET
FEBRUARY 23, 2011, MEETING

***INFORMATIONAL ITEMS*:**

2. Nonlegislative Items.

c. **Referral from NCAA Division I Academic Cabinet.** Following its review of the proposed year of academic readiness for two-year college student-athletes at two-year institutions, the cabinet was supportive of a model that would allow such a student-athlete to receive institutional financial aid within seven years after initial enrollment in a collegiate institution, provided the student-athlete does not receive such aid for more than six years during that period. After the seven-year period, this model, like the current legislation, would apply its restriction only to unearned athletics aid for which the athletics department intercedes on behalf of the student-athlete. The cabinet also examined the Academic Cabinet's draft concept that would increase the transferable grade-point average for 2-4 transfers who are nonqualifiers from 2.000 to 2.250 for competition while allowing those individuals to practice and receive athletics aid with a 2.000 transferable grade-point average. The cabinet was supportive of the concept, noting that allowing access to athletics aid to remain at the current grade-point average requirement may help nonqualifiers maintain access to post-secondary education. The cabinet also asked that the Academic Cabinet provide clear rationale for any of the draft concepts its considers entering in the 2011-12 legislative cycle.

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

**EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I RECRUITING AND ATHLETICS PERSONNEL ISSUES CABINET
FEBRUARY 8-9, 2011, MEETING**

***INFORMATIONAL ITEMS*:**

2. Nonlegislative.

a. Priority Item – Continuing Examination of Recruiting Models -- Recruiting Calendars and Recruiting-Person Days/Evaluation Days. The cabinet reviewed feedback received from various coaches associations regarding recruiting calendars and recruiting-person days or evaluation days. The cabinet directed the NCAA staff to continue to work with sports that have expressed an interest in developing comprehensive recruiting calendars in order to further refine the initial concepts. The cabinet anticipates sponsoring legislation that would establish recruiting calendars and recruiting-person days/evaluation days for such sports in June. Further, the cabinet encourages all sport committees and coaches associations to review their current recruiting calendars to determine if changes would be appropriate based on the recruiting model concepts the cabinet discussed (listed below), particularly in regard to the potential elimination of the limitation on the number of evaluations per prospective student-athlete.

b. Priority Item – Continuing Examination of Recruiting Models – Contacts and Evaluations, Electronic Transmissions, Official Visits and Tryouts. The cabinet continued its review of recruiting models in the areas of contacts and evaluations, electronic transmissions, official visits and tryouts. The cabinet developed the concepts listed below in order to solicit feedback from the membership and coaches associations prior to its June meeting. The cabinet will review feedback and engage in additional discussions with a view toward potentially sponsoring of legislation for the 2011-12 legislative cycle.

(1) Contacts and Evaluations.

(a) In all sports, permit off-campus contacts to occur beginning midyear (e.g., January 1, January 15, opening day of the institution's second term) of a prospective student-athlete's junior year in high school. Such contacts would be subject to current (or revised) recruiting calendar restrictions or potentially restricted to the prospective student-athlete's playing season, if there is no calendar in the applicable sport. In addition, in sports other than football, permit a maximum of three or four off-campus contacts, which would be counted during the prospective student-athlete's junior and senior years, combined. Football would retain the limit of six contacts per prospective student-athlete, which would be

counted during the prospective student-athlete's junior and senior years, combined.

(b) Eliminate the limitation on the number of evaluations per prospective student-athlete for sports in which a limitation on recruiting-person days or evaluation days has been established.

(2) Electronic Transmissions.

(a) Permit all forms of electronically transmitted correspondence (e.g., electronic mail, text messaging, instant messaging, use of social networking websites) with a prospective student-athlete (or the prospective student-athlete's parents or legal guardians) beginning September 1 or January 1 of his or her junior year in high school, provided the correspondence is sent by a countable coach directly to the prospective student-athlete (or the prospective student-athlete's parents or legal guardians) and is sent as private correspondence between the sender and the recipient.

(b) Current exceptions to restrictions on the forms of electronic transmissions would continue to apply (e.g., permissible following signing of National Letter of Intent or other commitment).

Cabinet Chair: *Petrina Long, University of California, Los Angeles, Pacific-10 Conference*
Staff Liaisons: *Leeland Zeller, Academic and Membership Affairs*
Jen Daniels, Academic and Membership Affairs
Charnele Kemper, Academic and Membership Affairs
Jackie Thurnes, Enforcement Services

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I LEADERSHIP COUNCIL JANUARY 13, 2011, MEETING

***INFORMATIONAL ITEMS*:**

2. Discussion of Men's Basketball Recruiting. The Leadership Council received presentations regarding the men's basketball recruiting environment from representatives of various men's basketball stakeholders [i.e., Dan Beebe, Collegiate Commissioners Association (CCA); Neil Dougherty, iHoops; Jim Haney, National Association of Basketball coaches (NABC); Floyd Keith, Black Coaches and Administrators (BCA); Jim Tenopir, National Federation of High Schools (NFHS)]. Among themes/concepts that were shared with the Leadership Council:

- Outside third parties have more access to prospective student-athletes than member institutions' coaches. The NCAA should consider revising its rules to allow college coaches to have personal contact with prospects.
- The April and July evaluation periods are crucial for college coaches to evaluate prospects in competition against players of similar ability. The NCAA may want to consider decreasing the number of days in the July evaluation period and adding an evaluation period in April.
- The NCAA should consider permitting off-campus contacts, official paid visits and possibly on-campus tryouts during a prospect's junior year of high school.
- The NCAA should consider eliminating the telephone call and text messaging restrictions.
- Changes made to the recruiting model should consider the differences in resource levels among Division I institutions.
- Change made to the recruiting model should consider the influence of technology on communications in the process.
- "Third parties" are a reality in the current recruiting environment and can be a positive influence on the prospect if trained and motivated.
- Coaches should be viewed as teachers when considering opening up opportunities to interact with underclass prospects.
- Consider measures that would support high school programs.

At its April 4 meeting, the council will continue its discussion of men's basketball recruiting and will hear presentations from additional interested groups, including head coaches, the Division I Student-Athlete Advisory Committee, possibly event or summer camp operators and apparel companies.

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

EXCERPTS FROM THE REPORT OF THE NCAA DIVISION I LEADERSHIP COUNCIL APRIL 4, 2011, MEETING

***INFORMATIONAL ITEMS*.**

1. Discussion of Men's Basketball Recruiting Model. The Leadership Council received presentations regarding men's basketball recruiting from two panels of current and former Division I head men's basketball coaches (i.e., Jim Boeheim, Syracuse University; Paul Hewitt, Georgia Tech University; Ron Hunter, Georgia State University; Jeff Jones, American University, and Phil Martelli, Saint Joseph's University), several individuals involved with nonscholastic event operations (Criss Beyers, assistant athletics director at Bloomington High School South, and Rob Kennedy, president of Hoop Group), Jim Haney, executive director of the NABC, and comments from two Division I Student-Athlete Advisory Committee members (Scott Krapf, chair, C.J. Williams, men's basketball student-athlete). Among themes/concepts that were shared with the Leadership Council:

- Coaches should have earlier contact with prospective student-athletes and their parents (e.g., earlier phone calls, earlier contact with prospects at their high schools).

- The NCAA should consider permitting official paid visits and on-campus evaluations during a prospect's junior year of high school.

- Coaches would support shortening the July evaluation period if they are provided additional days to evaluate in April.

- The NCAA should consider eliminating the text messaging restrictions.

- Coaches would be supportive of relaxing the rules related to telephone calls, possibly allowing calls earlier then progressively more often (e.g. start in sophomore year with limited calls, more calls in junior year and unlimited calls during senior year).

- The NCAA should consider eliminating the terms contacts and evaluations, and use recruiting opportunities.

- "Third parties" are a reality in the current recruiting environment. NCAA rules need to allow coaches to enter the recruiting process earlier.

- The NCAA should consider modifying its event certification requirements in order to address some of the concerns regarding nonscholastic events.

- All parties report that coaches and prospects are exhausted by the last week in July.

- Student-athlete well-being should be emphasized when making decisions regarding changes to the men's basketball recruiting model.

2. Report from the Leadership Council Men's Basketball Recruiting Subcommittees. Morgan Burke and Robin Harris, chairs of the two subcommittees, reported the following factors/concepts as critical in the analysis of access to prospects and a more effective use of recruiting time and resources:

- Providing opportunities for earlier access to prospects, their coaches and parents/legal guardians.

- Increasing opportunities for more direct access to prospects, their coaches and/or parents/legal guardians during academic year evaluation periods.

- Providing greater opportunities for greater access to prospects, while maintaining the 130 recruiting days that currently exists.

- Establishing some objective measure of academic readiness/preparedness that must be satisfied before an institution may expend recruiting funds to provide an official visit to a prospect.

- Modifying the current official visit legislation in order to minimize the need for unofficial visits.

The recruiting subcommittees will continue their discussion of men's basketball recruiting in the upcoming months. The Leadership Council will meet again in July or early August to review the work of both subcommittees with the goal of developing recommendations regarding a new recruiting model to forward to the Board of Directors in October.

3. Report from Division I and Football Championship Subdivision (FCS) Commissioners and Head Men's Basketball Coaches. The Leadership Council received a report of recent discussions of men's basketball recruiting by Division I and FCS commissioners and a head men's basketball coach from each of those conferences. The following concepts resulted from those discussions:

- There should be more and earlier communication in the recruiting process.

- The rules regarding communication should be simplified.

- The recruiting process should include parents as much as possible.

- There should be a spring evaluation period.

- The July evaluation period is very valuable.

- High school evaluations should be structured to allow coaches to gather as much information as possible about prospects.

- Should consider allowing tryouts during official visits.

4. Men's Basketball Recruiting Model Alternatives. The Leadership Council received a document outlining men's basketball alternative recruiting models that was developed by conference office administrators with NCAA rules compliance and basketball backgrounds from the Atlantic Coast, Big Ten, Big East, Big 12, Pac-10 and Southeastern Conferences. While the document has not been discussed with the presidents/chancellors of the six conferences, it was offered to the Leadership Council for consideration in its discussions of men's basketball recruiting models.

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 11-15, 2011, meeting.

***KEY ITEMS*.**

1. **Legislative Proposals**. The committee reviewed and discussed proposals in the current legislative cycle related to student-athlete well-being, including proposals related to recruiting, amateurism, financial aid and nontraditional courses. The position of Division I SAAC on the proposals is attached to this report.

2. **Division I Board of Directors Breakfast.** The committee met with the Division I Board of Directors and discussed key issues impacting student-athlete well-being including recruiting, commercialism, agent issues, as well as maintaining and enhancing the student-athlete voice, particularly in the legislative and governance process.

3. **Agent Issues.** Rachel Newman-Baker, NCAA director of agents gambling and amateurism activities, and Mike Rodgers, Amateurism Cabinet chair, addressed the committee regarding agent trends, particularly the involvement of outside third parties and discussed methods for enhancing education in this area, particularly for prospects, parents, coaches and student-athletes who expect to compete professionally.

4. **Division I SAAC Strategic Planning.** The committee reviewed its mission statement and discussed ideas for maintaining and improving its representation of student-athletes, its efforts to protect and improve student-athlete well-being and enhance the student-athlete experience.

***ACTION ITEMS*.**

1. **Legislative Items.**

   (Attached).

2. **Nonlegislative Items.**

   a. **Chair and vice chair selections**. The committee reviewed the requirements for the positions of committee chair and vice chair and selected Scott Krapf, Illinois State University and Missouri Valley Conference representative as chair, and Eugene Daniels, Colorado State University and Mountain West Conference representative as vice chair.

b. **Recruiting Cabinet and Joint SAAC representative selections.** The committee selected Kaitlyn Carew, Sienna College and Metro Atlantic Athletic Conference representative to serve on the recruiting cabinet and Chris Everett, Western Carolina University and Southern Conference representative, as Joint SAAC representative.

INFORMATIONAL ITEMS.

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

2. **Leadership and Legislative Council Luncheon.** The committee met with the Leadership and Legislative Councils to discuss proposed legislation, commercialism, student-athlete likeness, recruiting and agent issues.

3. **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 association's focus on student-athlete success and enhancing the student-athlete experience. Emmert also discussed nonrevenue sports as well as the principle of amateurism, the pre-professional status of student-athletes and the student-athlete voice in the governance structure.

   b. Jackie Campbell, director of Division I governance, assisted the committee in reviewing legislative proposals and requested feedback from the committee regarding the recruiting environment in men's basketball.

   c. Greg Shaheen, interim executive vice president of championships and alliances, addressed the committee regarding several aspects of NCAA championships that are currently under review, including selection, scheduling, facilities and playing rules. Shaheen requested feedback from the committee regarding the championship experience and general administration of the championships. Shaheen also discussed the new CBS and Turner Sports media contract, bowl licensing, commercial activities in intercollegiate athletics and the Capital One Cup, which he will discuss further with the committee in the future.

   d. Scott Bearby, associate general counsel, provided the committee an update on ongoing litigation related to student-athlete likeness and multi-year financial aid

agreements. Additionally, Bearby answered questions from the committee regarding commercialism and the related legislative proposal.

e. Delise O'Meally, director of membership and student-athlete affairs, gave a presentation to the committee regarding public and persuasive speaking.

f. Curtis Hollomon, director of student-athlete affairs, informed the committee of the structural changes that had occurred in student-athlete affairs and discussed the various programming that is available to student-athletes and administrators.

g. Kelly Groddy, associate director of academic and membership affairs, provided an update on transgender student-athlete participation.

4. **Joint Student-Athlete Advisory Committee Meeting.** The committee attended a joint meeting of the SAACs from each division and received updates on each committee's initiatives. The committees were provided initial data results from the student-athlete G.O.A.L.S. survey and received a presentation from College Sports Information Directors of America. Student-athletes also discussed the NCAA's efforts to address violence on campus and will participate in future programs on the issue.

5. **Faculty Athletics Representatives Association.** The committee discussed academic accountability as well as academic success and missed class time and developed talking points for two educational sessions involving those topics. Individuals from the Faculty Athletics Representatives Association and SAAC representative Jarrett Newby participated on a panel at the educational sessions regarding those subjects.

6. **Student-Athlete Reinstatement Update**. The committee was updated regarding student-athlete reinstatement issues including new guidelines for cases involving benefits from agents, eligibility impact regarding application of drug testing penalty to mid-year testing and initial eligibility updates.

7. **Media Team Update.** The committee received an update regarding the SAAC's media team projects and discussed new ways to improve the content and viewership of SAAC's Facebook page, Twitter account and website.

8. **Green Team Update.** The committee was updated regarding the Green Team and was asked to provide feedback on waste reduction policies, particularly for NCAA committee meetings, as well as other initiatives designed to promote environmental sustainability.

The committee also received information about Green Laces, an organization founded and supported by athletes to raise environmental awareness.

9. **Service Team Update.** The committee received an update on the initial efforts of the service team to solicit feedback from the membership regarding interest in development of an association wide community service project coordinated through Division I SAAC

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

Conference	School	Name	Sport	Present
America East Conference	Binghamton University	Robert Nolte	Men's Diving	Yes
Atlantic 10 Conference	University of North Carolina at Charlotte	Darius Law	Men's Track and Field	No
Atlantic Coast Conference	North Carolina State University	CJ Williams	Men's Basketball	No
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	Georgetown University	Norah Swanson	Women's Soccer	No
Big South Conference	Winthrop University	Matthew Horn	Men's Soccer	No
Big Sky Conference	University of Northern Colorado	Natasha Law	Women's Volleyball	Yes
Big Ten Conference	University of Wisconsin, Madison	Nick Fulton	Men's Swimming	Yes
Big West Conference	Long Beach State University	Amanda Sims	Women's Basketball	No
Colonial Athletic Conference	James Madison University	Matthew Goff	Football	Yes
Conference USA	East Carolina University	Jarrett Newby	Men's Track and Field	Yes
Horizon League	Wright State University	Cassandra Lloyd	Indoor Track and Field	Yes

Ivy Group	Columbia University-Barnard College	Natalia Christenson	Women's Tennis	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	Fairleigh Dickinson University, Metropolitan	Lauren Chapman	Women's Golf	Yes
Ohio Valley Conference	Jacksonville State University	Chelsea Pelletier	Women's Soccer	Yes
Pacific -10 Conference	University of Southern California	Jonathan Hackett	Men's Volleyball	Yes
Patriot League	American University	Zack Solomon	Men's Soccer	Yes
Southeastern Conference	Mississippi State University	DJ Looney	Football	Yes
Southern Conference	Western Carolina University	Chris Everett	Football	Yes
Southland Conference	Northwestern State University	Yaser Elqutub	Football	Yes
Southwestern Athletic Conference	Grambling State University	Taylour Smith	Softball	Yes

The Summit League	Western Illinois University	Eric Anerino	Men's Cross Country/Track	No
Sun Belt Conference	University of Arkansas, Little Rock	Rachael Maina	Women's Soccer	Yes
West Coast Conference	University of Portland	Natalie Hemphill	Women's Cross Country/Track	Yes
Western Athletic Conference	University of Hawaii	Jessica Stacy	Women's Swimming	Yes
Others:				
Legislative Council	Texas State University – San Marcos	Tracy Shoemake, Associate Athletic Director	Southland Conference	Yes
Leadership Council	Pepperdine University	John Watson, Director of Athletics	West Coast Conference	No
Leadership Council	University of Miami (Ohio)	Susan Lipnickey, Faculty Athletic Representative	Mid-American Conference	Yes

11. **Future Meeting Schedule.**

a. March 2011, Teleconference.

b. July 21-24, 2011, Indianapolis, Indiana.

c. September/October 2011, Legislative Webinar.

d. November 18-20, 2011, Indianapolis, Indiana.

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

Committee Chair: Nick Fulton, University of Wisconsin Madison, Big Ten Conference
Committee Vice-Chair: Scott Krapf, Illinois State University, Missouri Valley Conference
Staff Liaisons: Katie Willett, Student-Athlete Affairs
Kelly Groddy, Academic and Membership Affairs
Tim Nevius, Enforcement
Abigail Renaker, Academic and Membership Affairs

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

AMATEURISM					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-23 AMATEURISM -- AMATEUR STATUS -- EXCEPTION FOR PAYMENT BASED ON TEAM PERFORMANCE -- ACTUAL AND NECESSARY EXPENSES -- SPORTS OTHER THAN MEN'S ICE HOCKEY AND SKIING	In sports other than men's ice hockey and skiing, to specify that before full-time collegiate enrollment, an individual may accept payment based on his or her team's place finish or performance, or given on an incentive basis (e.g., bonus) from a team, provided the combination of such payments and expenses provided to the individual does not exceed his or her actual and necessary expenses to participate on the team.	X			
2010-25 AMATEURISM AND AWARDS, BENEFITS AND EXPENSES -- USE OF AGENTS -- BENEFITS, GIFTS AND SERVICES -- CAREER COUNSELING AND INTERNSHIP/JOB PLACEMENT SERVICES	To permit a student-athlete to use career counseling and internship/job placement services available exclusively to student-athletes, provided the student-athlete is not placed in a position in which the student-athlete uses his or her athletics ability.	X			

ATTACHMENT

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

AMATEURISM					
2010-26 AMATEURISM -- PROMOTIONAL ACTIVITIES -- USE OF A STUDENT-ATHLETE'S NAME OR LIKENESS	To revise the regulations related to use of a student-athlete's name or likeness for promotions, advertisements and media activities, as specified.				**SENT OUT FOR COMMENT** The committee does not support this proposal as written and believes the language is unclear and seeks more specific student-athlete consent requirements to promote adequate, informed and voluntary consent and avoid uniformed, misguided, obligatory or blanket consent.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

RECRUITING					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-30 RECRUITING -- TELEPHONE CALLS -- TIME PERIOD FOR TELEPHONE CALLS -- SPORTS OTHER THAN FOOTBALL	In sports other than football, to specify that an institution may make one telephone call per month to an individual (or the individual's relatives or legal guardians) on or after June 15 at the conclusion of the individual's sophomore year in high school through July 31 after the individual's junior year in high school, two telephone calls per week beginning August 1 prior to the individual's senior year in high school, and one telephone call per week to a two-year or four-year college prospective student-athlete (or the prospective student-athlete's relatives or legal guardians); further, in sports other than football for which a defined recruiting calendar applies, to specify that during a contact period that occurs on or after August 1 before an individual's senior year in high school, telephone calls may be made at the institution's discretion.		X		Members who oppose the measure objected to the early phone contact with prospects, noted that it may promote verbal scholarship offers, could add undue pressure and distract prospective student-athletes who should be focusing on high school athletics and academics.
2010-31 PERSONNEL AND RECRUITING -- RECRUITING COORDINATION FUNCTIONS -- CONTACTS, TELEPHONE CALLS AND RECRUITING MATERIALS -- EXCEPTIONS -- COMMUNICATION AFTER COMMITMENT	To specify that the restrictions on the forms and frequency of communication between institutional administrators or coaching staff members and a prospective student-athlete (or prospective student athlete's relatives or legal guardians) shall no longer apply beginning the calendar day after: (1) the prospective student-athlete signs a National Letter of Intent (NLI) or, for an institution not using the NLI in a particular sport, or for a prospective student-athlete not eligible to sign a NLI (e.g., four-year college transfer), a signed acceptance of a written offer of admission and/or financial aid agreement; or (2) the institution receives a financial deposit in response to the institution's offer of admission.	X			

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

RECRUITING					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-34 RECRUITING -- CONTACTS AND EVALUATIONS -- MEN'S BASKETBALL EVALUATIONS -- CERTIFIED NONSCHOLASTIC EVENTS DURING APRIL CONTACT PERIOD	In men's basketball, to specify that a coaching staff member may evaluate prospective student-athletes at certified nonscholastic events on Saturdays and Sundays during the April contact period.	X			
2010-40 RECRUITING -- OFFICIAL (PAID) VISIT -- LIMITATIONS ON OFFICIAL VISITS -- NO VISIT AFTER NATIONAL LETTER OF INTENT OR OTHER WRITTEN COMMITMENT	To specify that after signing a National Letter of Intent, a prospective student-athlete shall not make an official visit to the institution with which he or she has signed; further, to specify that for an institution not using the National Letter of Intent in a particular sport, or for a prospective student-athlete who is not eligible to sign a National Letter of Intent (e.g., four-year college transfer), the prospective student-athlete shall not make an official visit to the institution after he or she has signed the institution's written offer of admission and/or financial aid.		X		The committee noted multiple circumstances in which official visits may occur after signing an NLI, including for international prospective student-athletes and prospect student-athletes who participate in fall sports and want to meet with academic counselors on campus after signing but prior to enrollment.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

RECRUITING					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-42 RECRUITING -- LETTER-OF-INTENT PROGRAMS, FINANCIAL AID AGREEMENTS -- REQUIREMENTS FOR VERBAL OFFER OF ATHLETICALLY RELATED FINANCIAL AID	To specify that an institution shall not make a verbal offer of athletically related financial aid to an individual, directly or indirectly, before July 1 following his or her junior year in high school; further, to specify that an institution must have a high school transcript (official or unofficial) on file that includes the results of the individual's first five semesters or seven quarters of high school enrollment before extending a verbal offer of financial aid.	X			The committee believes that there should be restrictions on early scholarship offers.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
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ELIGIBILITY					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-51A ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION – NONTRADITIONAL COURSES	To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) offered by the certifying the institution may be used to satisfy the full-time enrollment requirement for competition, provided specified conditions are met.	X			
2010-51B ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION – NONTRADITIONAL COURSES -- UP TO 50 PERCENT OF MINIMUM REQUIREMENT	To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) offered by the certifying the institution may be used to satisfy up to 50 percent of the full-time enrollment requirement for competition, provided specified conditions are met.		X		The committee believes that institutional policy should determine the limit on the number of nontraditional courses that can be used to meet full time enrollment requirements at each institution.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

ELIGIBILITY					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-52 ELIGIBILITY -- GRADUATE STUDENT/POSTBACCALAUREATE PARTICIPATION -- ONE-TIME TRANSFER EXCEPTION -- FINAL YEAR OF ELIGIBILITY -- NONRENEWAL OF ATHLETICS AID AT PREVIOUS INSTITUTION -- BASEBALL, BASKETBALL, FOOTBALL AND MEN'S ICE HOCKEY	In baseball, basketball, football and men's ice hockey, to permit a student-athlete who is enrolled in a graduate or professional school of an institution other than the institution from which he or she previously received a baccalaureate degree to participate in intercollegiate athletics, provided the student-athlete meets the conditions of the one-time transfer exception (other than the sport restrictions), has one season of competition remaining and the student-athlete's previous institution did not renew his or her athletically related financial aid for the following academic year.	X			
2010-58A ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL	In men's basketball, to establish a summer academic preparation and college acclimatization model, as specified.	X			The committee supports the summer academic preparation and college acclimatization model but believes that student-athletes under this model should be required to enroll in and pass six credit hours as required under 2010-58B. The committee also supports the military academy exception under 2010-58C.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
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ELIGIBILITY					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-58B ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL -- SIX HOURS REQUIREMENT FOR INCOMING STUDENT-ATHLETES	In men's basketball, to establish a summer academic preparation and college acclimatization model, as specified.	X			The committee favors proposal 2010-58B over 2010-58A because it requires student-athletes to enroll in and pass six credit hours.
2010-58C ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL -- NATIONAL SERVICE ACADEMY EXCEPTION	In men's basketball, to establish a summer academic preparation and college acclimatization model, as specified.	X			The committee supports the military academy exception along with the requirement that student-athletes enroll in and pass six credit hours under 2010-58B.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
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ELIGIBILITY					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-59A ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT HOUR REQUIREMENTS -- FALL TERM ACADEMIC REQUIREMENT FOR FUTURE COMPETITION -- FOOTBALL	In football, to specify that a student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season; further, to specify that the student-athlete may regain eligibility to compete in the third and fourth contests of that season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term.	X			The committee favors 2010-59C over 2010-59A and B because it provides for at least a two game penalty as well as a one-time exception to recover from a poor academic term.
2010-59B ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT HOUR REQUIREMENTS -- FALL TERM ACADEMIC REQUIREMENT FOR FUTURE COMPETITION -- POTENTIAL TO REGAIN ELIGIBILITY FOR TWO CONTESTS --FOOTBALL	In football, to specify that a student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season; further, to specify that the student-athlete may regain eligibility to compete in the first four contests of that season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term.	X			The committee favors 2010-59C over 2010-59A and B because it provides for at least a two game penalty as well as a one-time exception to recover from a poor academic term.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

ELIGIBILITY					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-59C ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT HOUR REQUIREMENTS -- FALL TERM ACADEMIC REQUIREMENT FOR FUTURE COMPETITION -- POTENTIAL TO REGAIN ELIGIBILITY FOR TWO CONTESTS --FOOTBALL	In football, to specify that a student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season; further, to specify that the student-athlete may regain eligibility to compete in the third and fourth contests of that season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term; finally, to specify that one time during a student-athlete's five-year period of eligibility, a student-athlete may regain eligibility to compete in the first four contests against outside competition in the following playing season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term.	X			The committee favors 2010-59C over 2010-59A and B because it provides for at least a two game penalty as well as a one-time exception to recover from a poor academic term.
2010-60 ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- REGULATIONS FOR ADMINISTRATION OF PROGRESS TOWARD DEGREE -- NONTRADITIONAL COURSES	To specify that nontraditional courses (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) completed at an institution other than the certifying institution, may be used to meet credit-hour and percentage-of-degree requirements, provided specified conditions are met.	X			The committee noted that this proposal allows student-athletes to take classes away from campus that count towards meeting progress towards degree requirements, which promotes academic scheduling flexibility particularly for student-athletes who return home during the summer and when certain courses are not available during a particular term or take place during practice or competition.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

FINANCIAL AID					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-62 FINANCIAL AID -- DEFINITIONS AND APPLICATIONS -- EXEMPTED INSTITUTIONAL FINANCIAL AID -- FEDERAL NEED-BASED FINANCIAL AID	To specify that federal government grants awarded based on a student's demonstrated financial need are considered exempted institutional financial aid and are not counted in determining the institution's financial aid limitations, regardless of whether the institution is responsible for selecting the recipient or determining the amount of aid, or providing matching or supplementary funds for a previously determined recipient.	X			
2010-63 FINANCIAL AID -- DEFINITIONS AND APPLICATIONS -- EXEMPTED INSTITUTIONAL FINANCIAL AID -- STATE NEED-BASED FINANCIAL AID	To specify that state government grants awarded based on a student's demonstrated financial need, regardless of whether the institution is responsible for selecting the recipient or determining the amount of aid, or providing matching or supplementary funds for a previously determined recipient is not included in determining the institution's financial aid limitations, provided the aid is administered in accordance with the federal methodology for determining a student's financial need and has no relationship to athletics ability; however, such aid is not exempt in determining a student-athlete's counter status for purposes of applying the football or basketball, varsity competition legislation.	X			

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

FINANCIAL AID					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-64 FINANCIAL AID -- DEFINITIONS AND APPLICATIONS -- EXEMPTED INSTITUTIONAL FINANCIAL AID -- STATE MERIT-BASED FINANCIAL AID	To specify that state government grants awarded based on a student's demonstrated financial need are considered exempted institutional financial aid and are not counted in determining the institution's financial aid limitations, regardless of whether the institution is responsible for selecting the recipient or determining the amount of aid, or providing matching or supplementary funds for a previously determined recipient, provided the aid is awarded consistent with the criteria of the legislative requirements of an academic honor award or institutional academic scholarship and has no relationship to athletics ability; however, such aid is not exempt in determining a student-athlete's counter status for purposes of applying the football or basketball, varsity competition legislation.	X			
2010-66 FINANCIAL AID AND AWARDS, BENEFITS AND EXPENSES -- TRAINING-TABLE MEALS -- ONE MEAL PER DAY -- STUDENT-ATHLETES NOT RECEIVING FULL BOARD	To permit an institution to provide one training-table meal per day to a student-athlete who does not receive athletically related institutional financial aid that covers the full cost of board; further, to specify that the provision of the one training-table meal per day to such a student-athlete shall not be considered financial aid.	X			

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

FINANCIAL AID					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-69 FINANCIAL AID -- FINANCIAL AID FROM OUTSIDE SOURCES -- FINANCIAL AID FROM AN ESTABLISHED AND CONTINUING PROGRAM	To specify that a student-athlete may receive financial aid through an established and continuing program to aid students, provided: (a) the recipient's choice of institutions is not restricted by the donor of the aid; (b) there is no direct connection between the donor and the student-athlete's institution; and (c) if the total value of the aid received by the student-athlete exceeds ten percent of the value of the institution's full grant-in-aid, documentation of the aid received by the student-athlete must be kept on file with the institution's conference office.	X			
2010-70 FINANCIAL AID -- SUMMER FINANCIAL AID -- ENROLLED STUDENT-ATHLETES -- EXCEPTION FOR FIRST-TIME RECIPIENT IN THE NEXT ACADEMIC YEAR	To specify that a student-athlete who has not received athletically related aid from the certifying institution during a previous academic year may receive athletically related financial aid to attend the institution's summer term or summer school, provided the student-athlete has been awarded athletically related financial aid for the following academic year and the aid is awarded only in proportion to the amount of athletically related financial aid the student will receive for the following academic year.	X			

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
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FINANCIAL AID					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-72 FINANCIAL AID -- TERMS AND CONDITIONS OF AWARDING INSTITUTIONAL FINANCIAL AID -- REDUCTION OR CANCELLATION PERMITTED -- RELEASE OF OBLIGATION TO PROVIDE ATHLETICALLY RELATED FINANCIAL AID	To specify that before becoming a counter for an academic year, if a prospective student-athlete or student-athlete is awarded institutional financial aid unrelated to athletics that is of equal or greater value than his or her signed award of athletically related financial aid, the prospective student-athlete or student-athlete may, on his or her initiative, release the institution of its obligation to provide the athletically related financial aid.	X			
2010-73 FINANCIAL AID -- COUNTERS AND EQUIVALENCY COMPUTATIONS -- REQUIRED GRADE-POINT AVERAGE TO QUALIFY FOR EXEMPTIONS OF COUNTER STATUS AND COUNTABLE INSTITUTIONAL AID -- REDUCTION FROM 3.300 TO 3.000	In football and basketball, to reduce the necessary cumulative grade-point average at the certifying institution to meet the "institutional academic aid only" exception to counter status from 3.300 to 3.000; further, to reduce the necessary cumulative transferable grade-point to exempt institutional financial aid awarded to transfer student-athletes (and the grade-point average at the certifying institution for renewals) and institutional academic scholarships based solely on the recipient's academic record at the certifying institution from team limits from 3.300 to 3.000.	X			The committee noted that this proposal will allow student-athletes to receive more financial aid that will be counted against their individual limit but not their team limits which promotes student-athlete well-being and helps decrease the cost for student-athletes to attend Division I institutions.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
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FINANCIAL AID					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-76 FINANCIAL AID -- MAXIMUM INSTITUTIONAL GRANT-IN-AID LIMITATIONS BY SPORT -- WOMEN'S BASKETBALL	In women's basketball, to reduce the annual limit on the number of counters at each institution from 15 to 13.		X		The committee is opposed to reducing the number of scholarship opportunities for student-athletes.

AWARDS AND BENEFITS					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-84 AWARDS, BENEFITS AND EXPENSES -- PARTICIPATION AWARDS -- MAXIMUM VALUE OF AWARD -- INCREASE TO MAXIMUM VALUES	To increase the limitation on the maximum value of the annual participation award for a senior by $100 and to increase the limitation on the maximum value for all other participation awards by $50, as specified.	X			

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

PLAYING AND PRACTICE SEASONS					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-86 PLAYING AND PRACTICE SEASONS -- GENERAL PLAYING SEASON REGULATIONS -- NO MISSED CLASS TIME IN CONJUNCTION WITH NONCHAMPIONSHIP SEGMENT COMPETITION -- BASEBALL, CROSS COUNTRY, FIELD HOCKEY, LACROSSE, SOCCER AND VOLLEYBALL	In baseball, men's and women's cross country (without indoor or outdoor track and field), field hockey, men's and women's lacrosse, men's and women's soccer, and men's and women's volleyball, to specify that no class time shall be missed in conjunction with competition during the nonchampionship segment, including activities associated with such competition (e.g., travel and other pregame or postgame activities).		X		The committee noted that this proposal could eliminate competition opportunities during the non-championship segment for some student-athletes whose class schedule interferes with travel time and in other circumstances could prevent proper warm-up time prior to competition.
2010-88 PLAYING AND PRACTICE SEASONS -- NONCHAMPIONSHIP SEGMENT -- CROSS COUNTRY, FIELD HOCKEY, WOMEN'S LACROSSE, SOCCER, SOFTBALL AND VOLLEYBALL -- TWO DATES OF COMPETITION -- ONE AWAY-FROM HOME DATE	In men's and women's cross country, field hockey, women's lacrosse, men's and women's soccer, softball, and men's and women's volleyball, to specify that an institution is limited to two dates of competition during the nonchampionship segment, of which only one date may be an away-from-home date of competition.		X		The committee opposes reducing competition opportunities for student-athletes.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

PLAYING AND PRACTICE SEASONS					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-94 PLAYING AND PRACTICE SEASONS -- MEN'S SOCCER -- FIRST CONTEST OR DATE OF COMPETITION -- 12-WEEK SEASON	In men's soccer, to specify that an institution shall not play its first contest or engage in its first date of competition (game) with outside competition prior to the Friday prior to the 12th weekend prior to the start of the applicable Division I soccer championship, except that an alumni contest may be played the previous weekend.	X			The committee noted this proposal will align the playing season legislation in men's soccer with the current playing season legislation in women's soccer.
2010-95 PLAYING AND PRACTICE SEASONS -- FIRST CONTEST OR DATE OF COMPETITION -- CROSS COUNTRY AND SOCCER -- 10-WEEK CROSS COUNTRY SEASON AND 11-WEEK SOCCER SEASON	In cross country, to specify that an institution shall not play its first contest or engage in its first date of competition (game or scrimmage) with outside competition prior to the Friday before the 10th weekend before the weekend of the NCAA Division I cross country regional competition; further, in soccer, to specify that an institution shall not play its first contest or engage in its first date of competition (game) with outside competition prior to the Friday before the 11th weekend before the start of the applicable NCAA Division I soccer championship.		X		The committee noted that cross country runners do not race every weekend and need the extra time for rest as well as to determine which runners will compete.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

PLAYING AND PRACTICE SEASONS					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-96 PLAYING AND PRACTICE SEASONS -- WOMEN'S VOLLEYBALL -- PRESEASON PRACTICE -- 21 UNITS	In women's volleyball, to reduce, from 29 to 21, the number of units used to determine the start of preseason practice.	X			The committee noted that this proposal would align women's volleyball preseason and practice schedule with other sports and eliminate excessive preseason practice opportunities.
2010-99 PLAYING AND PRACTICE SEASONS -- FOREIGN TOURS AND COMPETITION -- NO INSTITUTIONAL OR CONFERENCE FOREIGN TOURS	To specify that an institution or conference shall not sponsor or participate in a foreign tour; further, to specify that competition in a U.S. territory shall be restricted to once every four years on one trip during the prescribed playing season.		X		The committee understands the current state of the economy and the necessity of budget cuts but objects to eliminating foreign tours and noted fiscal autonomy for institutions as well as the cultural opportunities for student-athletes. However, the committee prioritizes championship and nonchampionship competition opportunities more than the opportunity to participate in a foreign tour.

NCAA Division I (National) Student-Athlete Advisory Committee (SAAC)
2010-11 Conference SAAC Voting Form

ADMINISTRATIVE					
Proposal No. and Title	**Intent**	**Support**	**Oppose**	**Split**	**Comments**
2010-12 LEGISLATIVE PROCESS -- AMENDMENT PROCESS -- MEMBERSHIP OVERRIDE OF LEGISLATIVE CHANGES -- LEGISLATIVE COUNCIL OR BOARD OF DIRECTORS REVIEW -- OVERRIDE VOTING	To eliminate the requirement that the override voting process on actions taken by the Legislative Council or the Board of Directors must occur at the annual Convention of the Association.		X		The committee opposes this proposal because it would eliminate the Division I SAAC's opportunity to express its position on the convention floor regarding overrides.

The National Collegiate Athletic Association
December 14, 2010 TMN:lab

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 March 27, 2011, teleconference.

KEY ITEMS.

1. **Legislation Related to Use of a Student-Athlete's Name or Likeness in Promotional Activities**. The committee reviewed and discussed amendments to the legislative proposal (NCAA Proposal No. 2010-26) regarding use of a student-athlete's name or likeness in promotions, advertisements and media activities. The committee will solicit feedback from conferences in preparation for the April Legislative Council meeting.

2. **Men's Basketball Recruiting.** The committee discussed the current men's basketball recruiting environment and reviewed key issues including technology, early contact, institutional resources and third party and agent involvement. Members were asked to seek feedback from men's basketball student-athletes in their conferences and to formulate ideas for addressing areas of concern.

3. **Student-Athlete Voice.** The committee discussed ways to enhance the student-athlete voice in collegiate athletics, including contacting the CCACA to seek feedback and altering the committee's future meeting schedule. It was noted that the committee chair will participate in a teleconference with the NCAA executive committee in April 2011.

ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

1. **New member**. The committee welcomed Lauren Cochlin, women's soccer student-athlete from the University of Wisconsin Madison, as the new representative from the Big Ten Conference.

2. **April NCAA Division I Legislative Council meeting.** It was noted that the committee vice chair will represent the committee at the Legislative Council's April meeting, during which the Council will discuss certain legislative proposals, including proposal 2010-26 and its amendments regarding student-athlete name and likeness, proposal 2010-16 related to personnel limitations in basketball and 2010-18 regarding personnel limitations in bowl subdivision football.

3. **April NCAA Division I Leadership Council meeting.** It was noted that the committee chair and a men's basketball student-athlete will represent the committee at the Leadership Council's upcoming meeting in conjunction with the men's Final Four in Houston, Texas. The Council's discussion will focus on men's basketball recruiting issues.

4. **Open Cabinet and Committee Positions**. The committee received information regarding future opportunities for members to represent SAAC on various cabinets and committees. Current members serving in those roles spoke about their experiences and responsibilities and encouraged interested members to apply for open positions during the July 2011 in-person meeting.

5. **Cabinet and Committee Reports.** The committee received updates regarding the work of Division I cabinets and committees and association wide committees on which SAAC members serve. Members received information related to several current issues regarding academics, amateurism, championships, financial aid, minority opportunities and interests and recruiting.

6. **Media Team Update.** The committee received an update regarding the media team's projects, including new blog entries and content on Facebook and Twitter. It was noted that traffic to the DI SAAC website has increased in recent months.

7. **Service Team Update.** The committee received an update on the efforts of the service team regarding the development of a divisional community service project coordinated through Division I SAAC. It was noted that the committee previously supported Samaritan's Feet and information was provided regarding service opportunities that exist with the American Red Cross. The committee will distribute a survey to the membership to gather more information regarding potential opportunities and interest.

8. **Green Team Update.** The committee was updated regarding the Green Team and was asked to submit ideas for promoting environmental sustainability.

9. **Capital One Cup.** The committee was updated on discussions regarding the structure and marketing of the Capital One Cup. It was noted that the committee will work with Greg Shaheen, executive vice president of championships and alliances, as it moves forward with these discussions.

10. **Attendance.** Attendance for the March teleconference:

Conference	School	Name	Sport	Present
America East Conference	Binghamton University	Robert Nolte	Men's Diving	Yes
Atlantic 10 Conference	University of North Carolina at Charlotte	Darius Law	Men's Track and Field	Yes
Atlantic Coast Conference	North Carolina State University	CJ Williams	Men's Basketball	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	Georgetown University	Norah Swanson	Women's Soccer	Yes
Big South Conference	Winthrop University	Matthew Horn	Men's Soccer	Yes
Big Sky Conference	University of Northern Colorado	Natasha Law	Women's Volleyball	Yes
Big Ten Conference	University of Wisconsin, Madison	Lauren Cochlin	Women's Soccer	Yes
Big West Conference	Long Beach State University	Amanda Sims	Women's Basketball	No
Colonial Athletic Conference	James Madison University	Matthew Goff	Football	Yes
Conference USA	East Carolina University	Jarrett Newby	Men's Track and Field	Yes
Horizon League	Wright State University	Cassandra Lloyd	Indoor Track and Field	Yes
Ivy Group	Columbia University-Barnard College	Natalia Christenson	Women's Tennis	Yes
Metro Atlantic Athletic Conference	Siena College	Kaitlyn Carew	Women's Swimming	Yes
Mid-American	Eastern Michigan	Kaitlyn Vincek	Women's Volleyball	Yes

Conference	University			
Mid-Eastern Athletic Conference	North Carolina A&T State University	Carvell Copeland	Baseball	No
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	Fairleigh Dickinson University, Metropolitan	Lauren Chapman	Women's Golf	Yes
Ohio Valley Conference	Jacksonville State University	Chelsea Pelletier	Women's Soccer	Yes
Pacific -10 Conference	University of Southern California	Jonathan Hackett	Men's Volleyball	Yes
Patriot League	American University	Zack Solomon	Men's Soccer	Yes
Southeastern Conference	Mississippi State University	DJ Looney	Football	Yes
Southern Conference	Western Carolina University	Chris Everett	Football	No
Southland Conference	Northwestern State University	Yaser Elqutub	Football	Yes
Southwestern Athletic Conference	Grambling State University	Taylour Smith	Softball	Yes
The Summit League	Western Illinois University	Eric Anerino	Men's Cross Country/Track	No
Sun Belt Conference	University of Arkansas, Little Rock	Rachael Maina	Women's Soccer	Yes
West Coast Conference	University of Portland	Natalie Hemphill	Women's Cross Country/Track	Yes
Western Athletic Conference	University of Hawaii	Jessica Stacy	Women's Swimming	Yes

11. **Future Meeting Schedule.**

a. July 21-24, 2011, Indianapolis.

b. September/October 2011, Legislative Webinar.

c. Fall 2011, Indianapolis.

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

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
Abigail Renaker, Academic and Membership Affairs

EXCERPTS FROM THE REPORT OF THE NCAA DIVISON I LEGISLATIVE COUNCIL MEETING APRIL 11-12, 2011

***INFORMATIONAL ITEMS*.**

4. NCAA Division I Board of Director Resolution – The Division I Legislative Process. The Legislative Council continued its discussion of the Board of Directors resolution related to the legislative process. As a result of its discussion, the Legislative Council outlined the concepts listed below for review by the Board of Directors. Based on feedback provided by the Board of Directors, the concepts could be further refined and, ultimately, introduced into the 2011-12 legislative cycle for consideration by the membership.

a. Development of a Legislative Process that Consists of Two Overlapping Two-Year Cycles. A legislative process consisting of two overlapping two-year cycles would allow the membership to focus attention on particular issues during each legislative cycle and fully develop comprehensive legislative concepts. A determination would be made regarding which bylaws would be included in each separate two-year cycle.

b. Increase the Requisite Number of Requests to Initiate an Override of the Adoption or Defeat of a Legislative Proposal. The Legislative Council recommends that the number of requests necessary to call for an override increase from 30 to 75 and that the number of requests necessary to suspend a legislative change increase from 100 to 125. For NCAA Football Championship Subdivision specific legislation, the numbers would increase from 15 to 25 and from 40 to 50. While it is important to maintain the opportunity for the membership to override legislation for which there is significant opposition, the current threshold for initiating an override represents less than 10 percent of the Division I membership. An increase to the number of requests required may encourage more thoughtful review of proposals during the legislative process and enhance the efficiency of the governance process.

Council Chair: Shane Lyons, Atlantic Coast Conference
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

NCAA Division I Legislative Council April 2011 Legislative Actions
Actions Related to 2010-11 Legislative Cycle Proposals Sponsored by the NCAA Division I Academic Cabinet

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-51-A	ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- NONTRADITIONAL COURSES	NCAA Division I Academics Cabinet	August 1, 2011	To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) offered by the certifying institution may be used to satisfy the full-time enrollment requirement for competition, provided specified conditions are met.	Adopted.
2010-51-B	ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- NONTRADITIONAL COURSES -- UP TO 50 PERCENT OF MINIMUM REQUIREMENT	NCAA Division I Legislative Council	August 1, 2011	To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) offered by the certifying institution may be used to satisfy up to 50 percent of the minimum full-time enrollment requirement for competition, provided specified conditions are met.	Rendered moot by the adoption of Proposal No. 2010-51-A.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-60	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- REGULATIONS FOR ADMINISTRATION OF PROGRESS TOWARD DEGREE -- NONTRADITIONAL COURSES	NCAA Division I Academics Cabinet	August 1, 2011	To specify that nontraditional courses (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) completed at an institution other than the certifying institution, may be used to meet credit-hour and percentage-of-degree requirements, provided specified conditions are met.	Adopted.

NCAA Division I Legislative Council April 2011 Legislative Actions
Actions Related to 2010-11 Legislative Cycle Proposals Reviewed by NCAA Division I Academic Cabinet

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-25	AMATEURISM AND AWARDS, BENEFITS AND EXPENSES -- USE OF AGENTS -- BENEFITS, GIFTS AND SERVICES -- CAREER COUNSELING AND INTERNSHIP/JOB PLACEMENT SERVICES	Big East Conference	Immediate	To permit a student-athlete to use career counseling and internship/job placement services available exclusively to student-athletes, provided the student-athlete is not placed in a position in which the student-athlete uses his or her athletics ability.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-52	ELIGIBILITY -- GRADUATE STUDENT/ POSTBACCALAUREATE PARTICIPATION -- ONE-TIME TRANSFER EXCEPTION -- NONRENEWAL OF ATHLETICS AID AT PREVIOUS INSTITUTION -- BASEBALL, BASKETBALL, FOOTBALL AND MEN'S ICE HOCKEY	Mountain West Conference	August 1, 2011	In baseball, basketball, football and men's ice hockey, to permit a student-athlete who is enrolled in a graduate or professional school of an institution other than the institution from which he or she previously received a baccalaureate degree to participate in intercollegiate athletics, provided the student-athlete meets the conditions of the one-time transfer exception (other than the sport restrictions), has at least one season of competition remaining and the student-athlete's previous institution did not renew his or her athletically related financial aid for the following academic year.	FBS: Adopted. FCS: Adopted. Division I: Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-58-C	ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL -- NATIONAL SERVICE ACADEMY EXCEPTION	Mountain West Conference	August 1, 2011; effective beginning with the summer 2012.	In men's basketball, to establish a summer academic preparation and college acclimatization model, as specified, including exceptions for national service academies.	Tabled, pending review of the men's basketball recruiting model by the NCAA Division I Leadership council

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-59-A-FCS	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT HOUR REQUIREMENTS -- FALL TERM ACADEMIC REQUIREMENTS FOR FUTURE COMPETITION -- POTENTIAL TO REGAIN ELIGIBILITY FOR TWO CONTESTS -- FOOTBALL	NCAA Division I Board of Directors (Football Academic Working Group)	August 1, 2011	In football, to specify that a student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season; further, to specify that the student-athlete may regain eligibility to compete in the third and fourth contests of that season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term.	Defeated

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-59-B-FCS	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT HOUR REQUIREMENTS -- FALL TERM ACADEMIC REQUIREMENTS FOR FUTURE COMPETITION -- POTENTIAL TO REGAIN FULL ELIGIBILITY -- FOOTBALL	Big East Conference	August 1, 2011	In football, to specify that a student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season; further, to specify that the student-athlete may regain eligibility to compete in the first four contests against outside competition in the following playing season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term.	Defeated

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-59-C	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT HOUR REQUIREMENTS -- FALL TERM ACADEMIC REQUIREMENTS FOR FUTURE COMPETITION -- ONE-TIME EXCEPTION TO REGAIN FULL ELIGIBILITY -- FOOTBALL	Atlantic Coast Conference	August 1, 2011	In football, to specify that a student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season; further, to specify that the student-athlete may regain eligibility to compete in the third and fourth contests of that season, provided he or she successfully completes 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term; finally, to specify that one time during a student-athlete's five-year period of eligibility, a student-athlete may regain eligibility to compete in the first four contests against outside competition in the following playing season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term.	FBS: Adopted. FCS: On initial consideration, defeated. On reconsideration, adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-86	PLAYING AND PRACTICE SEASONS -- GENERAL PLAYING SEASON REGULATIONS -- NO MISSED CLASS TIME IN CONJUNCTION WITH NONCHAMPIONSHIP SEGMENT COMPETITION -- BASEBALL, CROSS COUNTRY, FIELD HOCKEY, LACROSSE, SOCCER AND VOLLEYBALL	NCAA Division I Championships/Sports Management Cabinet	August 1, 2011	In baseball, men's and women's cross country (without indoor or outdoor track and field), field hockey, men's and women's lacrosse, men's and women's soccer, and men's and women's volleyball, to specify that no class time shall be missed in conjunction with competition during the nonchampionship segment, including activities associated with such competition (e.g., travel and other pregame or postgame activities).	Adopted.
2010-87	PLAYING AND PRACTICE SEASONS -- NONCHAMPIONSHIP SEGMENT -- TRAVEL RESTRICTIONS -- CROSS COUNTRY, FIELD HOCKEY, SOCCER, SOFTBALL AND VOLLEYBALL -- HAWAII OR ALASKA EXCEPTION -- ONCE IN FOUR YEARS	Western Athletic Conference	August 1, 2011	In men's and women's cross country (for institutions without indoor or outdoor track and field), field hockey, men's and women's soccer, softball and men's and women's volleyball, to specify that, once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska.	Approved an amendment to allow for missed class time in conjunction with the exception. Adopted, as amended.

Recent Interpretations of Interest to the NCAA Division I Academic Cabinet

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

Date Issued: March 23, 2011

Date Published: March 31, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff confirmed that a nonqualifier who attends two four-year institutions during his or her first year of enrollment (e.g., one semester at each, one quarter at one and two quarters at the other) may combine the terms of enrollment at the two institutions to fulfill the one-year residence requirement for practice and athletically related financial aid if he or she transfers to a third four-year institution at the beginning of the student-athlete's second year of enrollment.

[References: NCAA Bylaws 14.02.13.1 (academic year of residence), 14.3.4 (residence requirement – nonqualifier), 14.5.5 (four-year college transfers), 14.5.5.1.2 (attendance for less than one academic year), 14.5.5.2.8 (return-to-original-institution without participation or minimal participation exception), and a staff interpretation (11/19/93, item a), which has been archived]

Title: Telephone Calls to Guidance Counselors for Academic Information (I)

Date Issued: March 16, 2011

Date Published: March 18, 2011

Type: Staff Interpretation

Item Ref: a

The academic and membership affairs staff determined that a telephone call to the appropriate academic authority at the prospective student-athlete's educational institution (e.g., registrar, guidance counselor) related to admissions or academic issues is not a recruiting coordination function provided there is no solicitation of the prospective student-athlete and nothing beyond the prospective student-athlete's academic qualifications is discussed.

[References: NCAA Division I Bylaws 11.7.1.2 (recruiting coordination functions), 13.1.3.4.1 (institutional coaching staff members -- general rule) and 13.1.3.4.1.1 (exception -- prior to

national letter of intent signing or other written commitment); official interpretations (10/12/1994, Item No. 9-d) and (12/15/1993, Item No. 6)]

Title: Effect of Invalidated Academic Credentials after Initial-Eligibility Certification (I)

Date Issued: March 3, 2011

Date Published: March 4, 2011

Type: Official Interpretation

Item Ref: 5

The committee confirmed that if a student-athlete's academic credentials (e.g., transcript, test scores) are invalidated, the institution must report any violation that may have occurred as a result of the student-athlete's receipt of aid or participation in practice or competition and declare the student-athlete ineligible for competition. If such a violation occurred, the student-athlete remains ineligible for intercollegiate competition unless eligibility is restored by the NCAA Division I Committee on Student-Athlete Reinstatement regardless of whether an initial-eligibility waiver is granted after the invalidation of the academic credentials.

[References: NCAA Bylaws 14.1.2 (validity of academic credentials); 14.3.1 (eligibility for financial aid, practice and competition); 14.3.2.1.1 (eligibility for financial aid, practice and competition); 14.11.1 (obligation of member institution to withhold student-athlete from competition); 14.11.4.1 (loss of eligibility); 14.11.4.2 (penalty for ineligible participation or receipt of improper aid); 14.12.1 (basis for appeal); an official interpretation (12/18/86, Item No. 21), which has been archived; and staff interpretations (1/28/11, Item No. b), which has been archived, (09/08/89, Item No. b) and (04/14/89, Item No. a)]

Title: Institutional Limits on the Number of Transferable Courses (I)

Date Issued: March 3, 2011

Date Published: March 4, 2011

Type: Official Interpretation

Item Ref: 3

The committee confirmed that, in situations other than those related to the use of physical education activity courses for a men's basketball two-year college transfer, if a member institution places a limit on the number of courses [e.g., overall limit or limit from a specific area (e.g., physical education activity courses)] that may be transferred to the institution, then the institution may not use courses in excess of that limit when evaluating the transferable credit-hour requirements for 2-4 and 4-2-4 college transfers. However, when calculating the transferable grade-point average requirement, the certifying institution must include grades earned in all courses normally transferable to the institution, even if the institution limits the number of credits accepted from the two-year institution.

[References: NCAA Bylaws 14.5.4.1.2 (use of physical education activity courses -- men's basketball), 14.5.4.2.4 (use of physical education activity courses -- men's basketball), 14.5.4.5.3 (determination of transferable degree credit); 14.5.4.5.3.1 (transferable credit, unacceptable grade); 14.5.4.5.3.2 (calculation of grade-point average for transferable credit); staff interpretations (9/29/10, Item No. a), (11/10/93, Item No. a) and (07/22/92, Item No. a), which have been archived]

SUPPLEMENT NO. 11

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

ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

1. **Review the November report of the NCAA International Student Records Committee.**

   The committee approved the report from its November 4-5, 2010, meeting.

2. **Determination of full-time enrollment for international transfer student-athletes.**

   The NCAA staff often receives requests from member institutions regarding whether an international student-athlete triggered full-time enrollment in his or her home country, the number of terms the student has been enrolled full time and the applicable progress-toward-degree requirements for the student. Staff uses the committee chair for assistance in responding to these requests. However, because each institution is required to certify its student-athletes' eligibility pursuant to the transfer and progress-toward-degree legislation, any staff or committee response constitutes advisory opinions only.

   The committee approved as its policy the current process for responding to requests from institutions regarding the full-time enrollment status of international students, and noted the current procedure is the most efficient method for assisting institutions in determining whether an international student has triggered full-time enrollment. The committee stressed that its opinions are advisory only, and encouraged institutions to use on-campus international admissions officers or third-party credential evaluators as additional resources in responding to these requests.

3. **Chad and Luxembourg.**

   The committee approved country profiles for Chad and Luxembourg and added the same to the NCAA Guide to International Academic Standards for Athletics Eligibility.

4. **Liberia.**

   The committee determined that additional research is required regarding the credentials and grading scale used in Liberia as follows:

a. To review the grading scale to ensure consistency for all countries, including Liberia and Ghana, which administer the West African Examinations Council (WAEC) exam. Specifically, the grade "Very Good" shall be revised from a B grade to an A grade;

b. To develop a grading scale for students who do not sit for the WAEC exam; and

c. To update template language for the country's scratch-card process.

Based on the additional research outlined above, the committee will consider adding a country profile for Liberia to the Guide to International Academic Standards during its November 2011 meeting.

5. **Kosovo.**

The committee determined that additional research is required regarding the credentials and grading scale used in Kosovo. Based on the additional research, the committee will consider adding a country profile for Kosovo to the Guide to International Academic Standards during its November 2011 meeting.

6. **Philippines.**

The committee determined that the Philippines grading scale listed in the Guide to International Academic Standards shall not include a D grade (75-79), effective immediately, and noted the D grade does not exist in the Philippines. Further, the committee will conduct additional research and reconsider the grade ranges for A, B and C grades during its November 2011 meeting.

7. **Namibia.**

The committee approved the following four-point grading scale for the Namibia Senior Secondary Certificate (Higher Level): 1=A; 2=B; 3=B; 4=C. The committee noted that the grading scale for the Namibia Senior Secondary Certificate (Higher Level) mirrors the Higher International General Certificate of Secondary Education, which is already in the Guide to International Academic Standards. The committee determined that this grading scale is effective immediately and shall be reflected in the Guide to International Academic Standards.

8. **Bahamas.**

Generally, students in the Bahamas sit for the Bahamas General Certificate of Secondary Education (BGCSE) examinations after grade 12. However, all students in the Bahamas are

permitted by the Ministry of Education to sit for the BGCSE examinations after grade 11. However, no students are required to sit for BGCSEs after grade 11.

The committee confirmed that a student's graduation date may be advanced by one year if the student completes BGCSEs at the conclusion of grade 11 and subsequently graduates on time at the conclusion of grade 12, and noted that it is permissible but not required for a student to sit for the BGCSEs at the conclusion of grade 11.

9. **Denmark.**

In 2009 the committee determined that prospective student-athletes completing secondary school through the four-year Studentereksamen, Hojere Handelseksamen and Hojere Teknisk Eksamen, "Team Denmark," a program that permits students to delay graduation beyond the regular path for Danish students, shall not advance their graduation dates for NCAA purposes. At that time, the committee noted that Team Denmark participants were delaying high school graduation solely to spend additional time training and participating in athletics. Despite the committee's 2009 determination, several staff and committee members continued to receive questions regarding sport programs, including Team Denmark, which permit individuals to delay high school graduation solely for athletic reasons.

The committee confirmed that prospective student-athletes delaying completion of their secondary-school program solely for athletic reasons, including through Team Denmark, shall not advance their graduation dates for NCAA purposes. The committee noted that this is the most equitable outcome for all prospective student-athletes, and this outcome for individuals who delay high school graduation solely for athletic purposes is not a bar to admission or to the receipt of athletically related financial aid at an NCAA institution.

10. **Future Meeting Dates.**

a. November 3-4, 2011 (Indianapolis).

b. March 1-2, 2012 (Indianapolis).

c. November 1-2, 2012 (Indianapolis).

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

REPORT OF THE NCAA STUDENT RECORDS REVIEW COMMITTEE MARCH 24-25, 2011 MEETING

***ACTION ITEMS*.**

- None.

***INFORMATIONAL ITEMS*.**

1. The NCAA Student Records Review Committee received an update regarding the high school review process. This update included a discussion regarding the application and impact of amendments to the nontraditional course legislation in NCAA Divisions I and II.

2. The committee reviewed and approved changes to the prospective student-athlete review trigger list for the 2011-12 academic year. [Attachment]

3. The committee received a report summarizing the outcomes of prospective student-athlete review cases from the 2010-11 academic year, as well as a four-year statistical summary of review cases. This summary also included prospective student-athlete review cases appealed from the NCAA staff decision to the committee.

4. The committee received a report summarizing the outcomes of initial-eligibility waivers from the 2010-11 academic year. In addition, the committee discussed the NCAA staff's initial-eligibility waiver directive, including the application of academic preparedness as the primary focus in all initial-eligibility waiver cases.

5. In order to address the proliferation of nontraditional coursework presented for initial-eligibility purposes, including software-based credit recovery and other forms of individualized instruction, the committee amended its guiding principles for the review of nontraditional coursework as follows. The committee noted that its guiding principles are not designed as a substitution for the requirements of the nontraditional course legislation in Divisions I and II. Rather, these guiding principles are to be used by the committee and staff to assist in the analysis of all prospective student-athlete review cases.

    a. The course must include instruction by the course instructor.

        (1) The instructor must be qualified to teach in the subject area.

        (2) The instructor must be qualified to teach at an appropriate course level.

(3) The instructor must be considered an instructor by the school.

(4) Although not required, the instructor's physical presence (in-person or virtually) is a better indicator that the course satisfies this principle than if the student merely has access to the instructor.

b. The course must be completed in its entirety unless objective documentation is provided indicating the prospective student-athlete's grade adequately reflects any assessments not completed.

- The committee confirmed that 100 percent completion is still the standard for validation of courses.

c. The course must be completed in an appropriate timeframe as determined by the crediting high school.

(1) Demonstration of "mastery" for repeated courses is not sufficient unless the entire course is completed.

(2) Timeframe triggers for courses other than English or mathematics were reduced by one-half.

(a) 15 days for one-half credit.

(b) 30 days for one credit.

In reducing this trigger, the committee noted that many secondary-school programs use technology and offer core courses that can be completed in abbreviated timeframes.

d. The prospective student-athlete's completion of the course must be supported by examples of completed assessments (e.g., graded assignments, projects or exams), evidencing the required work involved in course completion.

- Examples of completed assessments must be presented for each course under review.

e. When examples of completed assessments are unavailable, completion of the course must be supported by documentation from an instructor attesting to the interaction between the instructor and the prospective student-athlete and describe the completion of the course in detail.

- The strongest evidence to satisfy this principle is an instructor's detailed log.

f. The course must be completed in accordance with the policies and procedures for course completion for all prospective student-athletes as defined by the crediting high school.

- Sequential courses should be completed in their appropriate order, especially in math and foreign language.

g. In determining the validity of a prospective student-athlete's nontraditional coursework, the staff and/or committee may review the totality of that prospective student-athlete's secondary-school record.

- The principle of academic soundness remains applicable in the prospective student-athlete review process and governs the entire academic record.

6. The committee received a presentation from Dr. Allison Powell, vice president of the North American Council for Online Education (iNACOL), regarding recent developments in competency-based education models. The committee discussed the use of online media to support these programs and the potential impact on current NCAA legislation and processes.

7. The committee received a summary of the ongoing review of academic and membership affairs business practices, specifically in the areas of initial eligibility and proactive identification of academic issues for prospective student-athletes.

8. The committee received an update from the NCAA Division I Basketball Focus Group and discussed the interaction between enforcement and academic and membership affairs on issues related to the academic certification of prospective student-athletes. The committee directed the staff to draft a list of academic-related questions for potential use by the basketball focus group in its investigations of prospective student-athletes.

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

NCAA Division I Initial-Eligibility Waiver Decisions
2010-11 Academic Year (June 1 - December 31, 2010)

Decision Type	Core Course	Education-Impacting Disability	Grade-Point Average	International	Proof of Graduation	Test Score	Transcript Change	TOTALS
Approved	277	39	62	46	0	3	0	**427**
Denied	17	12	21	18	0	0	0	**68**
Denied with Retest	0	0	0	0	0	0	0	**0**
Eligibility Center/Cleared	3	0	0	1	0	0	0	**4**
Partially Approved	14	7	10	7	0	1	0	**39**
Partially Approved with Retest	0	1	0	0	0	0	0	**1**
Partially Approved/ Aid Only	6	5	2	3	0	0	0	**16**
Staff Special Approval	2	0	0	0	0	0	0	**2**
Closed	1	0	0	0	0	0	0	**1**
Withdrawn	8	0	2	4	0	0	1	**15**
TOTALS	**328**	**64**	**97**	**79**	**0**	**4**	**1**	**573**

ATTACHMENT
SUPPLEMENT NO. 13

NCAA Prospective Student-Athlete Review Cases
Case Summary: June 1, 2010 to April 30, 2011

A total of 298 prospective student-athlete review cases were reviewed from June 1, 2010, through April 30, 2011, with the following outcomes:

1. Total cases validated: 203 (68 percent).

2. Total cases invalidated: 76 (26 percent). Of the 76 invalidated cases, two were appealed to the NCAA Student Records Review Committee. Of the two appeals, both staff decisions were upheld; both appeals were within Division I.

3. Total cases pending: Zero.

4. Total cases withdrawn/suspended: 19 (6 percent).

Totals.

	Cases	Validated	Invalidated	Withdrawn/ Suspended	Pending
DI	271	193	63	15	0
DII	27	10	13	4	0
Combined	298	203	76	19	0

Division I by Sport and Gender – June 1, 2010 to April 30, 2011.

Men's Sports	Baseball	Basketball	Football	Golf	Ice Hockey	Soccer	Tennis	Track & Field	Wrestling	Multisport	Totals
Validated	7	32	107	1	1	1	1	6	6	4	166
Invalidated	2	17	36	0	0	0	0	3	1	0	59
Withdrawn/Suspended	0	4	11	0	0	0	0	0	0	0	15
Pending	0	0	0	0	0	0	0	0	0	0	0
Totals	9	53	154	1	1	1	1	9	7	4	240

Women's Sports	Basketball	Gymnastics	Soccer	Softball	Swimming	Tennis	Track & Field	Volleyball	Multisport	Totals
Validated	8	1	4	5	2	2	2	2	1	27
Invalidated	1	0	0	1	0	0	0	2	0	4
Withdrawn/Suspended	0	0	0	0	0	0	0	0	0	0
Pending	0	0	0	0	0	0	0	0	0	0
Totals	9	1	4	6	2	2	2	4	1	31

Division II by Sport and Gender – June 1, 2010 to April 30, 2011.

Men's Sports	Baseball	Football	Track & Field	Wrestling	Multisport	Totals
Validated	3	3	1	1	1	9
Invalidated	1	7	0	3	1	12
Withdrawn/Suspended	0	3	0	0	1	4
Pending	0	0	0	0	0	0
Totals	4	13	1	4	3	25

Women's Sports	Volleyball	Multisport	Totals
Validated	0	1	1
Invalidated	1	0	1
Withdrawn/Suspended	0	0	0
Pending	0	0	0
Totals	1	1	2

Report of the NCAA Division I Progress-Toward-Degree Waivers Committee 2010-11 Academic Year

1. The NCAA academic and membership affairs staff processed a total of 577 Division I progress-toward-degree waiver requests for the period of June 1, 2010, through May 24, 2011. This represents a 14 percent decrease in the number of progress-toward-degree waivers filed thus far in the 2010-11 academic year compared to the same time period in 2009-10 academic year (i.e., 669 waiver requests were filed for the period June 1, 2009, through May 24, 2010).

2. During this time, the staff decided 565 waivers, of which 27 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 June 1, 2010, through May 24, 2011, are as follows:

Total number of cases reviewed	**577**	**Percentage**
Total number approved or conditionally approved (includes 16 conditionally approved in which the condition was met)	392	67.94%
Total number denied (includes 4 conditionally approved in which the condition was not met)	88	15.25%
Total number "other" (withdrawn, in progress)	97	16.81%
Number reviewed by staff	565	
Number approved by staff	388	68.67%
Number denied by staff	80	14.16%
Number appealed to the PTD Waiver Committee	27	33.75% Of those denied
Number of appeals approved by the committee	8	29.63%
Number of appeals denied by the committee	19	67%
Number of PTD Waiver Committee cases (not appeals)	12	
Number of committee cases approved	7	
Number of committee cases conditionally approved	1	
Number of committee cases denied	4	

[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:

Bylaw	Description	Approved	Denied	Other	Totals	Percentage Approved	Percentage of Total
14.4.3.1(a)	24/36-hour requirement	11	4	5	20	55%	3.47%
14.4.3.1(b)	18/27-hour requirement	101	26	19	146	69.18%	25.30%
14.4.3.1(c)	Six-hour requirement	68	23	22	113	60.18%	19.58%
14.4.3.1.2	Transfer-credit requirements	5	1	1	7	71.43%	1.21%
14.4.3.2	Percentage-of-degree requirement	140	20	36	196	71.42%	33.97%
14.4.3.3	Grade-point average requirement	17	7	9	33	51.52%	5.72%
14.1.8.2.7.2	Olympic, Pan American, World Championships, World Cup, World University or World Youth Championships	2	0	0	2	100%	.35%
14.1.8.2.7.3	Full-time enrollment requirement (EID)	25	0	1	26	96.15%	4.51%
14.1.8.2.7.4	Full-time enrollment (other)	20	4	3	27	74.07%	4.68%
14.1.8.3.3	Olympic Games, Pan-Am Games, World Cup, World University Games or World Youth Championships	2	0	0	2	100%	.35%
14.1.10.2	Six hours post season	1	3	0	4	25%	.69%
14.3.3	Seasons of competition – nonqualifier	0	0	1	1	0%	.17%
***Totals**		392	88	97	577		

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

NCAA Division I Academic Cabinet

Policies and Operating Procedures

June 2011~~0~~

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 director 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 ~~five or six~~ members, including the chair of the cabinet (who also serves as chair of the Administrative Committee), chair-elect (when applicable), and one to three ~~two~~~~four~~ other members appointed by the chair and approved by the full Cabinet on a yearly basis. ~~Each(each of the subdivisions must be represented).~~ 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.

~~e. Serve as the appellate body for any waivers the cabinet is authorized to review.~~

~~f. Submit nominations for the position of cabinet chair to the Leadership Council and NCAA Division I Legislative Council for final approval by the Board of Directors.~~

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 eight members appointed by the Administration Cabinet.	Oversee the process for reviewing requests for waivers of the progress-toward-degree 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~~two of its~~ member~~s~~ to the Board of Directors for consideration and approval~~possible selection~~ 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 ~~the~~ one~~two~~-year term, and

2. A~~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 ~~two~~ chair nominee~~s~~ is as follows:

In years in which a chair is to be selected~~, during or prior to the February meeting~~, 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 ~~cabinet's Administrative Committee shall consider all the nominees~~ designate a nominee to~~and~~ forward ~~two names~~ 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. 15b

NCAA Division I

Progress-Toward-Degree Waivers Committee

Policies and Procedures

Effective July 1, 2011

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NCAA DIVISION I PROGRESS-TOWARD-DEGREE WAIVERS COMMITTEE

POLICIES AND PROCEDURES

Legislated Duties of the NCAA Division I Progress-Toward-Degree Waivers Committee (NCAA Division I Bylaw 21.7.5.1.3.2.2).

The Progress-Toward-Degree Waivers Committee shall be responsible for reviewing requests for waivers of the progress-toward-degree requirements in accordance with NCAA Division I Bylaws 14.1, 14.3.3.1.1 and 14.4.3.

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 eight 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 committee 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 one unit and 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).

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 Committee Chair.

The chair of the committee shall be selected from among the committee members. Generally, the chair serves as chair for the remainder of his or her term on the committee. The committee shall recommend appointment of a chair to the Academic Cabinet which shall appoint the chair.

Responsibilities.

1. Chair of the Committee:

    a. Lead committee teleconferences and any in-person committee meetings;

    b. Welcome and assist in transition and training of new committee members;

    c. When requested, review cases that do not meet the filing-deadline requirement to determine if the case should be considered by the committee; and

    d. Contact committee members who are not discharging their responsibilities and recommend to the Academic Cabinet that a member of the committee be replaced if such a member is not discharging his or her duties.

2. Committee 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 waiver cases;

    b. Render all initial decisions based on standard of review of progress-toward degree 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 committee; and

d. Provide all information the committee needs. The staff shall present the case on a committee 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 committee but will not deliberate or determine any waiver appeal. The staff will provide the applicant institution with the result of the committee'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 waiver, the involved institution may appeal the decision to the committee. 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 committee 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 committee 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 committee 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 committee shall meet via teleconference as needed. A quorum of 50 percent of the committee members present and eligible to vote is needed for the call to proceed. It is vital that all committee members be present on all calls to ensure the timely consideration of waiver appeals. The institution is not present on the call.

The committee chair is 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 committee but does not deliberate or determine any waiver that is before the committee. The committee chair leads the discussion and calls 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 committee member's institution, or an institution from his or her conference, or feels that he or she must recuse himself or herself and the committee member is needed to establish a quorum, the committee member should move the case prior to discussing the case and then recuse himself or herself from discussion or voting on the case. The committee 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 waiver, the committee 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**,** 14.4.3.4.3.1, 14.4.3.6, 14.4.3.7, 14.4.3.8 and 14.4.3.9), to hear, deliberate and decide all waivers of the progress-toward-degree requirements, full-time enrollment and fourth season of competition for nonqualifiers. After reviewing all information, the committee will render one of the following decisions:

1. **Approval:** The committee believes that the student-athlete's academic record and/or demonstrated circumstances warrant a waiver of the normal application of the progress-toward-degree legislation. By approving the waiver, the committee is permitting the student-athlete to compete.

2. **Conditional Approval (future deficiencies):** The committee 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 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 committee 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 legislation.

4. **Partial approval:** The committee 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 legislation.

5. **Table/Defer:** The committee 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 committee will direct the staff to work with the institution to obtain the needed information. In its directive to the staff, the committee should indicate what information/documents need to be acquired. A case may be tabled for not more than two calls unless the committee 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 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.

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 committee 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 committee members and academic and membership affairs staff remain on the call for deliberation and decision.

The staff provides assistance to the committee but do not deliberate or determine any waiver. The chair of the committee 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 committee members are permitted to ask questions of any participants during the call. After the presentations, the disability consultant will leave the call. Only the committee members and academic and membership affairs staff remain on the call for deliberation and decision. The staff provides assistance to the committee but do not deliberate or determine any waiver. The chair of the committee shall have the authority to determine all other procedural issues that arise.

Reconsideration.

After the staff/committee has acted on a progress-toward-degree waiver, the institution may request the staff/committee reconsider its decision if the institution submits new information that was not originally considered by the staff/committee. Cases with new/additional information may not be heard by the cabinet or waiver committee 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 committee 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 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 himself 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 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.

Committee chairs are hereby designated as speaking agents of their committees regarding issues within their committees' jurisdiction on the 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."

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 committee 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 committee. 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 committee make many of these waiver decisions, it is imperative that all committee members are present on each call. Lack of a committee 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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NCAA Division I

Initial-Eligibility Waivers Committee

Policies and Procedures Manual

Last Updated May 2011

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

The committee shall be responsible for reviewing requests for waivers of the initial-eligibility requirements in accordance with Bylaw 14.3.1.5.

2. Responsibilities of the Committee.

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

b. On an annual basis, review and make recommendations to the NCAA Division I Academic Cabinet regarding minimum threshold requirements for filing an initial-eligibility waiver.

c. 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.

d. On an annual basis, provide a report of all staff and subcommittee decisions to the cabinet.

e. Study and make recommendations to the cabinet concerning the policies and procedures governing initial-eligibility waivers.

f. Study and make recommendations to the cabinet, on request, regarding portions of the NCAA Division I legislation that relate to initial eligibility.

3. Committee Composition and Reporting Lines.

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. Committee Terms.

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.
Disability 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 disability 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.

Subcommittee chair.

a. Conduct teleconferences and meetings of the subcommittee.

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

c. Be present and participate on all scheduled teleconference calls.

d. Communicate to staff in advance if unable to participate on a particular teleconference call.

e. Recuse themselves from cases when appropriate.

f. Recommend selection of new subcommittee chair.

g. Welcome and assist in transition and training of new subcommittee members.

h. 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.

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 in advance if unable to participate on a particular teleconference call.

d. Recuse themselves from cases when appropriate.

e. Adhere to the Initial-Eligibility Waivers Committee policies and procedures.

NCAA staff.

a. The staff shall review and process/prepare all initial-eligibility waiver cases;

b. 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

c. Provide all information a subcommittee needs to conduct an appeal teleconference.

d. 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.

e. 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.

f. 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. Teleconference and Voting Procedures.

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.

The subcommittee 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 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.

Each case must be moved and seconded, and a vote taken. Cases are decided by a majority vote of all members present and voting. If a case involves a subcommittee member's institution or an institution from his or her conference or the subcommittee member feels that he or she must recuse himself or herself, 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.

10. 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 would approve such cases based on case precedent and reasonable judgment. The subcommittee will periodically review all such staff decisions and maintains the authority to archive case precedent if it believes 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 the following criteria:

a. Academic readiness of the prospective student-athlete;

b. Mitigating circumstances and whether the mitigating circumstances were within the control of the prospective student-athlete; and

c. Presence of an NCAA, NCAA Eligibility Center or high school/school district procedure preventing fulfillment of the initial-eligibility requirements.

11. <u>Decisions of the Staff and/or Subcommittee</u>.

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

a. Approval.

The student-athlete's academic record and/or demonstrated circumstances warrant a waiver of the normal application of the initial-eligibility legislation. Once the waiver is approved, the student-athlete is permitted to compete, practice and receive institutional financial aid including athletically related financial aid during his or her first year of collegiate enrollment. In addition, the student-athlete is permitted the opportunity to participate in four seasons of competition.

b. Denial.

The student-athlete's academic record and/or demonstrated circumstances do not warrant a waiver of the normal application of the initial-eligibility legislation. The student-athlete will be responsible to follow all applicable legislative restrictions (e.g., If a student-athlete is a nonqualifier, he or she would not be permitted to practice, compete or receive institutional financial aid including athletically related financial aid during his or her first year of residence at the intercollegiate institution).

c. Partial Approval.

The student-athlete's academic record and/or demonstrated circumstances warrant a partial approval of the normal application of the initial-eligibility requirements. Once the waiver is partially approved, the student-athlete is allowed to practice only on campus or at the institution's regular practice facility and/or receive institutional financial aid including athletically related financial aid during his or her first academic year in residence.

d. Retest.

If the staff or subcommittee believes it is 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.

- ACT/SAT Retest Procedures.

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

  (a) 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.

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

  (c) 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.

  (d) 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).

(e) 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.

(f) 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.

e. 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 NCAA staff to work with the institution to obtain the needed information. In its directive to the NCAA 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.

12. <u>Outside Participation</u>.

For those cases in which NCAA enforcement services is involved in the initial-eligibility of a prospective 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 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. 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 deliberate or determine any waiver. The chair of the waiver subcommittee shall have the authority to determine all other procedural
issues that arise.

13. <u>Appeals/Reconsiderations</u>.

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.

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.

14. <u>Recusal</u>.

A committee member or NCAA 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 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 himself 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.

15. Confidentiality.

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. Conflict of Interest.

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

In addition to any fiduciary obligation to their institution and conference, committee members also have a fiduciary duty to the Association not to use knowledge or informa-

tion 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.)*

17. <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.)*

18. Federal Family Educational Rights and Privacy Act.

Pursuant to Federal Family Educational Rights and Privacy Act regulations, each student-athlete whose institution is filing a waiver signs under the following statement:

I hereby authorize representatives of this institution and/or my high school(s) to provide the NCAA with, and identify as such, any nonstandardized ACT or SAT results I have received. I give my consent to disclose only to authorized representatives of this institution, its athletics conference (if any), my high school(s) 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) as necessary to correct any inaccuracies reported by the media or related to this waiver, without such disclosure constituting a violation of my rights under the Family Educational Rights and Privacy Act.

19. Absences.

The processing of initial-eligibility waivers is a very time-sensitive process. Student-athletes need timely decisions in order to practice, receive institutional financial aid and compete. The staff and subcommittees 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 subcommittee members can result in decisions being delayed, which is not a desirable outcome. There may be times that a subcommittee 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 subcommittee member to inform the staff immediately so an alternate call may be scheduled, if needed.

Evaluating Community College Coaches

Inside Higher Ed
May 16, 2011
By David Moltz

Coaches at Division I programs in the National Collegiate Athletic Association are judged not only by their players' performance on the field but also by the players' performance in the classroom. A win-loss record is an easy enough gauge of the former. To judge a coach's effectiveness in encouraging the latter, presidents and athletic directors turn to the Academic Progress Rate, an NCAA-developed score that shows how a team's athletes are fairing with regard to academic eligibility to play and progress toward graduation. Though it is rarely the sole reason for a coach's dismissal, a poor APR is becoming a factor in many institutions' hiring and firing decisions.

Community college administrators have no such formal metric to judge a coach's effectiveness on the academic side. In fact, because governing bodies like the National Junior College Athletic Association do not require their member colleges to track detailed data on their athletes, as the NCAA does for its members, very little is known about how community college athletes perform academically. Convinced that it can do more to track the academic progress of its athletes, Seminole State College, a two-year institution in Oklahoma, is testing a data-driven "accountability index" to gauge the job performance of its athletics coaches — one that objectively grades them on a scale from 1 to 10.

Thomas Mills, director of athletics and head men's basketball coach at Seminole State, said he developed his "accountability index" about three years ago, when he was getting ready to evaluate his coaches at the end of the academic year. Since he had only just then been promoted to director of athletics, Mills said he "wanted to have an objective way of starting the [evaluation] process so that everything didn't come out to be [his] subjective opinion." He added that he was influenced at least in part by the NCAA's development of the APR and its other relatively recent academic reform efforts. Still, he bemoaned that there was no such help or movement at the community college level.

"As a coach, no one ever talked to me about graduation rates," Mills said. "People talked to me about developing good solid students and citizens, and I knew getting them to graduate was thought of as a good thing. But there was never a strict connection between my leadership of a program and how many guys graduate. I thought, as an athletics director, that that ought to be part of the equation."

At the end of the academic year, Seminole State coaches are graded on Mills's 10-point "accountability index," which is determined using an equation that rates performance in five areas. Up to 4 points are awarded proportionally for a team's regular season winning percentage (e.g., a coach whose team had a .500 record would earn two of the four possible points). Up to 2 points are awarded for a team's postseason winning percentage and up to 2 more are awarded

proportionally for its graduation rate for athletes who have exhausted their two years of eligibility (for example, if three of four players on a team who have exhausted their eligibility graduate, then a coach would earn 1.5 of the possible 2 points). Finally one point is awarded for winning a conference championship and another is awarded for making an appearance in a national tournament.

Only 2 of the 10 points on Mills's scale relate to academics, and focusing only on those athletes who complete eligibility is a rather favorable way of calculating graduation rates, in that it excludes players who stop participating in sports or drop out of the institution altogether. Though Mills said he believes his methods are sufficient for his purposes at Seminole State -- given that no one had considered graduation rates in evaluating a coach's performance before him — he noted that he is considering putting more emphasis on academics in the future.

Mills also awards coaches 0.25 "bonus points" for each athletic and academic All-American on their team and 0.50 "bonus points" for teams that have an overall graduation rate greater than 50 percent for entering scholarship athletes. (He provided Inside Higher Ed with a sample spreadsheet detailing how all of these different variables help determine an overall score for a coach on a scale of 1 to 10. The numbers used in the spreadsheet are real and document the recent performance of Seminole State's women's volleyball team, but the names have been changed to protect the athletes' privacy.)

A coach's score on the "accountability index" — along with his or her three-year average and career average score — is outlined on a detailed annual evaluation. In addition to providing this objective look at a coach's performance, the evaluation has a section in which the athletics director can make subjective "performance observations." For example, on a scale from 1 to 7, the athletics director determines how descriptive certain statements are of a coach's performance — such as "monitors and vigorously promotes the academic success and graduation of student athletes" and "manages budget and resources of the program effectively."

James Utterback, president of Seminole State, said he appreciates Mills's method of evaluating his head coaches. He added that it gives him more insight into their performance than he has ever had, which he acknowledged is helpful when determining whether to retain or dismiss a coach.

"I believe that there's so much more to college athletics than winning and losing," Utterback said. "So often how our sports are judged is simply based on whether or not a student can put a ball through a hoop or whether or not a team wins. But then there are the things that matter in life — like the retention rate of students and the graduation rate of students — things that are never looked at. That's what I appreciate about what Dr. Mills has developed. It looks at all of the things that are important."

Utterback also said he appreciated the "flexibility" of Mills's evaluation system. For example, Mills said he believed other community colleges could use his method but alter the weight they give to variables like regular season winning

percentage and graduation rate of players as they see fit. Mills said he likes there to be a balance between athletic and academic success when judging a coach's performance.

"Athletics is about competition," Mills said. "If you're in a situation where you have the resources to be successful, then you should be successful. You should win championships and graduate kids. You do it in a high-character way. Both are important. There are people in athletes who are just about winning and there are people in athletics who are just about graduating kids. The purest form of athletics is for the people that are striving for both."

Mills's coaches and others who have heard about the coaching evaluation system have mixed reactions. Some administrators who heard Mills and Utterback present on the system as the annual meeting of the American Association of Community College, which took place last month in New Orleans, complained that the system would not be a fair judge of their part-time coaches, many of whom are unpaid and do not have other connections to the institution. (Seminole State is a rarity among community colleges in that many of its coaches are also full-time instructors or staff members.) Even Mills himself said that one of his coaches, upon hearing of the new "accountability index," asked him, "What score do I have to get so that I'm not fired?"

"There's not a magical score that will get them fired or have them keep their job," Utterback said. "But, if their overall score was going down for a three-to-five-year period, then that might tell us something.... We want head coaches that desire what we desire, and that includes making sure students go to class and graduate."

Mills admitted he is still "working out the kinks" in his system but said, ideally, he would like for his coaches to maintain an average score above 5 and "consistently in the 6 or 7 range." This is the third year the accountability index is being used at Seminole State, and Mills said he hopes to look at the three-year averages of his coaches and tweak it for future use after this academic year is finished.

Mills said he has not yet calculated longitudinal "accountability index" scores for his coaches or graduation rates for his athletes. Still, he hopes that implementing this system improves student outcomes at Seminole State.

Mills and Utterback both said they would be in favor of governing bodies like the NJCAA requiring that community colleges track the academic progress of their athletes via their coaches. Though Seminole State's method is attracting some attention from some national community college athletics officials, it is unclear whether such an accountability system would ever be mandated.

"I think Dr. Mills has come up with a very logical and effective approach to evaluating his athletic program," Mary Ellen Leicht, executive director of the NJCAA, who was on hand for Mills's presentation at AACC, wrote in an e-mail to Inside Higher Ed. "It takes into account not only the success of the

coach/program at the competitive level but also factors in the academic achievements of the student-athlete."

Still, Leicht added that every program has "its own definition of success." And though she wrote that Mills's evaluation system "would be welcomed at other two-year institutions," she noted that it would not be "fair to assume his model would fit perfectly at every two-year college."

NJCAA membership has repeatedly voted down attempts for academic reporting requirements of its institutions and strengthening its eligibility requirements — suggestions that outside critics, including those at the four-year level who are wary of accepting community college transfer athletes, have long advocated. Leicht, however, noted that "the NJCAA is continually looking at the association's academic and athletic requirement so as to provide the best possible access to higher education for our student-athletes." But she also expressed some anxiety about top-down mandates from the NJCAA.

"At a two-year college … not every student-athlete who walks in the door is looking to graduate," Leicht wrote. "Some are in certificate programs while others may be returning to school for retraining. Because the NCJAA does not have an age limit currently, we see many student-athletes who are not what would be considered traditional age. I think we need to be careful about labeling what is considered 'successful' at the two-year college level but do believe programs will be asked to justify their level of success (however they choose to define success) based upon objective data in the future."

Academic committee plays role in recruiting for Colorado

DailyCamera
January 19, 2011
By Kyle Ringo

Recruits whose high school academic records don't meet even minimum NCAA standards are allowed to take up to five official recruiting visits to schools across the nation.

Many of those recruits are allowed to sign national letters of intent even though schools and coaching staffs have a decent idea ahead of time that they won't be admitted to school in the summer or fall.

The University of Colorado has allowed such visits in the past -- official visits are paid for by the school -- and still might in special circumstances in the future, but it is curtailing the practice as a response to poor performances in recent years by its men's basketball and football programs with the Academic Progress Rate report.

Both programs were sanctioned with a loss of scholarships two years ago for failing to meet the APR standards set by the NCAA. The football program took a five-scholarship hit in 2009 and the basketball program lost one scholarship. Penalties are based on squad size.

Looking for ways to help its coaches and programs avoid similar stumbles with the APR, which tracks student-athlete retention and eligibility, athletic department administrators formed the Athletics Academic Assessment Committee (AAA for short). The panel reviews the academic credentials of any prospect who falls below a predetermined academic threshold.

"The underlying purpose of the committee is to assist ourcoaching staffs in all sports in being successful in their recruiting efforts," said Dr. David Clough, CU`s faculty athletic representative who chairs the committee. "Successful meaning, the recruitment of outstanding athletes who will be successful students here."

Clough is one of three committee members who work outside the athletic department. The other two are Joseph Jupille, associate professor of political science who is a member of the faculty assembly intercollegiate athletics committee and Dee Menzies, associate registrar. Senior women`s administrator Ceal Barry and associate athletic director for academics Kris Livingston are the two members of the committee from the athletic department. There is no set length of time for the committee members to serve.

The committee evaluates recruits at two different points in the recruiting process. The first is the point when the recruit is ready to take an official visit to the school. In order to make an official visit, the NCAA requires a recruit to be registered with the eligibility center, to provide a transcript and to provide a test score for one of

the standardized tests. The committee evaluates each recruit based on that information and any additional information the coaching staff decides to provide.

Official visits are approved a great majority of the time even when a prospect`s overall academic record falls below the threshold that lands him or her in front of the committee in the first place.

Clough said official visits are denied when a prospect is considered a long shot to become an NCAA qualifier.

The committee reviews the prospect once again just before he or she is set to sign a national letter of intent.

Committee`s decisions aren`t always based on individuals. The committee also considers the academic credentials of the entire recruiting class to date.

If the committee knows that 25 percent of the recruiting class is already considered "academic risks" it might be less inclined to approve a recruit to add to the percentage.

"So what you`re looking at from the overall cohort perspective is, let`s be strategic and let`s try to balance things out," Clough said.

Clough said he is not aware of another school that has a similar committee or review process in place to examine the academic credentials of recruits before they sign a national letter of intent. Many schools have academic review committees in place that go to work once the prospect has been signed.

Clough said coaches have embraced the committee because it prevents them from wasting their time recruiting a prospect only to find out that the player won`t pass the NCAA eligibility center or they fall short of CU admissions standards.

"We took a look at that because we were thinking pretty seriously about trying to do things better following our APR difficulties in men`s basketball and football," Clough said. "One of the problems with that type of scheme is that you`re waiting all the way to the end of the process, and you`re turning back to a coaching staff that has, perhaps, been recruiting this individual for a year and a half or maybe even two years and they have expended tremendous effort to recruit the individual and get them to come to the university. It just sort of struck us that that`s not a very good system."

Colorado already is one of few major colleges with no special admissions policy to allow for recruits who clearly don`t measure up academically but are exceptional in their sport. Even future Pac-12 partners such as California and UCLA -- more prestigious academic institutions than CU -- have special admissions policies for athletes and other students.

Admissions standards for each school in Colorado are set by the Colorado Commissions on Higher Education.

"What you're saying is admit them when they're really not qualified to be admitted to CU," Clough said. "Other institutions do that. They have what are called special admissions, which is a nice way of saying admitting students who are not qualified."

Former CU offensive line coach Denver Johnson said he and most members of the former football coaching staff viewed the committee as a positive development and not a negative one last fall. An athletic department source said another reason why the committee was formed was in response to continuous attempts by Hawkins' staff to recruit athletes who lacked the academic qualifications for CU.

Johnson said there is plenty of myth circulating about Colorado's ability to compete for the best athletes year in and year out because of its academic standards. But there are also realities in Boulder that don't exist in a lot of other places, the AAA Committee is now another one.

"I think there is kind of two issues when you're talking about that," Johnson said. "One, is getting them in, and, two, is keeping them eligible or retaining them.

"A guy doesn't need to be a genius to make it here, but he certainly needs to be a capable student, a competent student, and one who is willing to be a student and work at it. I think you need to keep that in mind in the recruiting process. There are plenty of guys out there who are great football players that can survive in school in a place like Colorado."

Academic-related bonuses vary widely for NCAA coaches

USA TODAY
March 30, 2011
By Jodi Upton

When the men's Final Four coaches face off this weekend, more than bragging rights will be at stake. Collectively, the coaches stand to gain up to $1 million in tournament bonuses.

But less visible will be the bonuses the four can get for making sure the athletes meet academic goals, including graduation. Only Kentucky's John Calipari has that kind of bonus: up to $100,000 if 75% of his players graduate. Calipari's academic bonus is among the highest in Division I men's basketball.

But dangling incentives to make sure a coach gets athletes through school is controversial. On the one hand, a significant bonus might keep a coach's focus on academics. On the other, should coaches be paid more for a fundamental part of their job?

At George Mason, which made the tournament this year and famously reached the 2006 Final Four, rewarding academic success emphasizes school values. When coach Jim Larranaga signed a new contract in 2006, his academic incentives included a team grade-point average of 3.0. In 2009, the school raised the bar to 3.3. Meeting that would earn Larranaga about $52,500.

"It had to be a real bonus," athletics director Thomas O'Connor says. "We realized our athletes overall were averaging a 3.0. So we had to raise it to make it more realistic. But (Larranaga) understands that. It was an easy conversation to have."

Of the 41 public schools in the 2011 tournament that provided USA TODAY a contract, 23 offer such academic bonuses, from $3,000 for Utah State's Stew Morrill to $175,000 for Louisville's Rick Pitino. On average, academic bonuses make up about 11% of a tournament coach's bonus package. It's similar for football coaches at Bowl Subdivision schools; about 13% of their bonus packages are for academics.

Louisville athletic department spokesman Kenny Klein says the size of an academic bonus might be a reflection of schools that have more resources. And more resources — used properly — can mean more tutors and academic staff to help players.

"Our grade-point average has been going up dramatically. ... It averages around 3.0," Klein said. "(But) some schools can't afford those things that help players progress."

In basketball, though, the issue is especially critical. One failing player on a basketball squad can upset the average much faster than a few players on a football team of 85 players or more. The NCAA sets a minimum academic progress rate (APR) for teams at 925, which equates to about a 50% graduation rate. Nearly one-third of Division I men's basketball teams fail to reach that benchmark, compared with about 21% of football teams, according to NCAA data.

Differences in APR rates tend to cluster along racial lines, with graduation rates for black athletes lower than for white athletes, often on the same team.

The Institute for Diversity and Ethics at the University of Central Florida found white male basketball players at tournament-bound schools graduate at a rate of 91% vs. 59% for black players on those teams.

There's enough disparity that U.S. Secretary of Education Arne Duncan and the NAACP have been pushing the NCAA to bar teams from the tournament if they don't meet the minimum academic standard, meaning they would lose their share of the about $80 million paid out to tournament teams. This year, that would have disqualified 10 men's teams, none of which made the Final Four.

But neither Duncan nor NAACP President Benjamin Jealous think an academic incentive is enough. While acknowledging people "follow the money," Duncan says only the extreme loss of tournament revenue will make schools pay attention.

"The question shouldn't be how much we pay him," Jealous says. "It's: 'Should we be paying him at all?' "

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March 3, 2011

CUNY Adjusts Amid Tide of Remedial Students

By LISA W. FODERARO

The City University of New York has long spent much of its energy and resources just teaching new students what they need to begin taking college-level courses.

But that tide of remedial students has now swelled so large that the university's six community colleges — like other two-year schools across the country — are having to rethink what and how they teach, even as they reel from steep cuts in state and local aid.

About three-quarters of the 17,500 freshmen at the community colleges this year have needed remedial instruction in reading, writing or math, and nearly a quarter of the freshmen have required such instruction in all three subjects. In the past five years, a subset of students deemed "triple low remedial" — with the most severe deficits in all three subjects — has doubled, to 1,000.

The reasons are familiar but were reinforced last month by startling new statistics from state education officials: fewer than half of all New York State students who graduated from high school in 2009 were prepared for college or careers, as measured by state Regents tests in English and math. In New York City, that number was 23 percent.

Many of those graduates end up at CUNY, one of the nation's largest urban higher-education systems, which requires its community colleges to take every applicant with a high school diploma or equivalency degree.

To bring thousands of students up to speed, those colleges spent about $33 million last year on remediation — twice as much as they did 10 years ago. They are expanding an immersion

program that funnels hundreds of students exclusively into remedial classes.

But there is concern that the effort is diverting attention from the colleges' primary mission.

"It takes a lot of our time and energy and money to figure out what to do with all of these students who need remediation," said Alexandra W. Logue, the university's executive vice chancellor and provost. "We are doing some really good things, but it's time that we're not thinking about our other wonderful students who are very highly prepared. We need to focus on them, too."

At LaGuardia Community College in Queens, where 40 percent of the math classes are remedial, faculty members like Jerry G. Ianni have been increasingly dividing their time between teaching those classes and teaching courses for academic credit, prompting worries that professors are becoming de facto high school teachers.

"Most students have serious challenges remembering the basic rules of arithmetic," Dr. Ianni said of his remedial math class. "The course is really a refresher, but they aren't ready for a refresher. They need to learn how to learn."

On a recent afternoon, a half-dozen students in that class prepared for a test, called a Compass exam, that would allow those who passed to start studying college-level math. Without college math skills, students cannot graduate. Seventeen others in the class had not even qualified to take the test; they will have to repeat the course until they qualify or they give up, as history shows many have.

The knowledge gap at community colleges is increasingly being recognized as a national problem. About 65 percent of all community college students nationwide need some form of remedial education, with students' shortcomings in math outnumbering those in reading by 2 to 1, said Thomas R. Bailey, director of the Community College Research Center at Teachers College at Columbia University.

Nationwide, as at CUNY, fewer than half of students directed to take one or more remedial classes — "developmental education" is the term administrators prefer — complete them.

"Many, many community college presidents will say that math developmental education is the most difficult problem they're facing," Dr. Bailey said.

On Monday, the Obama administration began a series of "community college summits" at campuses across the country to gather ideas on how the schools can produce more graduates. The Bill and Melinda Gates Foundation has pledged up to $110 million to improve remedial programs at community colleges.

At CUNY, the biggest concern is the students who badly lag in the three subjects.

"These students have a really low probability of success, and it's hard to know how to work with them," said Dr. Logue, the provost. "There's no question that the more remediation a student needs, the less likely they are ever to graduate."

Students are often surprised to learn that they still have hurdles to clear before they can begin college-level work. As a freshman at LaGuardia, Angel Payero, 18, took the necessary assessment tests in August and discovered that he was deficient in reading, writing and math.

"Throughout high school, I was a good math student, and to find out that it was my lowest grade of all three was really surprising," said Mr. Payero, who graduated from the High School for Arts, Imagination and Inquiry.

Neither of his parents, who are from the Dominican Republic, attended high school, he said. Yet Mr. Payero yearns for a career in psychology. "I feel like I can really understand people and where they come from," he said.

Remedial classes require commitment. Fees for part-time students typically range from $560 to $910 per class. For full-time students, the $1,650 paid in tuition each semester covers remedial instruction, but none of the classes offer academic credit. Financial aid can help, but drawing from those resources could leave students with less to cover the cost of college-credit courses.

Further, many students, remedial or not, will never graduate. CUNY officials say that only about 25 percent of full-time students at the community colleges graduate within six years, though the university does not track students who transfer to another college. A recent nationwide study that followed community college freshmen over six years found that only 35 percent earned any sort of degree.

LaGuardia's president, Gail O. Mellow, said she was encouraged by the immersion program that CUNY began more than a year ago.

Normally, remedial students juggle those courses and college-level classes over several semesters. But in the immersion program, students take only remedial classes for one semester, spending up to 25 hours a week in the classroom, for a flat fee of $75. More than 70 percent of students have passed the program, compared with 50 percent of those in the regular remedial classes, university officials say.

The university plans to expand the immersion program, which now has about 350 students, to 1,000 next fall.

"I embrace developmental education because it pivots lives," Dr. Mellow said. "If students get an associate's degree, they can become nurses, making $85,000 a year. If they don't make it through that developmental class, they'll barely make minimum wage."

Still, as government financing has eroded in recent years, Dr. Mellow has had to trim some support services available to remedial students, reducing the number of tutors and cutting math lab hours. She said she was determined not to raise the average class size beyond the current 24 students.

The New York City Department of Education is also trying to help reduce the ranks of remedial students. It has begun tracking how each high school's students go on to perform in college, and starting in 2012, it will include measurements of a student's college readiness in its annual school progress reports. The city and CUNY are working together to align their academic standards and curriculums.

CUNY administrators point out that the academic prowess of students in their four-year colleges has risen: the percentage of freshmen at the five most selective colleges with combined scores of at least 1,200 on the SAT reasoning test has almost tripled in 10 years — to 24 percent this year. At the community colleges, the proportion of new students who need remediation has fallen slightly during that time.

But because of growing enrollments, the number of students requiring remediation has climbed. In 2001, 3,041 students needed remediation in three subjects; last fall, the number rose to 4,168.

For Dr. Ianni, that means more time spent teaching high school math. But working with

marginal students has its rewards: all of his students who took the Compass exam passed.

"They didn't really realize that they had it in them," Dr. Ianni said. "For those who make it to the exit line, to see the beam on their faces is really incredible."

Emphasizing Sports Over Academics Sets Up Black Boys to Lose

Education Week
December 13, 2010
By Richard Whitmire

A little-noticed controversy played out in the District of Columbia schools recently that highlights a rarely discussed reason African-American boys lag so far behind in academics: sports.

That sounds wrongheaded, doesn't it? After all, conventional wisdom holds that sports are supposed to keep at-risk boys interested in school and out of trouble. But in fact, sports can have just the opposite effect.

The controversy involved Ballou High SchoolRequires Adobe Acrobat Reader, academically one of the worst high schools in one of the country's worst urban school districts. The Ballou Knights, it turns out, used an ineligible player to win a football game that qualified the team for a coveted spot in the annual Turkey Bowl championship game—a Thanksgiving Day tradition in the nation's capital.

The Washington Post reported the player in question was allegedly flunking a course and falling short of the minimum 2.0 grade point average required to play sports. The player subsequently dropped the class he was failing, a source told the Post, and joined another class in which he received an A after attending the class for a mere three days.

District of Columbia public school officials found out, investigated, and blocked Ballou from playing in the Turkey Bowl—something that, in my view, never would have happened before Michelle Rhee took charge of the school system in 2007. When she arrived, some high schools had been ignoring academic-eligibility requirements, and some coaches refused to hold study halls for academically troubled players. Rhee cracked down, insisting that minimum GPAs for sports be enforced and study halls conducted. The move triggered conflict that led to the departure of football coaches at three high schools. Throughout, it was striking how little support Rhee got from parents and alumni. To many of them, winning—and giving their kids what they saw as a shot at playing professionally—was the priority. The thinking went: Who cares if they don't keep up with their schoolwork, if they are doing well on the field?

It's perhaps understandable that high school boys ignore the odds and insist that academics don't matter because they have a shot at the pros. But parents should know better. A community that pushes sports over academics is doing a terrible disservice to its children, who will find themselves in deep trouble when their athletic aspirations fail to materialize and they don't have the academic background to do much else.

In recent months, we've seen reports from several respected groups laying out the grim statistics for African-American males:

Only 12 percent of black boys in 4th grade nationwide are proficient in reading, according to the Council of the Great City Schools.

Fewer than half of black males graduate from high school on time, according to the Schott Foundation.

Black males earn half the number of college degrees that black females do, according to the College Board.

Reports on the black male crisis routinely blame causes ranging from poverty to fatherless families, but they rarely touch on sports. I've been no better: I wrote an entire book on boys falling behind (Why Boys Fail, Amacom, 2010) and never cited sports as one of the triggers. In hindsight, I was wrong.

The misplaced emphasis on sports can be found in many urban schools. Sports programs that aren't paired with strict academic guidelines are harmful to black males in two ways.

First, they encourage boys to shun academics in hopes of making it in the pros—an extreme long shot. According to the National Collegiate Athletic Association, only one in every 1,250 high school football players is drafted by the NFL, and fewer than one in every 3,300 boys who play high school basketball makes it to the NBA.

Second, even the goal of playing college ball might be out of reach. Many talented athletes recruited by colleges arrive on campus to find they can't play because they fall short on academic qualifications.

Everybody loves a winning team. But if we don't make sure our black boys are succeeding not just on the playing fields but in the classroom, we are setting them up to lose.

Give the NCAA Time to Show Progress on Eligibility Standards

The Chronicle of Higher Education
April 24, 2011
By John Infante

For 50 years, there has been a great deal of justifiable debate over NCAA initial-eligibility standards, not to mention initial eligibility itself. But what has happened to those standards since 2003 makes it hard today to agree with Gerald S. Gurney's conclusion recently in The Chronicle that the NCAA's emphasis on core curriculum and GPA has failed to establish an acceptable base-line level of college preparedness. Whether the NCAA has succeeded in those efforts will not even start to become clear for another six months and will take years after that to come fully into focus.

Gurney dismisses as "manufactured" the Academic Progress Rate, a metric that Division I adopted in 2004 that assesses a student athlete's eligibility, retention, and progress toward graduation each academic term. But its effects are not yet known. The measure was not instituted until April of 2004, so the 2003-4 freshman cohort was recruited and had attended almost an entire year of school before the APR was adopted. Most of the 2004-5 freshman cohort was signed as well. It was not until the 2005-6 freshman cohort that the class was recruited with an eye toward the APR. The impact of the APR on graduation rates thus will not be known until late 2011, when the graduation rates for those 2005-6 freshmen are calculated.

The next significant date is 2014, when the data for the 2008-9 cohort is published. Those freshmen athletes were the first students who were required to have taken 16 core courses in high school, including three years of math. The increase from 14 to 16 courses was adopted in 2003, to take effect in 2008. That change may not seem significant, but it means that in almost every state the NCAA's core curriculum requirement for graduation is now more stringent than the state's requirement for all students. Along the way, the NCAA also refined that curriculum by removing courses like computer science from the definition of core courses, moving subjects to different categories, and increasing its regulation of nontraditional courses.

But perhaps the biggest change to initial eligibility is the existence of the NCAA Eligibility Center itself, which certifies the credentials of all students who wish to compete in Division I or II. Not until the NCAA took over operation of the center (formerly the NCAA Clearinghouse) in 2007 did the real investigation of a prospect's high-school academic record begin. While it is difficult for the NCAA to police outright academic fraud, increasingly such fraud is the only way to alter an academic record, rather than previous dubious methods such as online credit-recovery courses for high-school classes.

The obvious flaw here is that the best measure of the effectiveness of a proposal passed in 2003 will not be available until 11 years later, and a rolling average of

all four cohorts to enter college under the stricter requirements will not be available for about 14 years. Nonetheless, to declare a major initiative that has been under way for years a flop midway through its execution holds the NCAA to an unreasonably high standard. Assessments of initial eligibility and academic achievement, like enforcement, should not be required to be perfect from Day One. The NCAA should be allowed to pursue its vision to the end before success or failure is determined.

Is the NCAA picking on the Poor Junior College Athlete?

The Sports Digest
April 11, 2011
By Craig Bogar

A class-action lawsuit has been filed by a group of two-year college football players which names the California State University system and several other institutions as defendants. The lawsuit centers on the more stringent requirements that were set out by the NCAA Division I in 2009. The rules that were adopted in 2009 stated that athletes from two-year institutions would be required to have transferable English and math credit hours in order to become eligible for practice, competition, and athletic aid at four-year institutions (Sander, 2011).

At the NCAA Convention, held in January 2011, the Division II President's Council sponsored a proposal that was adopted by the Convention which stated that transfer students from two-year colleges must complete six credit hours of English and three credit hours of math at their respective two-year colleges in order to be eligible. Remedial courses in English and math will not satisfy the requirement (NCAA.org, 2011).

The lead plaintiff in the class-action lawsuit, Reginald Davis, a student at the City College of San Francisco, claims that the NCAA's two-year college rules provide a climate of "disparate treatment" in the awarding of athletic scholarships. Additionally, the plaintiffs claim that the requirements make it more difficult to transfer to Division I programs and force student-athletes to remain at their two-year institutions for longer periods of time (Sander, 2011).

The NCAA tightened the rules to clamp down on student-athletes who were using the junior college route as a way to bypass minimum SAT score requirements for initial athletic eligibility at a four year school. The NCAA reacted to complaints that in some instances semi-literate student-athletes were being admitted to school when they were unprepared to perform college level academic work.

The NCAA's rules are not unreasonable. English and math are integral parts of the general education core, which is central to the two-year college educational experience and is essential in preparing students to transfer to a four-year college. Additionally, as English and math courses are typically less difficult at two-year colleges, it behooves student-athletes to complete those courses and get them out of the way before they head to four-year schools where the pressure to compete both athletically and academically is far greater than at two-year institutions.

Low Graduation Rates: It's Not Just Student-Athletes

TIME
April 7, 2011
By Andrew J. Rotherham

When the University of Connecticut beat Butler on Monday night to win the NCAA championship, they brought down the curtain on an unusually exciting men's college basketball tournament. But one aspect of the tournament was entirely predictable: The handwringing about the low-graduation rates for many basketball programs. While graduation rates for student athletes are improving, poor outcomes remain a serious problem. In this year's tournament, only 42 of the 68 teams graduated at least 60 percent of their players, according to the Institute for Diversity and Ethics in Sport at the University of Central Florida. The winning Connecticut Huskies have a 31 percent graduation rate for basketball players.

The attention to low-graduation rates among some athletic programs should not distract us from the more systemic problem of low graduation rates for college students overall. President Obama has challenged us to "win the future" in part by improving college completion and more students are going to college now than did a few decades ago. Unfortunately only about 57 percent complete a degree within six years. Among those choosing two-year colleges the completion rate is only about 30 percent. Most stunning are gaps in completion by income. In 1972 thirty-eight percent of high-income Americans earned a bachelor's degree by age 24. Now, 82 percent do. Among low-income students, however, that figure was 7 percent in 1972 and it's 8 percent now.

Of course, college is not for everyone and there are plenty of worthy and fulfilling pursuits that do not require a college education. But as research by Ron Haskins of the Brookings Institution illustrates, college does remain the most powerful way to increase class mobility in this country. Overall, low-income students who go to college are very unlikely to remain low-income, while those who don't will struggle mightily to do better than their parents economically.

While college athletic programs have their share of problems, they also offer some ideas about how to improve college completion—especially among those who are the first in their families to attend college. While the low-graduation rates for some basketball and football programs grab headlines, actually student athletes graduate at higher rates than students in general—at the University of Connecticut, athletes have an 83 percent graduation rate. More telling, colleges know how to support athletes in order to keep them academically eligible to play intercollegiate sports for the four years they can under NCAA rules.

How? The stereotype is that athletes just take easy classes, if they show up at all. And while some of that goes on, the more instructive reality is that athletes enjoy a much different level of support than your average student. They often live in special dormitories, eat in special dining halls, have special study centers and

tutors, and receive counseling and financial advice to help them navigate college life.

So what happens when colleges start to do some of those things for at-risk students? Not surprisingly you see better results. Middlebury College in Vermont, for instance, pays special attention to at-risk students and bucks the curve. The highly successful Posse Foundation incorporates these ideas in its efforts to help diverse students succeed in college. Trinity College in Washington, D.C., makes helping such students a core part of its mission. Trinity's President Patricia McGuire told me that her school uses what they call "intrusive advising" to ensure that students are not falling through the cracks. Trinity also intensively supports students in the first year and provides not only financial aid, as most schools do, but financial counseling as well. It's not just small schools that can do this—Florida State, for instance, takes steps to help prospective students as early as middle school.

Still, in general students are much more likely to see this kind of support if they happen to excel at one sport or another. Most college presidents, meanwhile, act as though they're powerless to really help at-risk students succeed. They're not. Despite the problems, a look at what is working in athletic programs around the country offers some promising practices that could be used more generally. Don't begrudge athletes for getting extra, they earn it with the time they put in. Let's just give some of the same support to more students who would also benefit from it, even if the closest they come to college sports is a ticket window.

Making Sure Athletes Go to Class

The Wall Street Journal
February 08, 2011
By Hannah Karp

Playing basketball at Kansas has never been easy: There's the pressure to uphold one of the greatest college-basketball traditions in the country, the fear of letting down 16,000 fans trying desperately to make their arms look like "waving wheat," and, of course, the unsettling possibility that a tornado could tear through campus.

But lately it's gotten even tougher: between their scheduled games each week, the No. 2-ranked Jayhawks must contend with some of the least forgiving, most experienced and hardest-to-outsmart opponents in college sports: a brigade of senior citizens hell-bent on making sure they go to class—and stay there.

"They're sneaky sometimes—they'll get you," said freshman guard Royce Woolridge on a recent chilly Monday, strolling out of a classroom that a slim, gray-haired 63-year-old man had slinked by several times in an effort to determine whether Mr. Woolridge was sitting in the very back row, and if so, whether he was awake.

"His eyes are open, at least," said the retired printer, Ken Baldwin, trying to peer somewhat discreetly through a narrow window without pressing his face to the glass.

Schools have long enlisted other students to help keep tabs on their scholarship athletes, who are naturally tempted to skip class from time to time to catch up on the sleep they miss practicing, training and traveling for far-away, late-night games. Because college professors rarely grade based on attendance and can't be bothered to call the roll in big lecture halls, athletic departments often pay students a modest hourly wage to do the dirty work instead. Maryland has been using student "class checkers" for decades; Texas A&M, Georgia and Wisconsin have invested in similar class-checking operations.

At Kansas, officials recently identified a fundamental flaw in that system: Regular college students don't necessarily want to go to class any more than athletes do, and even the most responsible ones can be all-too-easily charmed by the most popular students on campus, some of them who are soon to be multimillionaires. Case in point: former Jayhawk star Greg Ostertag ended up marrying one of the female students that had been hired to spy on him his freshman year. (Heidi Ostertag says her husband, who went on to play 11 years in the NBA, was "one of the few players that actually went to class—he really shouldn't have been on my list.")

Eight years ago, associate athletic director Paul Buskirk, who heads the school's Student-Athlete Support Services unit, hired a retired police officer and former Marine named Don Gardner to help oversee the class-checking operation and

recruit a few more senior citizens to join. Mr. Gardner, now 72, is better known around Lawrence as "Red Dog." One of his first recruits, retired truck driver Bruce Guy, says he initially spent most of his time "checking on the checkers," and when it was clear that some of the students "weren't going to class and were just marking everybody down," Kansas did away with its student spies altogether.

"If it was just another student you could ask them, 'Hey, lemme slide,' " said Jeff Withey, the Jayhawks' 7-foot center, hunching over recently to scribble his name on a clipboard for a checker practically half his size. Signing in with retirees "gets kind of annoying sometimes, but it keeps you on edge," he says.

Since the regime change, class checking at Kansas has become a game of cat and mouse. While the retirees say some athletes try to avoid absent or tardy marks by bribing them with game tickets or trying to melt their resolve with tales of woe, most players prefer to arrive more or less on time and then escape when the checkers' backs are turned, sometimes just minutes after signing in.

To catch these would-be jailbreaks, the checkers prowl the halls after waiting 15 minutes by the classroom door and perform multiple "spot checks," in which they peer through windows to make sure that the athletes are still in their seats and aren't sleeping, shopping, Googling or Facebooking on their laptops—offenses that can get reported to academic counselors as well.

"They go in the front door and slip out the back—they work so hard," says Linda Lawrence, a retired phys-ed teacher who says she considers the basketball players "her babies" but is invincible to their sweet talk. "Honey, I have five children—I don't care about that stuff."

Some athletes get more creative than others. Mr. Baldwin, the former printer, says on one occasion he caught an athlete skulking out of class early, carrying his coat.

"I could see the wheels turning in his head—and then he said: 'Can you hold my jacket for me while I use the bathroom?' " recalls Mr. Baldwin.

Being an elderly class checker does have some downsides. Senior moments can be inconvenient: Jerry Robinson, a 67-year-old retired child psychologist, says he has waited for hours outside eerily quiet classrooms only to realize later he was in the wrong building or had confused the days of the week. Mr. Guy, the retired truck driver, says he has trouble hearing some of the big, macho players "who feel like they have to talk real low" and can't stand watching student-athletes in headphones blithely wander into traffic. Some checkers say their vision isn't quite what it used to be, either: Except for the offensive linemen, it can be tough to pick the athletes on their lists out of a crowd.

On a recent morning between classes, the checkers gathered at a campus dining area called the Underground to familiarize themselves with the images of the athletes in their blue binders that had to be checked in the next period. A debate ensued over the distinguishing characteristics of "a medium-sized white kid" on

the football team, though the checkers did manage to agree that "he was a nice-looking boy."

Because few can tell apart the twin basketball stars Marcus and Markieff Morris, one is generally allowed to sign in for the other. (They take all the same classes anyway, says Mr. Guy.)

The seniors sometimes look a little out of place. Mr. Baldwin remembers that a few years ago, a university lecturer called her husband in a panic to say there was "an old fellow loitering in the hallway." Since then, Mr. Buskirk, the associate athletic director, says he has told checkers "to be honest about who you are, and if an instructor doesn't like us you say 'yes ma'am, yes sir,' and you go away."

Not everyone thinks class checkers are a good use of the athletic department's money. Last year, student Kevin Fincher wrote a sarcastic letter to the Daily Kansan suggesting class checkers should not only monitor athlete attendance but supervise their fashion choices, make sure they wash their hands after using the restroom and prepare sack lunches for them. "Peanut butter and jelly with the crusts cut off is quite nutritious," wrote Mr. Fincher.

Mr. Buskirk says class checking is "not my first choice for how I would spend my resources" but adds that it's necessary because "19-year-olds don't always make the best decisions."

But most parents like the system. Maeshon Witherspoon says she has never heard her son, freshman guard Josh Selby, complain.

"I think everybody needs some pushing at different times of their lives—just because you're an adult doesn't mean you can't use some extra motivation," says Ms. Witherspoon.

Study: Racial disparity grows for graduation rates

The Associated Press
March 14, 2011

A study released Monday shows growing disparity between graduation rates for white and black players at schools in the men's NCAA basketball tournament.

An annual report by the University of Central Florida's Institute for Diversity and Ethics in Sport found a 2 percent overall graduation rate increase to 66 percent for Division I players, but showed the rates for white players is increasing at a higher rate.

The gap has grown from 22 percent in 2009 to a current level of 32 percent. White players show a 91 percent graduation rate, which is up 7 percent. Black players have a graduation rate at 59 percent, up 3 percent from last year's study. This is the third straight year the gap has increased.

Richard Lapchick, the institute director and primary author of the study, said the gap makes it hard to celebrate the overall progress.

"To say that it's troubling is an understatement," Lapchick said. "It is a staggering gap, but I think you've seen an increased percentage among African-American athletes over the years because of the (Academic Progress Rate) thresholds. Losing scholarships is a big lever there. But I think now you have to raise the expectation level of the rates."

Information was collected by the NCAA from member institutions for the study. The institute reviewed the six-year graduation rates of each school's freshman class that enrolled in 2003-04, then calculated a four-class average. Princeton was not included in the overall graduation rate figure because it, like other Ivy League schools, doesn't report graduation rates.

Only five schools (Boston University, Northern Colorado, Old Dominion, Pittsburgh, North Carolina-Ashville) have graduation rates for black players that were higher than their figures for white players.

The NCAA created the APR in 2004 to improve graduation rates, disciplining schools in the form of lost scholarships when they don't meet the NCAA standard for academic performance. Teams that score below 925 — equal to a graduation rate of 50 percent— can lose up to 10 percent of their scholarships. Poor performance over time could lead to harsher penalties.

Lapchick said he would like to see the NCAA standard go up to 60 percent. Only 10 teams in this year's tournament show APRs below 925, with 41 teams with an APR of 950 or higher and 36 teams with an APR of 960 or higher.

"I think that would help also put pressure on athletes, including African-American basketball players, and the schools will have to be more accountable to make

sure they have the opportunity to be successful in finishing their degrees," Lapchick said.

A report on the teams competing in the women's NCAA tournament will be released Tuesday.

Stop Lowering the Bar for College Athletes

The Chronicle of Higher Education
April 10, 2011
By Gerald S. Gurney

Gerald S. Gurney, president of the National Association of Academic Advisers for Athletics, is senior associate athletic director for academics and student life and an assistant professor of adult and higher education at the University of Oklahoma.

For nearly 50 years, the NCAA has debated its minimum academic requirements for first-year students who hope to compete in big-time college sports. In its various attempts to ensure an acceptable level of precollegiate learning and skill competencies, the NCAA has vacillated between lowering and raising entrance standards, seemingly unable to determine the correct balance. In its most recent set of reforms, in 2003, it established new standards for initial eligibility. Responding to charges of the disparate impact on minorities of standardized-exam requirements, the new rules afforded minority athletes greater access to higher education by creating a sliding scale for grade-point averages and standardized-test scores, while abandoning a minimum requirement of a composite 17 on the ACT or 820 on the SAT.

After more than seven years of trial and error, it is time to examine the outcomes of those relaxed initial eligibility standards. The verdict? Having led to only modest gains in both African-American participation and federal graduation rates in the most visible sports—men's basketball and football—the 2003 changes have failed to help achieve the NCAA's stated goals of increasing the number of minority athletes who graduate from college. Even more important, the academy has been diminished in the process: The lower test-score standards, combined with high-school grade inflation, have led to greater numbers of athletes who qualify with very low test scores. Those students possess inadequate skills to manage college academics, creating a greater need for academic-support services at institutions already struggling with strained budgets, staffs, and faculties.

Since the onset of the program, in 2003, gains in minority access to higher education through big-time college sports have been negligible. The NCAA's "Student-Athlete Ethnicity Report" tracked the participation rates of self-reported ethnicity classifications, by team, each year from 1999 to 2009, and showed that since the change in initial eligibility standards, only a slight increase has been realized in African-American participation in the sports of basketball and football in Division 1 athletics—even though in the four-year period leading up to 2003 reforms, there was a steady increase of minority participants who met the higher standards of a minimum test-score requirement.

During the several years before the NCAA's academic reform, from 1999 to 2002, the African-American participation rate in Division 1 men's basketball increased 2.9 percentage points, from 55.0 to 57.9 percent. But it rose only three

points, to 60.9 percent, between 2003 and 2009, after the reforms. The same growth trend was evident in football: African-American participation increased steadily from 39.5 percent to 43.8 percent, between 1999 and 2002, but only two points, to 45.8 percent, from 2003 to 2009. According to the NCAA's reports on Division I federal graduation rates of African-American student-athletes, the most recent data for men's basketball revealed a one-point decline in the 2003 cohort, to 43 percent, and football increased just one point, to 48 percent, over the previous year.

In addition to the failure to improve access to higher education or graduation rates to minority athletes, the NCAA's relaxation of academic standards has challenged the academic integrity of higher education. As Mike Knobler reported in The Atlanta Journal-Constitution in December 2008, a growing number of selective institutions in the NCAA have experienced a widening gap between the average academic profiles of their athletes and their student bodies. In the classroom, at-risk athletes with poor academic skills find it increasingly difficult to compete for grades with their classmates, even though they generally enroll in one of a narrow selection of academic majors. Because of the time demands of athletics and the deficiencies in academic skills that hinder high-risk athletes from competing in more-demanding curricula, they tend to select majors of least resistance with an abundance of elective coursework: general studies, multidisciplinary studies, interdisciplinary studies. They even resort to acts of academic dishonesty to maintain their athletic eligibility.

Finally, there is the financial impact on colleges. In addition to the reduced academic requirements enacted in 2003, the NCAA assigned punitive actions—including the elimination of a team's athletics-related financial aid, banning from postseason championship participation, restrictions on NCAA membership rights, and public censure—for institutions whose teams did not meet retention, eligibility, and graduation thresholds.

The measures prompted significant increases in budgets for academic support, as well as pressure on staff members hired to work with marginal athletes—burdens that most institutions can ill afford. The need to employ cadres of academic advisers, learning specialists, and tutors to ensure the eligibility, retention, and graduation of their most high-risk athletes in a massive remediation effort to avoid team and institutional penalties imposed by the NCAA is another unintended consequence of the 2003 reforms. Brad Wolverton's 2008 Chronicle report "Rise in Fancy Academic Centers for Athletes Raises Questions of Fairness" brought attention to the escalation of academic-support facilities and expenditures devoted to the remediation of high-risk athletes. My own university spends more than $2-million annually for academic services for athletes, employing learning specialists, reading specialists, and tutors to ensure their success in the classroom.

The NCAA insists that its academic reforms are working. It announces its manufactured Academic Progress Rates and graduation-success rates each year with much fanfare. But that self-congratulation should be tempered by the very real costs to institutional integrity and to the athletes themselves. When higher graduation rates come at the expense of underprepared athletes, who

squeak through college after being guided into majors with an abundance of elective hours and little discernible preparation for life after sports, the costs are excessive. When we admit athletes who cannot read or understand college textbooks and who lack the necessary skills to compete in the classroom, the costs are excessive. When athletic departments pressure admissions committees and routinely appeal denials to college presidents, the costs to institutional integrity are out of balance.

One has to question the motives of those who designed the NCAA's latest attempt at academic reform. Did the NCAA sacrifice academic integrity in the interest of improving the entertainment product? That has been the result, intentional or not.

The NCAA must re-establish freshman eligibility standards for athletes that ensure a minimum skill set to compete in the classroom. In addition to reinstating minimum standardized-test scores, incorporating an additional measurement of reading and mathematics skills may be necessary. The NCAA and college presidents must be certain that every athlete is equipped to take advantage of a college education; to do otherwise is an empty and unfulfilled offer. For every time a college president caves to a coach's appeal to admit a woefully underprepared athletic phenom—holding the winning aspirations of the coach over the well-being of a student who would be a better fit at another institution—that college suffers an irreparable blow.

The NCAA's Commitment to Academic Standards

The Chronicle of Higher Education
May 01, 2011

To the Editor:

I write in response to Gerald S. Gurney's article entitled "Stop Lowering the Bar for College Athletes" (The Chronicle, April 10).

Academic reform over the past 10 years has produced substantive and tangible changes on NCAA Division I campuses. Academic-reform initiatives have increased academic standards, generated immediate and innovative measurement standards, and addressed accountability by penalizing underperforming teams.

The NCAA develops rules and policies to ensure the academic commitment of student-athletes and to increase the likelihood they will earn degrees. The governing bodies of the NCAA have worked to ensure that academic regulations are data-driven, and ultimately, they are approved by presidents and chancellors who serve on the Division I Board of Directors. It is important to remember, though, that these are minimum academic standards meant to apply to a very diverse group of institutions across the nation. They are not designed to replace institutional admissions criteria.

In 2003 the NCAA changed its initial eligibility rules based on data indicating that grade-point average in a set of core academic classes is a strong predictor of academic success, and that standardized-test scores are best examined in combination with this core grade-point average rather than as a stand-alone criterion. In addition, curriculum standards were increased to require completion of 16 core courses during high school.

Since these changes, average incoming profiles of student-athletes are equal to or higher than those at any time since 1994, when national data were first collected. NCAA student-athletes annually outperform their student-body counterparts in graduation rates, usually by several percentage points in almost all demographic categories. Although we have only one year of graduation data related to the initial eligibility changes of 2003, the outcomes for the 2003 cohort are very promising. Looking specifically at African-American student-athletes in the 2003 cohort, there were 400 more African-American student-athletes and 300 more African-American graduates compared with the 2002 (or any previous) cohort. In addition, the graduation success rate for African-American student-athletes increased significantly in men's basketball (three points) and the Football Bowl Subdivision (five points). If these trends continue, it will be difficult to argue that the 2003 reforms did not have exactly the impacts they were intended to have—to maximize graduation rates while minimizing adverse impacts on minority and low-income students.

By all measures, NCAA academic-reform efforts have been successful. That being said, the NCAA and its member institutions are committed to continued evaluation and review of academic standards. Fully understanding the data regarding student-athlete academic progress and using them to create appropriate legislative recommendations provide the best opportunity to develop standards consistent with the education mission and values of the NCAA and its members.

Carolyn Callahan
Chair, NCAA Division I Academic Cabinet
Commonwealth Professor in Education and Faculty Athletics Representative
University of Virginia
Charlottesville, Va.

Working to keep athletes on course

The Indianapolis Star
May 10, 2011
By Ted Schultz

Safety James Manuel quickly established himself as one of the top freshmen in the Big Ten last year, making seven tackles and forcing two turnovers that led to scores against then-No. 18 USC in the third game of his career at Minnesota.

But Manuel wouldn't have been ready to soak in the cheers from more than 50,000 fans if it weren't for the one-on-one attention he received from Jill Riggs and the team of academic counselors in Room A412 at Warren Central High School.

"She actually helped me get into the University of Minnesota," Manuel said. "They really helped me as far as getting eligible; first by making sure I was in the right classes. You don't know what classes you have to take. Then, we had study tables two or three times a week and they had more tutors there that would work with you one-on-one in whatever classes you needed help in."

Warren Central's program -- called SWEAT, Students With Extra Academic Toughness -- is one of several at high schools around the Indianapolis-area that helps keep athletes on track for college scholarships. Though the responsibility ultimately remains with the individual, high schools have seen a significant increase in college-bound students because of these programs.

"I think there are several kids that I know who would have not been eligible for the first year, at least, had they not bought into the program when they were in high school," Riggs said. "We've had some college coaches tell us that (our students) were better prepared when they got to college having gone through our program."

Riggs, who was recently named Warren's Teacher of the Year, works year-round with Amy Moeller and Tracey Bush. Bush and Elizabeth Wright started the program in 2000, when Wright's husband, current Carmel football coach Kevin Wright, became the coach at Warren Central. The school has sent more than 100 football players to colleges since instituting the program, 40 at the Division I level, and another 12 currently have scholarship offers, according to athletic director Marques Clayton.

Riggs is in charge of NCAA eligibility and clearinghouse tracking for all of the school's athletes. She works with high school counselors to make sure athletes are taking the 16 core courses required by the NCAA, showcasing their grades to recruiters and preparing for the ACT and SAT.

Some districts, including North Central, Pike, Brownsburg and Indianapolis Public Schools, require at least a 2.0 grade point average to participate in extracurricular activities. Pike, which has study tables, a learning center, SAT

and ACT prep classes, and academic tracking of potential college athletes, has sent more than 60 football players to colleges at various levels in the past four years.

"When we (went) to the 2.0 rule, we decided that we had to have many programs in place to accommodate our kids so they didn't fall through the cracks or lose eligibility," Pike football coach Derek Moyers said. "I think the kids that have taken advantage of the programs that we have . . . will tell you that they've benefitted greatly."

Under coach Bill Peebles, Southport has established study tables three times a week throughout the offseason and leadership training classes for upperclassmen that include trips to district grade schools to help intervene with at risk and low-performing students. In Peebles' first three years, Southport had two players go on to college football. In the past three years, the number has increased to 17, and that doesn't include athletes who aren't playing football in college.

Longtime Pendleton Heights football coach and athletic director John Broughton purchased CoreCourseGPA.com for $300 so athletes can use it for free.

"The No. 1 thing we're doing is trying to get the parents more involved at an earlier age -- freshman year, even," Broughton said. "A lot of times in the past, parents have not thought about kids playing Division I or II until their junior or senior year, so my goal is to alert them to this program, get them to this page. I try to get them involved freshman year so they start tracking in this program."

In IPS, mandatory study tables after school started this year at a couple of schools and will be implemented across the district next year, when practices won't begin until 4 p.m. Each school has academic learning centers where students can go for assistance from 2:30 to 5:30 p.m. Monday through Thursday.

IPS athletic directors are responsible for submitting academic reports to district AD Victor Bush's office every nine weeks and at the semester break, and provide special recognition for athletes who are excelling in the classroom. Not only do IPS athletes need a 2.0 GPA, they can only have two grades lower than a C and must have at least a 90 percent attendance rating.

"We know we have the toughest standard across the state," Bush said. "We have to come up with strategies to exceed the current standard. Instead of getting a 2.0, we want them to get a 3.0. We have to provide the student-athletes with the support that they need."

Each IPS school's athletic department is required to sponsor five student-athletes per semester to participate in the Center for Leadership Development, the 13-week self-discovery and career exploration project, where students learn about study habits, time management, preparing for college and life off the court or field. Last month, seven IPS athletes received college scholarships from CLD.

IPS also has a partnership with the YMCA called Ace Mentoring Program, which provides tutors three days a week and does character-building activities with students.

"Pretty much everything we've come across has given us some positive results," Bush said. "It's just not about suiting up and playing the games anymore. It's about developing champions in the classroom and the community and on the court, as well. We have to start treating our kids in that fashion and getting them to where they need to be, and the only way to do that is through academics."

'Academically Adrift'

Inside Higher Ed
January 18, 2011
By Scott Jaschik

If the purpose of a college education is for students to learn, academe is failing, according to Academically Adrift: Limited Learning on College Campuses, a book being released today by University of Chicago Press.

The book cites data from student surveys and transcript analysis to show that many college students have minimal classwork expectations -- and then it tracks the academic gains (or stagnation) of 2,300 students of traditional college age enrolled at a range of four-year colleges and universities. The students took the Collegiate Learning Assessment (which is designed to measure gains in critical thinking, analytic reasoning and other "higher level" skills taught at college) at various points before and during their college educations, and the results are not encouraging:

45 percent of students "did not demonstrate any significant improvement in learning" during the first two years of college.

36 percent of students "did not demonstrate any significant improvement in learning" over four years of college.

Those students who do show improvements tend to show only modest improvements. Students improved on average only 0.18 standard deviations over the first two years of college and 0.47 over four years. What this means is that a student who entered college in the 50th percentile of students in his or her cohort would move up to the 68th percentile four years later -- but that's the 68th percentile of a new group of freshmen who haven't experienced any college learning.

"How much are students actually learning in contemporary higher education? The answer for many undergraduates, we have concluded, is not much," write the authors, Richard Arum, professor of sociology and education at New York University, and Josipa Roksa, assistant professor of sociology at the University of Virginia. For many undergraduates, they write, "drifting through college without a clear sense of purpose is readily apparent."

The research findings at the core of the book are also being released today by their sponsor, the Social Science Research Council. (Esther Cho of the council is a co-author on that paper.)

The main culprit for lack of academic progress of students, according to the authors, is a lack of rigor. They review data from student surveys to show, for example, that 32 percent of students each semester do not take any courses with more than 40 pages of reading assigned a week, and that half don't take a single course in which they must write more than 20 pages over the course of a

semester. Further, the authors note that students spend, on average, only about 12-14 hours a week studying, and that much of this time is studying in groups.

The research then goes on to find a direct relationship between rigor and gains in learning:

Students who study by themselves for more hours each week gain more knowledge -- while those who spend more time studying in peer groups see diminishing gains.

Students whose classes reflect high expectations (more than 40 pages of reading a week and more than 20 pages of writing a semester) gained more than other students.

Students who spend more time in fraternities and sororities show smaller gains than other students.

Students who engage in off-campus or extracurricular activities (including clubs and volunteer opportunities) have no notable gains or losses in learning.

Students majoring in liberal arts fields see "significantly higher gains in critical thinking, complex reasoning, and writing skills over time than students in other fields of study." Students majoring in business, education, social work and communications showed the smallest gains. (The authors note that this could be more a reflection of more-demanding reading and writing assignments, on average, in the liberal arts courses than of the substance of the material.)

In section after section of the book and the research report, the authors focus on pushing students to work harder and worrying less about students' non-academic experiences. "[E]ducational practices associated with academic rigor improved student performance, while collegiate experiences associated with social engagement did not," the authors write.

In an interview, Arum said that the problems outlined in the book should be viewed as a moral challenge to higher education. Students who struggle to pay for college and emerge into a tough job market have a right to know that they have learned something, he said. "You can't have a democratic society when the elite -- the college-educated kids -- don't have these abilities to think critically," he said.

The book rejects the idea of federal mandates on testing or the curriculum, suggesting that such requirements rarely work. And the book acknowledges that many college educators and students don't yet see a crisis, given that students can enroll, earn good grades for four years, and graduate -- very much enjoying themselves in the process. But in an era when "the world has become unforgiving" to those who don't work hard or know how to think, Arum said that this may be a time to consider real change.

The culture of college needs to evolve, particularly with regard to "perverse institutional incentives" that reward colleges for enrolling and retaining students

rather than for educating them. "It's a problem when higher education is driven by a student client model and institutions are chasing after bodies," he said.

The analysis in the book stresses that there is significant variation within institutions, not just among institutions, with students in some academic programs regularly outperforming others at the same campuses. Arum said this suggests that institutions can improve student learning by making sure that there is some consistency across disciplines in the rigor of requirements. "You need an internal culture that values learning," he said. "You have to have departments agree that they aren't handing out easy grades."

Further, he said that colleges need to shift attention away from measures of "social engagement" (everything that's not academic) and toward academic engagement, even if some of those measures of non-academic engagement help keep students engaged and enrolled. "It's a question of what outcome you want," he said. "If the outcome is student retention and student satisfaction, then engagement is a great strategy. If, however, you want to improve learning and enhance the academic substance of what you are up to, it is not necessarily a good strategy."

(If this sounds like a swipe at the National Survey of Student Engagement, Arum said it shouldn't be taken that way. He praises NSSE for asking questions that focus on the student experience, and says that many of NSSE's findings on the minimalist levels of academic work and studying are consistent with his own. Rather, he faults college administrators for paying little attention to those findings and more on NSSE measures of non-academic satisfaction.)

Arum acknowledged that the tough economy may be acting against reform, given that many professors report that increases in class size and course loads are leading them to cut down on the ambition of student assignments simply to keep up with grading. With fewer full-time positions, professors at many institutions "are overwhelmed," he said. But Arum challenged faculty members to be creative in finding ways to assign more writing and reading to students.

Distribution of the book is just starting, but there are signs it could generate buzz. The Social Science Research Council will host a panel this week in Washington featuring experts on assessment and higher education, with representatives from leading think tanks and foundations. The book will also be discussed at next week's meeting of the Association of American Colleges and Universities.

Debra Humphreys, vice president for communications and public affairs of AAC&U, said that she viewed the book as "devastating" in its critique of higher education. Faculty members and administrators (not to mention students and parents) should be alarmed by how little learning the authors found to be taking place. She also said that the findings should give pause to those anxious to push students through and award more degrees -- without perhaps giving enough attention to what happens during a college education.

"In the race to completion, there is this assumption that a credit is a credit is a credit, and when you get to the magic number of credits, you will have learned

what you need to learn," she said. What this book shows, Humphreys added, is that "you can accumulate an awful lot of credits and not learn anything."

AAC&U programs have in the past stressed the value of academic rigor and also of engagement of students outside the classroom. Humphreys said that she agreed with the book that some activities students enjoy may not add to their learning. But she said it was important not to view all engagement activities in the same way. It is important, she said, "not to lump together activities such as being in a fraternity or just hanging out with friends" with activities such as extracurricular activities that may in fact be quite educational and important, even if not linked to a specific course.

Students could benefit especially, she feels, from the point in the book about the variation among those at the same institution. "I don't think we are doing well enough at helping them understand that choices matter," she said. "Choices in the academic courses they take, how much they are working outside the classroom, how much they are studying, how much they are partying -- that balance is important."

Are You Sports Management or Communications?

Slate Magazine
March 15, 2011
By Justin Peters

Student-athlete is one of the most misleading hyphenates in the English language. As anyone who has been to college knows, star athletes' relationship with classes is often similar to Americans' relationship with fruits and vegetables—they know they exist, and they've heard they're good for them, but they'll nevertheless take the bare minimum they need to survive (preferably in smoothie form). It's no wonder why coaches love that old line about sports teaching valuable lessons, because those lessons sure aren't being taught in America's Division I classrooms.

You can't blame the athletes. Playing major-college basketball is a full-time job, with games, practices, training, and travel leaving little time for academics. So elite athletes are often pushed to majors geared toward athletes. Blame the coaches and athletic directors for directing players to easy majors, and blame the schools for enabling this charade so that they can continue to cash the NCAA's fat checks.

So where exactly do the stars of the 2011 NCAA Tournament focus their academic attention? I researched every team that qualified for this year's NCAA men's basketball tournament and compiled data on each player's academic major. I'm missing information from seven schools (UConn, Penn State, Gonzaga, Boston University, Florida, Indiana State, and UNC-Asheville) that neither provide this information online nor responded to requests to send it. (Indiana State sent me its data too late to be included in this article.) I also restricted my list to players who have declared their majors or said they planned to major in a certain subject. And I may well have misspelled some names or mixed up some heights and weights—I majored in history, not data entry, to my everlasting regret.

With those caveats in mind, check out the interactive widget below to see the most-popular majors in college basketball.

The above chart represents the most popular areas of study on aggregate. Now let's talk a little bit about specific majors. Basketball players tend to choose majors that emphasize leadership, teamwork, and communication—basically, everything you'd need to successfully execute the flex offense. Business, or some variation thereof, is by far the most popular major. This makes sense—as the engines that drive the multibillion-dollar March Madness industry, they ought to learn how they fit in to the scheme, and how, exactly, they're getting screwed. Many players note that they want to work in business after graduation—like VCU's David Hinton, who aspires to "one day become a product manager for Nike"—or own/operate their own businesses—like Missouri guard Kim English, whose very specific ambition is "to become the president of English Concrete Contractors."

Communications is the second most popular basketball major, with 72 players studying it. Although communications and its variations are extremely popular, only four students are majoring in journalism. This is all the evidence you need to confirm that basketball players are not stupid.

Sports management is the third most popular major, with 48 players studying some version of the subject.* What do sports managers learn how to manage? At St. John's, you will study "Current Issues in Sport" and "Public and Media Relations in Athletics," where the curriculum involves things like press-release writing, press-conference training, and ticket design. After two years of general courses at Hampton, sport management majors can choose from courses like "Facilities Management" or the "Theory and Technique of Coaching." I'm not mocking these classes, which actually sound sort of interesting and which make a lot of sense for athletes. Indeed, all three of the most popular majors are very pragmatic. If your career goal is "athlete," then college ought to train you to succeed in that field. And if you don't make it as a professional athlete, well, America will always need ticket designers.

Forty-two players study sociology, that tried-and-true slackers' major. While it's possible that UCLA players are disproportionately drawn to the sociology department for the chance to study with famed Marxist theorist Perry Anderson, it's more likely that a shooting guard would choose it because, as one of the largest majors at UCLA, nobody will notice if you don't come to class. Criminal justice/criminology comes in fifth, with 24 players majoring in the subject. Six Alabama State players alone study criminal justice, although the media guide does not say whether any of them are enrolled in the Alabama Department of Corrections' joint program that allows them to train as prison guards while still enrolled as students.

Lots of schools have their own "athlete majors." At Purdue, nine teammates study something called "organizational leadership and supervision," taking classes like Meeting Management (OLS 325) and Leading with Integrity (OLS 440). Alumnus Antoine Wright slammed Texas A&M in 2007 for shunting players into the agriculture school, telling Bob Costas that "We're all in poultry science for a reason. ... We're not really trying to learn about chickens." The trend continues in 2011, with four players declaring ag-related majors. (The school's agricultural leadership Web site welcomes visitors with a rousing "HOWDY!") Eight Florida State players study interdisciplinary social sciences, a loosey-goosey amalgamated social science program that is "flexible so that students may pursue individual specialized and pre-professional interests." And if you go to Cincinnati, you apparently don't have to major in anything at all—according to the player bios on the Bearcats' Web site, five out of eight upperclassmen have not yet decided on a major.

Do tall players prefer specific fields of study? Ten of the 11 players I looked at who are 7 feet or taller study either one of the five-most-popular or "athlete" majors, the exception being Akron's Zeke Marshall, who is in computer information systems. The 36 sub-6-footers are a slightly more diverse group, with majors in biochemistry, engineering technology, and radio/TV/film. The tallest

player, UC-Santa Barbara's 7-foot-3 Greg Somogyi, studies business economics. The shortest player, UAB's 5-foot-8 Aaron Johnson, studies communications. The largest player, San Diego State's 300-pound Brian Carlwell, is a social science major, while the skinniest, Oakland's 155-pound Jordan Howenstine, studies journalism.

If you run across anyone who majors in something that requires a crapload of textbooks, chances are they're a walk-on. Duke's Casey Peters double majors in economics and environmental studies and policy, and averages 0.0 points a game. Kansas State freshman forward Alex "Sticks" Potuzak is a civil engineering major. ("If there was a Big 12 all-walk-on team, Sticks would be first-team, seriously," said one teammate.) And Matt Lyde-Cajuste, recruited to Syracuse not by Jim Boeheim but by the engineering department, majors in aerospace engineering.

There are a few scholarship players who resist categorization. Although five of his teammates study American ethnic studies, Washington junior forward Darnell Gant is a drama major who was cast last year in an adaptation of A Midsummer Night's Dream. (Oddly, he played himself.) Sports management, recreation, and criminal justice hold no attraction for Hampton center Milade Lola-Charles, who studies art and hopes to one day work for Disney. And God bless Tramar Sutherland of Arkansas-Little Rock, who plans to major in dentistry. (At 2.3 points per game, it's probably a better choice than the NBA draft.)

If you're the sort of person who roots for teams based on academics, you can go ahead and cheer for Princeton, Vanderbilt, and Duke. But everyone knows that those are good schools. More interesting are the unheralded institutions that defy the prevailing trends and field a roster of players with diverse interests. I found a mere two players in this year's tournament who study computer science. Both of them, Jamal Olasewere and Jason Brickman, play for Long Island University—as does sophomore forward Kenny Onyechi, who chose LIU because of its pharmacy school.

Cheer for the Blackbirds this year, or for No. 2 San Diego State, which has players majoring in history, biology, psychology, and television/film/new media, and whose senior point guard, D.J. Gay, is one of two men at the school who majors in women's studies. "I think I hesitated for about a day and then I was like, 'Screw it,' " Gay said recently. "In all the other classes, you learn numbers and [facts] and stuff like that. I felt women's studies was a class where I learned morals and life lessons."

All-Motivated Team

I wanted to see if you could actually field a competitive squad of players with nonstandard majors. Turns out you can. I'd even bet these 15 players would contend for the national title.

G: Nolan Smith, Duke, 21.3 ppg, African and African-American studies
G: Jimmer Fredette, BYU, 28.5 ppg, American studies
F: Kyle Singler, Duke, 17.1 ppg, visual arts

F: Noah Dahlman, Wofford, 20.0 ppg, history
C: Festus Ezeli, Vanderbilt, 12.8 ppg, economics

Second Team
G: D.J. Gay, San Diego State, 11.2 ppg, women's studies
G: Ben Hansbrough, Notre Dame, 18.5 ppg, American studies
F: Jamal Olasewere, LIU, 12.9 ppg, computer science
F: Cameron Moore, UAB, 14.3 ppg, philosophy
C: Zeke Marshall, Akron, 8.6 ppg, computer information systems

Third Team
G: G.W. Boon, Bucknell, 8.8 ppg, biomedical engineering
G: Trian Iliadis, Old Dominion, 6.0 ppg, biochemistry
F: Tim Abromaitis, Notre Dame, 15.3 ppg, one-year graduate MBA program
F: Jamelle Horne, Arizona, 6.2 ppg, creative writing
C: Dan Geriot, Richmond, 9.9 ppg, double major in political science and history

Correction, March 16, 2011: This article originally included Kent State among the 68 teams in the 2011 NCAA Tournament. The count of majors by category has been corrected, and a mention of Kent State's Jordan Wilds as the tourney's lone physics major has been removed.

Education chief: Low grad rate should mean no tourney invite

USA Today
March 17, 2011
By Erik Brady

U.S. Secretary of Education Arne Duncan says schools not on track to graduate at least half of their basketball players should not be allowed to compete in the NCAA men's and women's tournaments.

If such a standard were in place now, three women's teams and 10 men's teams, including traditional powers Syracuse and Purdue, would not be in the tournaments.

Duncan said in an interview with USA TODAY that the NCAA should use its own Academic Progress Rate as the metric to measure tournament teams. He proposes bans for teams with a score lower than 925, which predicts a graduation rate of roughly 50% of a team's players.

"The math on this is not complicated," Duncan said. "If you can't graduate one in two of your student-athletes, I just question the institutional commitment to academics. And I think if the NCAA were to draw a line in the sand, you'd see this behavior change very rapidly."

Duncan cites an analysis by the Knight Commission on Intercollegiate Athletics, out Thursday, that says 43.7% of the revenue paid to conferences from the men's tournament the last five years was earned by teams not on track to graduate half of their players.

The NCAA believes that figure is no more than 20%, vice president of communications Bob Williams said.

"Money talks," Duncan said. "So right now there is an absolute perverse incentive. Folks follow the money, and the money says, 'We don't care about academic outcomes.'

"If the NCAA stepped up and said, 'Well, we actually do care about academic outcomes' (by banning teams with low rates) I guarantee you behavior would change very, very rapidly. This is eminently solvable."

The NCAA also wants "better academic performance, especially for teams playing in the postseason," Williams said by e-mail. "Our governance bodies are currently exploring ways to improve academics, particularly related to initial eligibility standards. This will ensure that students are better prepared to be successful in the classroom when they arrive on campus. We hope to collaborate with the Department of Education to improve college preparation for all students."

The current overall multi-year APR for Division I men's basketball is 940.

"What I just continue to be stunned by is why we let a handful of bad apples taint the entire process," said Duncan, who played basketball at Harvard. "This isn't rocket science."

Syracuse coach Jim Boeheim calls Duncan's proposal "completely nuts." Syracuse men's basketball has an APR of 912, but Boeheim says when new scores post this spring, it will have an APR of 926.

"The APR system gives you an opportunity to get back where you belong, like we did," Boeheim said. "If you are consistently below, then the system is in place to put you out of the tournament."

Postseason sanctions exist for teams that post APRs below 900 for three seasons. That has happened to just two men's basketball programs: Centenary and Portland State.

Boeheim said because basketball teams have small rosters, it takes only two or three players "who do the wrong thing" to put a team under a 925 cutoff. He said coaches and schools can do little to force student-athletes whose eligibility is up to go to class.

"Any good school can have a bad class and fall below," Boeheim said. "It's a lot more difficult than it looks. What looks to be simple on paper isn't as simple as it looks. If three guys leave (school) and your other seven guys are 'A' students, that still puts you below. It's hard to recover from that."

"Our men's basketball program has worked hard to improve its APR," Purdue spokesman Tom Schott said by e-mail, "and we are confident the next round of numbers will reflect our score to be considerably above the 925 cutoff."

Kansas State athletics director John Currie sent this statement to USA TODAY: "As the Big 12 leader in all-sports graduation rate, we are proud of the emphasis Coach (Frank) Martin and his staff have placed on academic achievement at Kansas State. Over the past four years under his leadership, our APR scores for men's basketball have improved dramatically as evidenced by our most recent multi-year rate of 937 for 2009-10 and current and previous one-year scores of 959 and 958.

"Under Coach Martin's leadership, all but one senior on our rosters have graduated, including current seniors Curtis Kelly and Jacob Pullen, who will graduate in May."

Duncan thinks the APR is a fair measure because the NCAA devised it. A year ago Duncan said that teams with graduation rates below 40% should be out of the NCAA tournaments. Now he thinks the APR is a better measure because it uses more current data than graduation rates.

"Let's not debate methodology," Duncan said. "Let's get clear on our values. So let's not lose the forest for the trees here."

Tennessee men's coach Bruce Pearl suggested last year that Duncan should improve the nation's schools.

"Pearl got mad at me and said, 'Send me better kids,' which I'm happy to work on," Duncan said. "But you look at (Tennessee women's coach) Pat Summitt. She's frankly much more successful on the court than he is, and her players graduate."

The NCAA shares revenue from the men's basketball tournament with Division I conferences based on the number of tournament games in which its member institutions play. The Knight Commission examined the $409.3 million awarded in the past five tournaments and its analysis found that 43.7% of the funds ($178.8 million) were earned by teams that had an APR under 925.

Of the $40,557,610 that the Southeastern Conference earned, $29,904,836 — 73.7% — came from teams with APRs under 925, according to the analysis.

"The SEC has supported the NCAA academic reform effort from its inception, including the development of the APR program," the conference said in a statement e-mailed to USA TODAY. "We remain supportive of the program as an incentive to improve graduation rates and will continue to work with the NCAA to that end.

"The improvement of APR scores has been a point of emphasis for our league, and as such, all five of our basketball programs competing in the NCAA Tournament this year, have scores above 925 in the latest announced scores."

Duncan cited a study by The Institute for Diversity and Ethics at the University of Central Florida that compares graduation rates for African-American and white basketball players.

White male basketball players at tournament-bound schools graduate at a rate of 91% versus only 59% of black players on those teams, the study says. White female basketball players on tournament-bound teams graduate at a rate of 92% compared to 84% of black players on those teams.

"Race remains an ongoing academic issue because of the continued gap between graduation rates for white and African-American student-athletes, particularly among the men," said study author Richard Lapchick, director of the Institute.

Benjamin Todd Jealous, president and CEO of the NAACP, said the graduation gap between white and black men's basketball players happens at a range of schools.

"You can't say this is all poor schools, or this is all rural schools, or this is all urban schools," he said. "It tends to be a diverse set of institutions that appear to have one thing in common, which is a lack of leadership from their coaches when it comes to the academic performance of their men's basketball players.

"That's the part that is really frustrating. The solution is ultimately as simple as raising the bar. And coaches know how to raise the bar on the court. And if they're invested, it's pretty easy for them to figure out how to raise the bar off the court. The only question here is, from the university president down, are they sending the message that we are committed to preparing our students for victory in life and not just victory on the court?"

Duncan said three of the men's teams with APRs below 925 also have large graduation gaps for white and black men's basketball players.

"Kansas State is graduating 100% of their white ballplayers, but 14% of their black ballplayers," Duncan said. "That's an 86% gap there, 86 percentage points. UAB has an 82% gap. USC has a 62% gap. So there are mammoth caverns between academic outcomes for white and black athletes and I think that is simply unacceptable."

Duncan said his passion for this issue grew on the Chicago courts he played on growing up.

"I played with a lot of great, great players in schoolyards in Chicago who were much better than I, who didn't quite make the pros, and who never got their degrees and had extraordinarily difficult lives," Duncan said." They made their universities lots and lots of money and lots of folks had profited but they had nothing, zero, to show for it. And it was absolutely devastating.

"And when that ball stopped bouncing for them, there was nothing to fall back on. Those glory days quickly became a distant memory. And to me it was always just a travesty that they weren't in a position where academics were valued."

Duncan declined to name any of the players or their schools.

"I want to be very clear," Duncan said. "The vast majority of schools do this extraordinarily well. And the vast majority of athletes have this life-transforming opportunity. But we have a small percentage of programs — 5%, 10% — that choose to do it the wrong way year after year after year and I don't know why we tolerate that. ...

"I'm looking for some leadership. I'm looking for some courage. I'm looking for the idea of student-athletes being reality, not a myth. I see no reason why the NCAA can't solve this."

In Florida, Virtual Classrooms With No Teachers

The New York Times
January 17, 2011
By Laura Herrera

Editor's Note: Florida Virtual Schools, the largest state virtual school in the nation, has a list of NCAA-approved courses that have been approved under the nontraditional courses legislation (Bylaw 14.3.1.2.2). Many educators believe it is the most sound virtual school in the industry. FLVS employs more than 1,000 certified teachers to teach more than 213,000 middle and high school students. A rebuttal to the New York Times story can be found at: http://blogs.orlandosentinel.com/news_columnist_mikethomas/2011/01/new-york-times-hatchet-job-on-florida-virtual-school.html

On the first day of her senior year at North Miami Beach Senior High School, Naomi Baptiste expected to be greeted by a teacher when she walked into her precalculus class.

"All there were were computers in the class," said Naomi, who walked into a room of confused students. "We found out that over the summer they signed us up for these courses."

Naomi is one of over 7,000 students in Miami-Dade County Public Schools enrolled in a program in which core subjects are taken using computers in a classroom with no teacher. A "facilitator" is in the room to make sure students progress. That person also deals with any technical problems.

These virtual classrooms, called e-learning labs, were put in place last August as a result of Florida's Class Size Reduction Amendment, passed in 2002. The amendment limits the number of students allowed in classrooms, but not in virtual labs.

While most schools held an orientation about the program, some students and parents said they were not informed of the new class structure. Others said they were not given the option to choose whether they wanted this type of instruction, and they voiced concern over the program's effectiveness.

The online courses are provided by Florida Virtual School, which has been an option in the state's public schools. The virtual school has provided online classes for home-schooled and traditional students who want to take extra courses. Students log on to a Web site to gain access to lessons, which consist mostly of text with some graphics, and they can call, e-mail or text online instructors for help.

The 54 participating schools in the Miami-Dade County system's e-learning lab program integrate the online classes differently. A representative from the district said in an e-mail that the system "provided lab facilitators, training for those facilitators and coordination" between the district schools and the virtual school.

Theresa Sutter, a member of the Parent Teacher Student Association at Miami Beach Senior High School, said she thought her daughter, Kelly, was done with virtual classes after she finished Spanish the previous year at home.

When Kelly said that she had been placed in a virtual lab, Ms. Sutter recalled her "jaws dropped." Neither of them had been told that Kelly would be in one.

"It's totally different from what classroom teaching is like, so it's a completely different animal," Ms. Sutter said.

Under the state's class-reduction amendment, high school classrooms cannot surpass a 25-student limit in core subjects, like English or math. Fourth- through eighth-grade classrooms can have no more than 22 students, and prekindergarten through third grade can have no more than 18.

Alix Braun, 15, a sophomore at Miami Beach High, takes Advanced Placement macroeconomics in an e-learning lab with 35 to 40 other students. There are 445 students enrolled in the online courses at her school, and while Alix chose to be placed in the lab, she said most of her lab mates did not.

"None of them want to be there," Alix said, "and for virtual education you have to be really self-motivated. This was not something they chose to do, and it's a really bad situation to be put in because it is not your choice."

School administrators said that they had to find a way to meet class-size limits. Jodi Robins, the assistant principal of curriculum at Miami Beach High, said that even if students struggled in certain subjects, the virtual labs were necessary because "there's no way to beat the class-size mandate without it."

In response to parental confusion about virtual classes, the Miami Beach High parent-teacher association created a committee on virtual labs. The panel works with the school toward "getting issues on the table and working proactively," said Patricia Kaine, the association's president.

Some teachers are skeptical of how well the program can help students learn.

"The way our state is dealing with class size is nearly criminal," said Chris Kirchner, an English teacher at Coral Reef Senior High School in Miami. "They're standardizing in the worst possible way, which is evident in virtual classes."

While Ms. Kirchner questions the instructional effectiveness of online courses, she said there was a place for them at some level.

"I think there should be learning on the computer," Ms. Kirchner said. "That part is from 2:30 p.m. on. The first part of the day should be for learning with people."

But Michael G. Moore, a professor of education at Pennsylvania State University, said programs that combine virtual education and face-to-face instruction could be effective. This is called the "blended learning concept."

"There is no doubt that blended learning can be as effective and often more effective than a classroom," said Mr. Moore, who is also editor of The American Journal of Distance Education. He said, however, that research and his experiences had shown that proper design and teacher instruction within the classroom were necessary. A facilitator who only monitors student progress and technical issues within virtual labs would not be categorized as part of a blended-learning model, he said. Other variables include "the maturity and sophistication of the student," he said.

Despite some complaints about the virtual teaching method, administrators said e-learning labs were here to stay. And nationally, blending learning has already caught on in some areas.

In Chicago Public Schools, high schools have "credit recovery" programs that let students take online classes they previously failed so they can graduate. Omaha Public Schools also have similar programs that require physical attendance at certain locations.

Julie Durrance, manager of the e-learning lab program, said the virtual school planned to work more closely with district schools to ensure success. She said virtual school officials wanted orientations to be mandatory in schools with labs. Ms. Durrance also predicted that labs would expand to middle schools and would include more grade levels in schools that currently limited the labs to juniors and seniors.

There are six middle and K-8 schools using virtual labs in Miami, including Cutler Ridge Middle School and Frank C. Martin K-8 Center.

"I truly believe this will be an option for many districts across the state," Ms. Durrance said. "I think we just hit the tip of the iceberg."

Junior-College Athletes Sue NCAA Over Transfer Rules

The Chronicle of Higher Education
March 16, 2011
By Libby Sander

A group of junior-college football players has filed a federal lawsuit against the NCAA, challenging its rules that govern how athletes at two-year colleges transfer to, receive athletic scholarships from, and compete for Division I institutions.

In the lawsuit, the lead plaintiff, Reginald Davis, a student at the City College of San Francisco, says the requirements single out athletes at two-year colleges for "disparate treatment" in the awarding of athletic scholarships. The 23-page complaint was filed Friday in federal district court in San Francisco.

A few years ago, Division I institutions voted to change the NCAA's bylaws to set forth stricter academic requirements for two-year transfers. Those rules, which went into effect in 2009, now also require athletes at two-year colleges to complete a set number of transferable English and math credit hours to become eligible for practice, competition, and financial aid at a Division I program.

Davis and the other plaintiffs seek class-action status for the lawsuit, which also names several institutions in the University of California and California State University systems as defendants. They say the current requirements make it unduly difficult for athletes at two-year colleges to transfer to Division I programs by forcing them to extend their time at community colleges. The players also contend that the rules are out of step with NCAA requirements for athletes who transfer from one four-year college to another.

A spokeswoman for the NCAA, Stacey Osburn, told The Chronicle that the association was reviewing the complaint and had no further comment.

Lumina Unveils a National Framework for Measuring Student Learning

The Chronicle of Higher Education
January 25, 2011
By Sara Hebel

National conversations about the quality of higher education, as well as efforts to measure what students learn in their college careers, could be aided by developing a common understanding of what degrees mean in the United States, officials at the Lumina Foundation for Education say.

To that end, the foundation released today a suggested framework for defining the knowledge and skills students need to acquire before earning an associate degree, a bachelor's degree, and a master's degree. Lumina's framework, which it is calling the Degree Qualifications Profile, spells out reference points for what students should be learning and demonstrating at each degree level in five areas: broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning.

Lumina officials say the degree profile is intended to help define generally what college graduates should know and be able to do, regardless of their majors or fields of study. The authors of the framework, though, were specific about how students should be able to apply what they learn, providing clear outcomes that can be measured. Under the umbrella of "intellectual skills," for instance, the document says that students should show fluency in communication. At the bachelor's level, that includes being able to "conduct an inquiry" in a language other than English with a non-English-language source.

Colleges and faculty members in individual disciplines could then add to the general framework, identifying additional outcomes specific to the college's mission and to particular fields of study. Lumina says it now plans to test and refine the framework, experimenting with it in a variety of settings.

Tests of the Concept

Two regional accreditors of higher education, the Western Association of Schools and Colleges and the North Central Association of Colleges and Schools' Higher Learning Commission, and a private-college association, the Council of Independent Colleges, have already agreed to test Lumina's proposed framework. Lumina says it expects to add more partners in coming months and to award grants to support testing of the framework.

The Western association, which accredits about 160 four-year colleges, plans to build the degree reference points into its handbook for institutions' accreditation reviews, Lumina said. The accreditor will use the degree profile to help outline what colleges should be demonstrating about student learning.

The Higher Learning Commission has offered to test the Lumina framework with a small group of institutions that are coming up for reaccreditation and are willing to try an alternative process for evaluation.

Sylvia Manning, the commission's president, said the cohort of colleges that agreed to the approach would take Lumina's degree framework and apply it to their programs. They would use the degree profile as a basis for their self-evaluation and for developing plans for improvement.

If it works right, Ms. Manning said, the institutions would learn a lot about how to move themselves forward, and Lumina would get feedback about how well the framework applies to varied types of institutions. The Higher Learning Commission will also be able to evaluate whether the framework could become an effective mechanism for quality assurance and be used more broadly.

"This is a wonderful opportunity to try something that has great potential," Ms. Manning said.

The Council of Independent Colleges, meanwhile, will also seek volunteers among its member institutions to test the feasibility of the Lumina framework on individual campuses and how it might be used to improve quality. Richard Ekman, president of the council, said the group hopes to select 25 colleges of various sizes and missions to experiment with the framework over a two-year period.

He has a number of questions about how well the degree profile will work, including how readily it will apply in liberal-arts fields and how meaningfully campuses will be able to improve upon a broad learning objective like civic learning. But he believes the Lumina framework is worth testing as a tool for prompting colleges to improve quality.

"A lot of this is pretty mushy stuff," he says. "We hope to thrash out what individual colleges can apply."

Architecture for Conversation on Quality

For Lumina, grappling with the question of what a degree signifies has become an important part of the foundation's broader effort to increase the proportion of college graduates in the United States. The foundation has focused its grant-making around a goal of getting 60 percent of Americans to hold "high quality" postsecondary degrees or credentials by 2025, a goal similar to President Obama's. About 39 percent of U.S. residents hold associate degrees or higher, a level at which the country has been stuck for four decades.

"We're interested in really putting our hands on what quality means," says Jamie P. Merisotis, president of Lumina. The degree profile, he said, "will provide some of the architecture for that conversation."

The degree profile is being unveiled a week after the release of the new book Academically Adrift: Limited Learning on College Campuses, which presents a

dim view of the rigor of undergraduate education. The book, which was based on a study supported by Lumina, found that more than a third of American college seniors are no better at crucial types of writing and reasoning tasks than they were in their first semester of college.

Clifford Adelman, a senior associate at the Institute for Higher Education Policy and a co-author of the Lumina degree profile, says the framework has the potential to transform the national conversations about accountability and quality.

"If higher education runs away from this," Mr. Adelman says, colleges "will continue to be criticized that their degrees are meaningless." Now, degrees are awarded when a student amasses enough credits and achieves a minimum grade-point average, he says, but the framework proposes a definition that guarantees that students gain at least a minimal, and measurable, level of knowledge and skills in the process.

This approach to accountability, Mr. Adelman adds, is also different from much current practice in that it measures quality by what a student can do, rather than by what an institution can show about its record.

In fact, Lumina officials say their framework could provide a useful road map for students as they plan their course of study. The foundation suggests that colleges could ask students to sign a "student learning agreement," acknowledging that they have read and understand the learning outcomes for the degree they seek, and pledging to commit themselves to qualify for the degree.

"Students who understand the purpose of the courses they take usually learn more effectively," reads the introduction to the Lumina framework. "Therefore, the Degree Profile seeks to create a transparent and intentional environment to guide their learning."

NCAA's Emmert will work with Secretary of Education on grad rates

USA Today
March 17, 2011
By Steve Berkowitz

NCAA President Mark Emmert said Thursday he and Secretary of Education Arne Duncan have spoken about various educational issues, but he did not offer any specific thoughts about Duncan's call Wednesday for schools not on track to graduate at least half of their basketball players to be barred from competing in the NCAA men's and women's basketball tournaments.

"Secretary Duncan and I have spoken on a number of occasions about educational attainment issues, (including) his concern, that I share, about the preparation that young men and women bring in to college today, and that we all need collectively to improve on that," Emmert said during a news conference at Washington's Verizon Center, a site of second- and third-round men's tournament games.

"He and I share the obvious goal of making sure that we do everything that we can together to encourage educational success and graduation among our students, whether they be athletes or not – and we'll continue to work on that.

"There's a variety of suggestions that are out there. We'll pursue them aggressively and he and I will continue to be partners in that process."

Duncan said that the NCAA should use its Academic Progress Rate as the metric to measure tournament teams. He proposes bans for teams with a score lower than 925, which predicts a graduation rate of roughly 50% of a team's players.

If such a standard were in place now, three women's teams and 10 men's teams, including Syracuse and Purdue, would not be in the tournaments.

Postseason sanctions now exist for team with APRs below 900 for three seasons

State Spending on Higher Education Edges Down, as Deficits Loom

The Chronicle of Higher Education
January 24, 2011
By Eric Kelderman

Higher education largely dodged big cuts in state appropriations for this budget year, thanks in part to money from the federal stimulus package. On average, state appropriations for colleges fell by slightly less than 1 percent from the previous budget year, and by less than 2 percent over the past two years, according to the Grapevine Project, Illinois State University's annual survey of state financing of higher education.

But the stimulus package, which allocated nearly $40-billion to states to prop up spending for public schools and higher education, will run out at the end of this fiscal year, leaving state and college leaders wondering how they will fill the budget gaps looming in more than two-thirds of the states.

Nearly $9-billion of the federal stimulus money went directly to higher-education budgets from the 2009 to 2011 fiscal years, accounting for 4 percent of total state support for colleges during that period. Some states relied more heavily on the stimulus than others did, however, and colleges in those states now expect a steep drop in aid as the federal money dries up without a growth in state-tax revenues to replace it.

"We're still trending downwards," said James C. Palmer, the researcher who conducts the annual survey at Illinois State's Center for the Study of Education Policy. "I don't see any strong evidence that we've begun to climb out of the trough created by the last recession."

Colorado was the most reliant on stimulus funds, which made up 26 percent of total state appropriations to higher education there from 2009 to 2011, according to a *Chronicle* analysis of the Illinois State data. Stimulus dollars made up 10 percent of total state appropriations for higher education in Louisiana, Montana, and Nevada, which were the next-most-reliant on federal dollars.

The 0.7-percent decline in state appropriations for 2011 is only a bit smaller than the 1.1-percent drop between the 2009 and 2010 fiscal years. Over the past five years, higher-education appropriations have increased by an average of 12.5 percent nationally, thanks to steady increases from 2006 to 2008, before the nation's economy soured.

Related Content

- Interactive Map: See How Support Has Changed for Each State

But the aggregate figures mask a much wider range of cuts and, in some cases, increases in higher-education spending among individual states in the past year.

From 2010 to 2011, six states slashed college appropriations by more than 10 percent, with Missouri making the deepest cuts, 13.5 percent. Higher-education appropriations were flat or increased in 18 states between the 2010 and 2011 budgets.

Over the past two years, 13 states cut higher-education appropriations by more than 10 percent. Arizona cut the most, nearly 22 percent. At the same time, 18 states managed to increase money for higher education over the past two years, with the largest gains in energy-rich states such as North Dakota and Wyoming.

In most cases, however, state appropriations were not able to keep pace with the increases in enrollment in many states. Stagnant appropriations and growing numbers of students forced 11 states to cap enrollments at their flagship universities in the current academic year, and seven states capped enrollment at public regional universities, according to a report from the Education Policy Center at the University of Alabama.

Uncertain Outlook

Prospects for state appropriations for higher education remain at least as uncertain as they have been since the beginning of the economic downturn.

While the nation's economy is slowly recovering, at least 35 states anticipate revenue shortfalls for the 2012 fiscal year (which begins for all but four states in July), according to a November report by the National Conference of State Legislatures. In those states, tax revenues are expected to fall a total of $82-billion short of spending. In at least a dozen states, governors have pledged not to raise taxes to fill those budget gaps.

In Nevada, for example, the state's $1.2-billion revenue shortfall is equal to nearly a third of the entire budget, and more than twice the $559-million the state spent on higher education this year. Although Gov. Brian E. Sandoval, a newly elected Republican, has said he won't raise taxes, public-college leaders have said the governor would not object to significant increases in tuition to offset probable budget cuts.

In California, Gov. Jerry Brown, the newly elected Democrat, has proposed a $1.4-billion cut for higher education in the next budget. His plan would reduce spending on the University of California and California State University systems by 17 percent and 18 percent, respectively. The state's community-college system would lose 6.5 percent of its appropriations.

In a few states, however, governors want to give more money to higher education in the next budget. Gov. Robert M. McDonnell, Republican of Virginia, has proposed giving public colleges in his state at least an additional $50-million in state appropriations, a down payment on his plan to help colleges keep tuition in check and raise the proportion of Virginians with college credentials from 42 percent to 55 percent over the next 15 years.

As part of his plan to expand the Kansas economy, Gov. Sam Brownback, a newly elected Republican, has proposed a three-year, $105-million plan to support university programs that would create high-paying jobs in such fields as aviation, cancer research, and engineering.

Governors in Michigan and New Jersey, too, have recently said they hope to increase state appropriations for higher education when the economies in their states improve.

James B. Milliken, president of the University of Nebraska, said in a statement that he was grateful for even a flat level of support in the next budget proposed by Gov. Dave Heineman, a Republican. "Under normal circumstances, the flat funding proposed for the university would be disappointing, but these are not normal times," Mr. Milliken said. "This recommendation puts us in a stronger position than many of our peers."

The NCAA and the Athletes It Fails

The Chronicle of Higher Education
April 17, 2011
By Thomas G. Palaima

How we treat the young people on our campuses whom we often euphemistically call "student athletes" is essentially a moral issue. Some of those students, after all, generate millions of dollars for their coaches, athletic directors, and institutions, yet we have failed, in turn, to make sure they have legitimate experiences as students.

That is one of the concerns of the Coalition on Intercollegiate Athletics, on which I have served as the representative of the University of Texas at Austin for the last three years. So I welcomed the open and honest look at the NCAA's role in big-time college sports by Gerald S. Gurney that recently appeared in The Chronicle.

What would it entail to do better by those top athletes?

They need to be placed at educational institutions suited to their academic preparation and be provided with the tools to play the most important game of their college careers: the competition with true peers in the classroom.

They need to have time to study and to explore elective courses so as to choose a major and develop secondary interests that will serve them well the rest of their lives. And they need to do this, just like regular students, on their own initiative.

They need to get their degrees before their aid runs out.

Most of them need to be disabused of the dream that they will "go pro."

As the president of the National Collegiate Athletic Association, Mark A. Emmert, told coalition members at a meeting in Chicago in January, only a tiny fraction of NCAA student athletes will have careers as professional athletes. There are about 400,000 student athletes nationwide, and 99.5 percent of them will spend their lives doing something other than playing professional sports. Right now there are grave problems in all four of those areas.

Gurney, who is president of the National Association of Academic Advisors for Athletics, rightly describes the NCAA's two measures of how well college athletes are doing in the classroom—the Academic Progress Rate and the Graduation Success Rate—as "manufactured."

The Academic Progress Rate, or APR, is designed so that students can be fully compliant even if they complete only 80 percent of the courses needed for a degree after four years. Moreover, year-to-year eligibility requirements are lax to the point of being farcical. Consider U.S. Secretary of Education Arne Duncan's

complaint about the poor academic performances, especially in regard to athletes who belong to minority groups, by many teams in the NCAA March Madness basketball tournament. If the players are performing so poorly academically, how can they be eligible for the tournaments? As Duncan wrote last month in an opinion piece for The Washington Post, "Last year, out of more than 6,000 NCAA intercollegiate sports teams, one squad in men's basketball was banned from postseason play because of a poor academic record."

There are three reasons so many poor academic performers squeaked through to be eligible to play.

First, the APR makes it possible for students to maintain eligibility for a season or two with academic-achievement levels that do not prepare them to finish their degrees. For example, they may complete as few as two courses in a semester, maintaining average GPA's of 1.8 at the end of their freshman year, 1.9 at the end of their sophomore year, and 2.0 at the end of three years. In this age of grade inflation, when the average GPA of all undergraduate students in all courses at the University of Texas at Austin, for instance, is 3.09, the sports GPA targets are hardly achievements.

Second, colleges are not penalized for substandard APR performances. An APR of 925 works out to a 50 percent six-year graduation-success rate, but according to the results of a study by the NCAA's Committee on Academic Performance released last fall, 72 of 327 Division I basketball teams failed to meet that standard. Still, almost no penalties were meted out.

Third, programs can offload academically substandard students without statistical penalties by having them "transfer" to other programs or by registering them as having "gone pro." In truth, the Academic Progress Rate and the Graduation Success Rate serve as smoke screens for the big-time sports programs to keep exploiting student athletes without making it possible for many of them to be students. And the NCAA enables this kind of immoral treatment.

The commissioner of the Big Ten Conference, Jim Delany, told coalition members in Chicago that the NCAA cannot impose continuing eligibility standards without considering admissions standards. By permitting student athletes to attend universities and colleges for which they are not truly academically prepared, the NCAA is setting many of them up for failure or for success only by sleight of hand and/or perversion of the whole notion of true education: through special conference courses, soft courses taught by sports-booster faculty, majors designed to be soft, special study centers and tutors, and simple online courses. And though the NCAA wisely mandates that student athletes put in no more than 20 hours per week on sports so they have time to study, its own recent survey shows that student athletes in big-time sports put in nearly 45 hours per week.

Gurney knows from long experience what he is talking about. What he did not say is that the NCAA leadership will never take action that will kill the golden geese that generate huge television revenues and support the high salaries of its

executives. The greed at student athletes' expense that we are witnessing now has been with us for at least 80 years.

Emmert has said that student athletes in big-time sports are students and should not be compensated by sharing a portion of all the revenues they generate. His reasoning? They are no different from students in performance arts like theater and music. Yet that analogy is false because students in performing arts do not generate money that pays big salaries to their professors or pays for the buildings in which they study and perform. Such specious reasoning does little to defend what is after all an indefensible exploitation of many big-time student athletes, who, after six, five, four, or fewer years, are left without degrees, without money in their pockets, and with nowhere to go.

Study: Women's NCAA teams outdo men in classroom

The Associated Press
March 15, 2011

A study released Tuesday found the women's teams in this year's NCAA basketball tournament graduated their players at a higher rate than their male counterparts.

An annual report by the University of Central Florida's Institute for Diversity and Ethics shows all the women's teams graduated at least 50 percent of their players compared with 76 percent of the men's teams reaching the 50 percent mark.

In the women's tournament, 91 percent of the teams graduated at least 70 percent of their players, compared to 48 percent of the men's tourney teams.

As is the case with the men, a racial disparity exists between white and black players on the women's side, but the gap is not nearly as wide.

Richard Lapchick, the institute director and primary author of the study, said the women's stronger numbers have become a historical trend.

"I think for women athletes and basketball players the emphasis is on balancing academic and athletic performance," Lapchick said. "Coaches and everybody involved advising the women have pushed positive academic success. That's become a tradition in women's sports.

"But there are some of the same people advising both men's and women's teams on these campuses. So there's a sort of academic challenge there, too. For me the next step is to hold up the women as a model of what we can do."

Information was collected by the NCAA from member institutions for the study. The institute reviewed the six-year graduation rates of each school's freshman class that enrolled in 2003-04, then calculated a four-class average. Princeton was not included in the overall graduation rate figures because it, like other Ivy League schools, doesn't report graduation rates.

The NCAA created the Academic Progress Rate in 2004 to improve graduation rates, disciplining schools in the form of lost scholarships when they don't meet the NCAA standard for academic performance. Teams that score below 925 — equal to a graduation rate of 50 percent— can lose up to 10 percent of their scholarships. Poor performance over time could lead to harsher penalties.

The APR data does not include date from the 2009-10 academic performances of teams in the study, but instead uses the four-year data from the 2005-06 to 2008-09 academic years.

There were only three women's teams (5 percent) that did not receive a score of 925 or more on the NCAA's APR. By comparison, 10 men's teams (15 percent) did not receive a score of 925 or more.

Along racial lines, the men's teams show a current gap of 32 percent between the graduation rate of white players (91 percent) and black players (59 percent). For women's teams, 92 percent of white players graduate, compared to 84 percent of black players, or a gap of just 8 percent.

Lapchick said the fact that jumping early to the professional ranks isn't as prevalent on the women's side should help them continue to improve their graduate rates and close the racial gap.

"Again, I think that on the women's side, paying attention to these things has been a tradition," Lapchick said. "When college football went up to 15 head coaches of color, that had not been the tradition. But women have always had positive academic success stories. ... Not that we don't watch (racial disparity) for them as well, but we're confident that success of females will continue into the foreseeable future."

Academic scorecards keep improving

Reform movement shifts to "automatic expectation" of student-athlete success

The scorecards that track classroom performance of Division I sports teams show continued improvement for most squads.

Eight teams face postseason ban

Based on the most recent APR scores, eight teams are banned from competing in the postseason this coming academic year because of poor performance in the classroom over a number of years.

Of the eight, five are men's basketball teams: Cal-State Northridge; Chicago State; Grambling; Southern University, Baton Rouge; and Louisiana-Monroe.

The other three are football teams: Idaho State, Jackson State and Southern University.

In addition, another seven teams faced a postseason ban but received a conditional waiver for this coming year. Waivers can be granted for a variety of reasons but generally include demonstrated academic improvement, active presidential involvement, meeting certain APR benchmarks and implementation of an APR improvement plan.

These teams remain subject to the postseason ban in future years if they do not meet their specific academic performance conditions or implement their academic improvement plans.

Five of the seven are men's basketball teams: Ball State, Jacksonville State, Morgan State, Southern Utah and UAB. Two teams (Morgan State and Southern Utah) will incur other historical penalties, such as practice restrictions. The other three received full conditional waivers and do not appear on any penalty list.

The other two teams receiving conditional waivers are North Carolina A&T football and UT-Chattanooga women's soccer. Both still face other historical penalties.

According to the most recent figures, the latest four-year Division I Academic Progress Rate is 970, up three points over last year. The average four-year rate also rose in the high-profile sports of men's basketball, football and baseball.

Moving into its eighth year, APR has shifted the national dialogue to the point that even casual college sports fans are aware of it, said NCAA President Mark Emmert.

"For the first time in history of intercollegiate sport, we have a common language and common expectation around academics," Emmert said. "The expectation is that every program will reach a certain level of academic performance, and that level is important. To this end, the reform effort has been almost immeasurable in its impact."

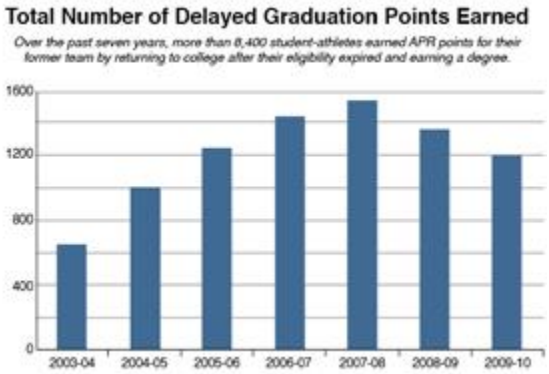
Emmert stressed that the NCAA's academic movement is evolving from reform to expectation of student-athlete academic success.

"So instead of reform, we look to academic success and academic performance as a natural and automatic expectation of being a student-athlete," Emmert said. "We need to keep working on that performance, just as a team works to improve its athletics performance, so their academics continue to rise as well."

In the NCAA's high-profile sports, football's average four-year APR is 946, up two points over last year; men's basketball is 945, up five points; and baseball is 959, up five points.

Fewer student-athletes are leaving school ineligible each year, while more than 8,400 student-athletes have returned to campus and earned their degrees in the past seven years.

Every Division I sports team calculates its APR each academic year, based on the eligibility and retention of each scholarship student-athlete. Teams scoring below certain thresholds can face penalties, such as scholarship losses and restrictions on practice and competition. Rates are based on the past four years' performance.



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In terms of penalties this year, 103 teams at 67 schools have been sanctioned for poor academic performance. Last year, 137 teams at 80 schools were penalized, and two years ago 177 teams at 107 schools received penalties. There are currently more than 6,400 teams in Division I.

There are 1,143 fewer student-athletes this year who are "0-for-2," compared to 2004-05, the first year of APR penalties. This term defines student-athletes who leave school academically ineligible and do not earn either point in the APR calculation.

Students considered 0-for-2 account for just 2.4 percent (2,690) of Division I student-athletes and are down almost 30 percent since 2004-05.

In stark contrast, 8,427 former Division I student-athletes have returned to college to earn their degrees in the past seven years. In the process, they earned a bonus point in the APR calculation for their former team.

Almost half of these students – 46 percent – competed in men's basketball, football and baseball.

While men's basketball and football keep improving overall, these sports continue to post the lowest multi-year APRs of all sports. Football in particular saw a slight decline in its single-year rate due to struggles with eligibility.

Recently passed legislation is intended to address football's eligibility issue. Meanwhile, legislation to address men's basketball issues continues to be discussed by the Division I membership.

The NCAA will work closely with Historically Black Colleges and Universities as well, as they seek to improve the academic performance of their student-athletes.

Looking to the future, the Division I membership is examining how to further strengthen academics in a number of ways, said Walter Harrison, president of the University of Hartford and chair of the Division I Committee on Academic Performance.

Harrison noted that CAP is recommending moving to a single penalty structure to streamline the process and lead to more improvement from the bottom up. The proposal would set a single benchmark for penalties that correlates to a Graduation Success Rate of at least 50 percent, with the long-term expectation that the rate would increase in the future.

Currently, teams face two cut lines for penalties: 925 for immediate penalties and 900 for historical penalties. The 900 APR cutline for historical penalties would be eliminated.

In addition, the Division I Academic Cabinet is examining adjustments to initial eligibility and transfers from two-year colleges. The Division I Board of Directors later this summer will consider these proposals as a package to strengthen academics.

"Taken together, these elements should enhance our ultimate goal, which is graduation," Harrison said. "I am not satisfied with all the results, and we have a lot to improve, but I am satisfied we have made enormous progress."

To ensure fairness in the academic performance program, the NCAA provides adjustments to APR for students who transfer with certain grade point averages and those who leave in good academic standing for professional athletics careers.

This past year, 694 student-athletes were granted APR adjustments for professional departures, out of 6,422 Division I sports teams. Almost half (46 percent) were in baseball. Of the 74 adjustments for men's basketball, only nine were for first-year college student-athletes.

Teams that score below 925 on their four-year APR and have a student leave school academically ineligible can lose up to 10 percent of their scholarships through immediate penalties. Teams scoring below 900 also can face historical penalties for poor academic performance over time.

Average Four-Year APRs

Includes 2006-07 through 2009-10 Academic Years

	Four-Year Average
Overall	970 (+3)
Baseball	959 (+5)
Men's Basketball	945 (+5)
Football	946 (+2)

This is the sixth year of immediate penalties and the fifth for historical penalties. Teams facing a third year of historically based penalties can be banned from postseason play, in addition to losing more scholarships and incurring practice restrictions from a second year of long-term sanctions.

Institutions can face restricted Division I membership for the entire athletics department if a team has four consecutive years of poor academic performance.

For this year, 103 teams at 67 different colleges and universities have received an immediate or historical sanction.

A total of 55 teams did not earn a 925 APR and had a student-athlete leave school ineligible, and they have lost scholarships. Five teams have lost immediate scholarships and received the first historical penalty (public warning) as well for posting an APR below 900.

Another 16 teams under 900 APR received a public warning; 19 teams received practice restrictions; and eight have received a postseason ban, compared to just one last year. Another seven teams faced a postseason ban but received a waiver. Those teams will need to meet the specific waiver conditions or face the ban in the future.

Last week, 909 teams were publicly recognized for posting multi-year APRs in the top 10 percent of each sport.

The most recent APR scores are multi-year rates based on the scores from the 2006-07, 2007-08, 2008-09 and 2009-10 academic years.

APR scores per institution, along with penalties per school and teams receiving public recognition, are available online through the NCAA's searchable database.

Teams honored for top grades in Division I

The NCAA is honoring more than 900 Division I sports teams for their high marks academically.

The Association announced that 909 teams have earned Public Recognition Awards, based on their most recent multi-year Academic Progress Rates. These awards are given each year to teams scoring in the top 10 percent in each sport with their APRs.

Through its innovative APR, which provides an annual scorecard of academic achievement, the NCAA tracks the classroom performance of student-athletes on every Division I sports team.

Full APR scores for all teams, including penalties for low-performing teams, will be released May 24.

NCAA President Mark Emmert said top-performing teams this year posted APR scores ranging from 977 to a perfect 1,000. The number of teams in some sports may exceed 10 percent depending on the number of perfect scores.

“Most student-athletes excel at balancing their academic and athletics commitments, yet each year there are those who perform at extraordinary levels,” Emmert said. “By achieving the highest levels of academic success as a team, these young men and women truly embody what it means to be a successful NCAA student-athlete.”

Four national champions from the 2009-10 season are included in this year’s award list: Duke University men’s basketball; Fairleigh Dickinson University, Metropolitan campus, women’s bowling; University of Michigan men’s gymnastics; and University of Denver women’s skiing.

By measuring eligibility and retention each semester or quarter, the APR provides a clear picture of the academic culture in each sport, Emmert said. The most recent APRs are multi-year rates based on scores from the 2006-07, 2007-08, 2008-09 and 2009-10 academic years.

The 909 teams publicly recognized this year for high achievement represent 14 percent of the 6,385 eligible Division I teams. The list includes 525 women’s teams and 384 men’s or mixed squads.

For the first time with its public recognition awards, the NCAA is separating the sport of football by its bowl and championship subdivisions.

A total of 239 institutions, out of 335 Division I colleges and universities, placed at least one team on the top APR list. Another 11 schools that offer athletics in more than one division, out of 52 overall within the NCAA, placed Division I teams on the list as well.

For the sixth consecutive year, Yale University had the most teams (23) recognized, followed by Brown University (22) and Dartmouth College (21). By conference, the Ivy Group had the most number of teams honored (135),

followed by the Patriot League (82), the Big East Conference (77), the Atlantic Coast Conference (61) and the Atlantic 10 (56).

Last year, 841 teams were recognized.

In the six years of the NCAA's academic reform program, 1,992 different teams have received Public Recognition Awards, representing 31 percent of eligible sports teams during that time. Of that total, 260 teams have received Public Recognition Awards each of the six years of the program.

SCHOOL	SPORT_NAME	MULTIYR_APR
Northwestern University	FBS	993
Rutgers, State Univ of New Jersey, New Bruns	FBS	988
Northern Illinois University	FBS	987
Duke University	FBS	986
Ohio State University	FBS	985
Rice University	FBS	983
Boise State University	FBS	981
Middle Tennessee State University	FBS	979
University of Miami (Florida)	FBS	979
U.S. Air Force Academy	FBS	978
U.S. Naval Academy	FBS	978
Clemson University	FBS	977
Stanford University	FBS	977
Vanderbilt University	FBS	977
University of Pennsylvania	FCS	995
Brown University	FCS	992
Davidson College	FCS	992
Yale University	FCS	991
Dartmouth College	FCS	989
Columbia University-Barnard College	FCS	986
Princeton University	FCS	986
University of Dayton	FCS	984
Bryant University	FCS	983
Cornell University	FCS	983
Harvard University	FCS	983
University of New Hampshire	FCS	982
Bucknell University	Baseball	1000
Duke University	Baseball	1000
Kent State University	Baseball	1000
Yale University	Baseball	1000
University of Texas at Austin	Baseball	998
Columbia University-Barnard College	Baseball	997
Georgetown University	Baseball	996
Lehigh University	Baseball	996
College of the Holy Cross	Baseball	995
Dartmouth College	Baseball	995
Lafayette College	Baseball	995
University of Pennsylvania	Baseball	992
University of Virginia	Baseball	992
Ohio State University	Baseball	991
Brown University	Baseball	990
Indiana University, Bloomington	Baseball	990
Stanford University	Baseball	990
Valparaiso University	Baseball	990
Vanderbilt University	Baseball	990
Cornell University	Baseball	989

Mount St. Mary's University	Baseball	989
Presbyterian College	Baseball	989
Saint Joseph's University	Baseball	989
University of Miami (Florida)	Baseball	989
University of Notre Dame	Baseball	989
Bryant University	Baseball	988
Harvard University	Baseball	988
U.S. Naval Academy	Baseball	988
University of Michigan	Baseball	988
University of Toledo	Baseball	988
Xavier University	Baseball	988
Butler University	Men's Basketball	1000
College of the Holy Cross	Men's Basketball	1000
Columbia University-Barnard College	Men's Basketball	1000
DePaul University	Men's Basketball	1000
University of Kansas	Men's Basketball	1000
University of Texas at Austin	Men's Basketball	1000
Princeton University	Men's Basketball	996
Yale University	Men's Basketball	996
Belmont University	Men's Basketball	995
Davidson College	Men's Basketball	995
Elon University	Men's Basketball	995
Michigan State University	Men's Basketball	995
Pennsylvania State University	Men's Basketball	995
West Virginia University	Men's Basketball	995
Bucknell University	Men's Basketball	994
Lehigh University	Men's Basketball	994
University of Cincinnati	Men's Basketball	992
Brigham Young University	Men's Basketball	991
Harvard University	Men's Basketball	991
Duke University	Men's Basketball	990
East Tennessee State University	Men's Basketball	990
George Mason University	Men's Basketball	990
Loyola University (Illinois)	Men's Basketball	990
Northwestern University	Men's Basketball	990
University of Utah	Men's Basketball	990
University of Memphis	Men's Basketball	989
University of Notre Dame	Men's Basketball	989
Cornell University	Men's Basketball	988
U.S. Naval Academy	Men's Basketball	986
Brown University	Men's Basketball	985
Colgate University	Men's Basketball	985
Gonzaga University	Men's Basketball	985
North Carolina State University	Men's Basketball	985
Samford University	Men's Basketball	985
Tulane University	Men's Basketball	985
University of Dayton	Men's Basketball	985

University of North Carolina, Chapel Hill	Men's Basketball	985
University of Pennsylvania	Men's Basketball	985
University of Pittsburgh	Men's Basketball	985
Virginia Polytechnic Institute & State Universit	Men's Basketball	985
Baylor University	Men's Cross Country	1000
Boston University	Men's Cross Country	1000
Bradley University	Men's Cross Country	1000
Bryant University	Men's Cross Country	1000
Bucknell University	Men's Cross Country	1000
California State University, Northridge	Men's Cross Country	1000
Creighton University	Men's Cross Country	1000
Davidson College	Men's Cross Country	1000
Drake University	Men's Cross Country	1000
Duke University	Men's Cross Country	1000
Eastern Kentucky University	Men's Cross Country	1000
Eastern Washington University	Men's Cross Country	1000
Fairfield University	Men's Cross Country	1000
Fordham University	Men's Cross Country	1000
George Washington University	Men's Cross Country	1000
Georgetown University	Men's Cross Country	1000
Georgia Institute of Technology	Men's Cross Country	1000
Jacksonville University	Men's Cross Country	1000
Lafayette College	Men's Cross Country	1000
Long Beach State University	Men's Cross Country	1000
Loyola College (Maryland)	Men's Cross Country	1000
Loyola University (Illinois)	Men's Cross Country	1000
Miami University (Ohio)	Men's Cross Country	1000
North Carolina State University	Men's Cross Country	1000
Pennsylvania State University	Men's Cross Country	1000
Rutgers, State Univ of New Jersey, New Bruns	Men's Cross Country	1000
Seattle University	Men's Cross Country	1000
Siena College	Men's Cross Country	1000
Southern Illinois University at Carbondale	Men's Cross Country	1000
Southern Illinois University Edwardsville	Men's Cross Country	1000
St. Francis College (New York)	Men's Cross Country	1000
Stony Brook University	Men's Cross Country	1000
Texas Christian University	Men's Cross Country	1000
Tulane University	Men's Cross Country	1000
University of Arkansas, Little Rock	Men's Cross Country	1000
University of Evansville	Men's Cross Country	1000
University of Hartford	Men's Cross Country	1000
University of Iowa	Men's Cross Country	1000
University of Kansas	Men's Cross Country	1000
University of Maine, Orono	Men's Cross Country	1000
University of Maryland, College Park	Men's Cross Country	1000
University of New Mexico	Men's Cross Country	1000
University of North Carolina at Greensboro	Men's Cross Country	1000

University of North Carolina, Charlotte	Men's Cross Country	1000
University of North Texas	Men's Cross Country	1000
University of Notre Dame	Men's Cross Country	1000
University of Pennsylvania	Men's Cross Country	1000
University of Rhode Island	Men's Cross Country	1000
University of Vermont	Men's Cross Country	1000
Vanderbilt University	Men's Cross Country	1000
Virginia Polytechnic Institute & State Universit	Men's Cross Country	1000
Wofford College	Men's Cross Country	1000
Yale University	Men's Cross Country	1000
Boston College	Men's Fencing	1000
Duke University	Men's Fencing	1000
Princeton University	Men's Fencing	1000
University of Detroit Mercy	Men's Fencing	1000
Yale University	Men's Fencing	1000
Boston College	Men's Golf	1000
Brown University	Men's Golf	1000
Bryant University	Men's Golf	1000
Bucknell University	Men's Golf	1000
Colgate University	Men's Golf	1000
College of the Holy Cross	Men's Golf	1000
Cornell University	Men's Golf	1000
Dartmouth College	Men's Golf	1000
Davidson College	Men's Golf	1000
DePaul University	Men's Golf	1000
Duke University	Men's Golf	1000
Eastern Illinois University	Men's Golf	1000
Fairfield University	Men's Golf	1000
Georgetown University	Men's Golf	1000
Georgia Institute of Technology	Men's Golf	1000
Harvard University	Men's Golf	1000
Hofstra University	Men's Golf	1000
Illinois State University	Men's Golf	1000
Indiana University-Purdue University, Fort Wa	Men's Golf	1000
Indiana University, Bloomington	Men's Golf	1000
Lafayette College	Men's Golf	1000
Louisiana State University	Men's Golf	1000
Louisiana Tech University	Men's Golf	1000
Loyola Marymount University	Men's Golf	1000
Loyola University (Illinois)	Men's Golf	1000
Miami University (Ohio)	Men's Golf	1000
Middle Tennessee State University	Men's Golf	1000
New Mexico State University	Men's Golf	1000
North Carolina Central University	Men's Golf	1000
Oklahoma State University	Men's Golf	1000
Pepperdine University	Men's Golf	1000
Samford University	Men's Golf	1000

Savannah State University	Men's Golf	1000
Seattle University	Men's Golf	1000
Seton Hall University	Men's Golf	1000
St. John's University (New York)	Men's Golf	1000
Stanford University	Men's Golf	1000
Stetson University	Men's Golf	1000
University of California, Santa Barbara	Men's Golf	1000
University of Colorado, Boulder	Men's Golf	1000
University of Connecticut	Men's Golf	1000
University of Dayton	Men's Golf	1000
University of Denver	Men's Golf	1000
University of Detroit Mercy	Men's Golf	1000
University of Georgia	Men's Golf	1000
University of Michigan	Men's Golf	1000
University of Nevada	Men's Golf	1000
University of North Carolina, Charlotte	Men's Golf	1000
University of Notre Dame	Men's Golf	1000
University of South Dakota	Men's Golf	1000
University of Texas at Austin	Men's Golf	1000
Virginia Polytechnic Institute & State Universit	Men's Golf	1000
Wake Forest University	Men's Golf	1000
Yale University	Men's Golf	1000
College of William and Mary	Men's Gymnastics	1000
Ohio State University	Men's Gymnastics	1000
U.S. Naval Academy	Men's Gymnastics	1000
University of Michigan	Men's Gymnastics	1000
University of Oklahoma	Men's Gymnastics	1000
Boston University	Men's Ice Hockey	1000
Brown University	Men's Ice Hockey	1000
Princeton University	Men's Ice Hockey	1000
St. Lawrence University	Men's Ice Hockey	1000
Colgate University	Men's Ice Hockey	997
University of Notre Dame	Men's Ice Hockey	997
Colgate University	Men's Lacrosse	1000
Lafayette College	Men's Lacrosse	1000
Villanova University	Men's Lacrosse	1000
Dartmouth College	Men's Lacrosse	998
University of Notre Dame	Men's Lacrosse	998
Yale University	Men's Lacrosse	998
Boston College	Men's Skiing	1000
Harvard University	Men's Skiing	1000
Brown University	Men's Soccer	1000
Colgate University	Men's Soccer	1000
College of the Holy Cross	Men's Soccer	1000
Dartmouth College	Men's Soccer	1000
Duke University	Men's Soccer	1000
Northwestern University	Men's Soccer	1000

St. Peter's College	Men's Soccer	1000
Belmont University	Men's Soccer	997
Columbia University-Barnard College	Men's Soccer	997
University of Pennsylvania	Men's Soccer	997
Fordham University	Men's Soccer	996
Cornell University	Men's Soccer	995
University of Richmond	Men's Soccer	995
Michigan State University	Men's Soccer	994
University of Wisconsin, Madison	Men's Soccer	994
DePaul University	Men's Soccer	993
Georgia State University	Men's Soccer	993
Villanova University	Men's Soccer	993
George Washington University	Men's Soccer	992
Gonzaga University	Men's Soccer	992
Indiana University, Bloomington	Men's Soccer	992
Lafayette College	Men's Soccer	992
Loyola University (Illinois)	Men's Soccer	992
Pennsylvania State University	Men's Soccer	992
Princeton University	Men's Soccer	992
American University	Men's Swimming	1000
Bryant University	Men's Swimming	1000
College of the Holy Cross	Men's Swimming	1000
Fordham University	Men's Swimming	1000
Georgetown University	Men's Swimming	1000
Loyola College (Maryland)	Men's Swimming	1000
Manhattan College	Men's Swimming	1000
Providence College	Men's Swimming	1000
Yale University	Men's Swimming	998
Duke University	Men's Swimming	997
University of North Carolina, Chapel Hill	Men's Swimming	997
Boston College	Men's Swimming	996
Xavier University	Men's Swimming	996
U.S. Naval Academy	Men's Swimming	995
Alabama A&M University	Men's Tennis	1000
Boston University	Men's Tennis	1000
Brown University	Men's Tennis	1000
Bryant University	Men's Tennis	1000
Bucknell University	Men's Tennis	1000
College of the Holy Cross	Men's Tennis	1000
Columbia University-Barnard College	Men's Tennis	1000
Dartmouth College	Men's Tennis	1000
Davidson College	Men's Tennis	1000
George Washington University	Men's Tennis	1000
Georgetown University	Men's Tennis	1000
Illinois State University	Men's Tennis	1000
Lafayette College	Men's Tennis	1000
Loyola College (Maryland)	Men's Tennis	1000

Middle Tennessee State University	Men's Tennis	1000
Mount St. Mary's University	Men's Tennis	1000
Murray State University	Men's Tennis	1000
Northwestern University	Men's Tennis	1000
Ohio State University	Men's Tennis	1000
Princeton University	Men's Tennis	1000
Saint Francis University (Pennsylvania)	Men's Tennis	1000
Siena College	Men's Tennis	1000
St. John's University (New York)	Men's Tennis	1000
St. Peter's College	Men's Tennis	1000
Stanford University	Men's Tennis	1000
Texas Christian University	Men's Tennis	1000
Tulane University	Men's Tennis	1000
U.S. Naval Academy	Men's Tennis	1000
University of California, Berkeley	Men's Tennis	1000
University of Delaware	Men's Tennis	1000
University of Hartford	Men's Tennis	1000
University of Iowa	Men's Tennis	1000
University of Miami (Florida)	Men's Tennis	1000
University of Michigan	Men's Tennis	1000
University of Notre Dame	Men's Tennis	1000
University of Texas at Austin	Men's Tennis	1000
University of Utah	Men's Tennis	1000
Valparaiso University	Men's Tennis	1000
Vanderbilt University	Men's Tennis	1000
Villanova University	Men's Tennis	1000
Virginia Polytechnic Institute & State Universit	Men's Tennis	1000
Xavier University	Men's Tennis	1000
Yale University	Men's Tennis	1000
Bryant University	Men's Track, Indoor	1000
Colgate University	Men's Track, Indoor	1000
Davidson College	Men's Track, Indoor	1000
Duke University	Men's Track, Indoor	1000
Georgetown University	Men's Track, Indoor	1000
Northeastern University	Men's Track, Indoor	1000
Sacred Heart University	Men's Track, Indoor	1000
Saint Louis University	Men's Track, Indoor	1000
Stony Brook University	Men's Track, Indoor	1000
University of Hartford	Men's Track, Indoor	1000
University of Louisville	Men's Track, Indoor	1000
University of North Carolina at Greensboro	Men's Track, Indoor	1000
University of Notre Dame	Men's Track, Indoor	1000
University of Southern California	Men's Track, Indoor	1000
Harvard University	Men's Track, Indoor	998
Dartmouth College	Men's Track, Indoor	997
Loyola University (Illinois)	Men's Track, Indoor	997
Wake Forest University	Men's Track, Indoor	997

Texas Christian University	Men's Track, Indoor	996
University of Richmond	Men's Track, Indoor	996
Yale University	Men's Track, Indoor	996
Fordham University	Men's Track, Indoor	995
Lafayette College	Men's Track, Indoor	995
University of New Hampshire	Men's Track, Indoor	995
University of Texas at El Paso	Men's Track, Indoor	995
Providence College	Men's Track, Indoor	994
University of North Carolina, Charlotte	Men's Track, Indoor	994
Bryant University	Men's Track, Outdoo	1000
Colgate University	Men's Track, Outdoo	1000
Davidson College	Men's Track, Outdoo	1000
Duke University	Men's Track, Outdoo	1000
Georgetown University	Men's Track, Outdoo	1000
Harvard University	Men's Track, Outdoo	1000
Northeastern University	Men's Track, Outdoo	1000
Saint Louis University	Men's Track, Outdoo	1000
Stony Brook University	Men's Track, Outdoo	1000
Tulane University	Men's Track, Outdoo	1000
University of Hartford	Men's Track, Outdoo	1000
University of Massachusetts, Amherst	Men's Track, Outdoo	1000
University of New Hampshire	Men's Track, Outdoo	1000
University of Notre Dame	Men's Track, Outdoo	1000
University of Texas at El Paso	Men's Track, Outdoo	1000
Yale University	Men's Track, Outdoo	998
Loyola University (Illinois)	Men's Track, Outdoo	997
Wake Forest University	Men's Track, Outdoo	997
Boston College	Men's Track, Outdoo	996
Brown University	Men's Track, Outdoo	996
Texas Christian University	Men's Track, Outdoo	996
University of Richmond	Men's Track, Outdoo	996
Dartmouth College	Men's Track, Outdoo	995
Fordham University	Men's Track, Outdoo	995
Lafayette College	Men's Track, Outdoo	995
University of Pennsylvania	Men's Track, Outdoo	995
High Point University	Men's Track, Outdoo	994
Providence College	Men's Track, Outdoo	994
University of North Carolina, Charlotte	Men's Track, Outdoo	994
Harvard University	Men's Volleyball	1000
Long Beach State University	Men's Volleyball	1000
Pepperdine University	Men's Volleyball	1000
Sacred Heart University	Men's Volleyball	1000
Brown University	Men's Water Polo	1000
Bucknell University	Men's Water Polo	1000
Stanford University	Men's Water Polo	1000
Bucknell University	Men's Wrestling	1000
Duke University	Men's Wrestling	996

U.S. Air Force Academy	Men's Wrestling	995
Millersville University of Pennsylvania	Men's Wrestling	988
Northwestern University	Men's Wrestling	988
Columbia University-Barnard College	Men's Wrestling	986
Lehigh University	Men's Wrestling	985
University of Pennsylvania	Men's Wrestling	983
Auburn University	Women's Basketball	1000
College of the Holy Cross	Women's Basketball	1000
Dartmouth College	Women's Basketball	1000
DePaul University	Women's Basketball	1000
Drake University	Women's Basketball	1000
Lafayette College	Women's Basketball	1000
Lehigh University	Women's Basketball	1000
Long Beach State University	Women's Basketball	1000
Princeton University	Women's Basketball	1000
University of Dayton	Women's Basketball	1000
University of Michigan	Women's Basketball	1000
University of Oklahoma	Women's Basketball	1000
Villanova University	Women's Basketball	1000
Wofford College	Women's Basketball	1000
College of William and Mary	Women's Basketball	996
Iona College	Women's Basketball	996
Michigan State University	Women's Basketball	996
Quinnipiac University	Women's Basketball	996
South Dakota State University	Women's Basketball	996
University of New Mexico	Women's Basketball	996
University of North Carolina at Greensboro	Women's Basketball	996
University of Wisconsin, Green Bay	Women's Basketball	996
University of Wisconsin, Madison	Women's Basketball	996
Yale University	Women's Basketball	996
Butler University	Women's Basketball	995
Davidson College	Women's Basketball	995
Drexel University	Women's Basketball	995
Duke University	Women's Basketball	995
Harvard University	Women's Basketball	995
Kansas State University	Women's Basketball	995
La Salle University	Women's Basketball	995
Lipscomb University	Women's Basketball	995
Loyola University (Illinois)	Women's Basketball	995
Samford University	Women's Basketball	995
University of Evansville	Women's Basketball	995
University of Georgia	Women's Basketball	995
University of Missouri, Columbia	Women's Basketball	995
University of Pennsylvania	Women's Basketball	995
University of Portland	Women's Basketball	995
University of Tennessee, Knoxville	Women's Basketball	995
Vanderbilt University	Women's Basketball	995

Wake Forest University	Women's Basketball	995
Long Island University-Brooklyn Campus	Women's Bowling	1000
Fairleigh Dickinson University, Metropolitan	Women's Bowling	991
Louisiana Tech University	Women's Bowling	990
Vanderbilt University	Women's Bowling	990
Bradley University	Women's Cross Cou	1000
California State University, Northridge	Women's Cross Cou	1000
Cleveland State University	Women's Cross Cou	1000
Colgate University	Women's Cross Cou	1000
College of the Holy Cross	Women's Cross Cou	1000
Creighton University	Women's Cross Cou	1000
Davidson College	Women's Cross Cou	1000
Eastern Michigan University	Women's Cross Cou	1000
Elon University	Women's Cross Cou	1000
Fordham University	Women's Cross Cou	1000
Furman University	Women's Cross Cou	1000
Gardner-Webb University	Women's Cross Cou	1000
Georgia Institute of Technology	Women's Cross Cou	1000
Harvard University	Women's Cross Cou	1000
Idaho State University	Women's Cross Cou	1000
Indiana State University	Women's Cross Cou	1000
Kent State University	Women's Cross Cou	1000
Lafayette College	Women's Cross Cou	1000
Lehigh University	Women's Cross Cou	1000
Longwood University	Women's Cross Cou	1000
Louisiana State University	Women's Cross Cou	1000
Marist College	Women's Cross Cou	1000
Mount St. Mary's University	Women's Cross Cou	1000
Niagara University	Women's Cross Cou	1000
Pennsylvania State University	Women's Cross Cou	1000
Presbyterian College	Women's Cross Cou	1000
Princeton University	Women's Cross Cou	1000
Quinnipiac University	Women's Cross Cou	1000
Rice University	Women's Cross Cou	1000
Sacred Heart University	Women's Cross Cou	1000
Samford University	Women's Cross Cou	1000
Siena College	Women's Cross Cou	1000
Stanford University	Women's Cross Cou	1000
Syracuse University	Women's Cross Cou	1000
Texas Southern University	Women's Cross Cou	1000
The Citadel	Women's Cross Cou	1000
Towson University	Women's Cross Cou	1000
U.S. Air Force Academy	Women's Cross Cou	1000
University of California, Irvine	Women's Cross Cou	1000
University of Evansville	Women's Cross Cou	1000
University of Hawaii, Manoa	Women's Cross Cou	1000
University of Kansas	Women's Cross Cou	1000

University of Maine, Orono	Women's Cross Cou	1000
University of Nebraska, Lincoln	Women's Cross Cou	1000
University of Northern Iowa	Women's Cross Cou	1000
University of Notre Dame	Women's Cross Cou	1000
University of Rhode Island	Women's Cross Cou	1000
University of the Pacific	Women's Cross Cou	1000
Utah State University	Women's Cross Cou	1000
Vanderbilt University	Women's Cross Cou	1000
West Virginia University	Women's Cross Cou	1000
Wofford College	Women's Cross Cou	1000
Bucknell University	Women's Rowing	1000
Colgate University	Women's Rowing	1000
Dartmouth College	Women's Rowing	1000
La Salle University	Women's Rowing	1000
Lehigh University	Women's Rowing	1000
Loyola College (Maryland)	Women's Rowing	1000
Massachusetts Institute of Technology	Women's Rowing	1000
Northeastern University	Women's Rowing	1000
Sacred Heart University	Women's Rowing	1000
Saint Joseph's University	Women's Rowing	1000
Santa Clara University	Women's Rowing	1000
U.S. Naval Academy	Women's Rowing	1000
University of California, Berkeley	Women's Rowing	1000
University of Dayton	Women's Rowing	1000
University of Notre Dame	Women's Rowing	1000
Yale University	Women's Rowing	1000
Brown University	Women's Fencing	1000
Cleveland State University	Women's Fencing	1000
Cornell University	Women's Fencing	1000
Duke University	Women's Fencing	1000
University of North Carolina, Chapel Hill	Women's Fencing	1000
University of Pennsylvania	Women's Fencing	1000
Appalachian State University	Women's Field Hock	1000
Brown University	Women's Field Hock	1000
Bryant University	Women's Field Hock	1000
Bucknell University	Women's Field Hock	1000
College of William and Mary	Women's Field Hock	1000
Dartmouth College	Women's Field Hock	1000
Davidson College	Women's Field Hock	1000
Drexel University	Women's Field Hock	1000
Georgetown University	Women's Field Hock	1000
La Salle University	Women's Field Hock	1000
Lehigh University	Women's Field Hock	1000
Pennsylvania State University	Women's Field Hock	1000
Temple University	Women's Field Hock	1000
University of Pennsylvania	Women's Field Hock	1000
University of Vermont	Women's Field Hock	1000

Belmont University	Women's Golf	1000
Boston University	Women's Golf	1000
Bradley University	Women's Golf	1000
Brigham Young University	Women's Golf	1000
Brown University	Women's Golf	1000
Bucknell University	Women's Golf	1000
Butler University	Women's Golf	1000
Charleston Southern University	Women's Golf	1000
College of the Holy Cross	Women's Golf	1000
Creighton University	Women's Golf	1000
Dartmouth College	Women's Golf	1000
Drake University	Women's Golf	1000
Eastern Illinois University	Women's Golf	1000
Elon University	Women's Golf	1000
Fairleigh Dickinson University, Metropolitan	Women's Golf	1000
Florida State University	Women's Golf	1000
Georgetown University	Women's Golf	1000
Gonzaga University	Women's Golf	1000
Harvard University	Women's Golf	1000
Jackson State University	Women's Golf	1000
James Madison University	Women's Golf	1000
Kansas State University	Women's Golf	1000
Lehigh University	Women's Golf	1000
Lipscomb University	Women's Golf	1000
Longwood University	Women's Golf	1000
Marshall University	Women's Golf	1000
Mississippi Valley State University	Women's Golf	1000
Monmouth University	Women's Golf	1000
New Mexico State University	Women's Golf	1000
North Dakota State University	Women's Golf	1000
Northwestern University	Women's Golf	1000
Old Dominion University	Women's Golf	1000
Portland State University	Women's Golf	1000
Prairie View A&M University	Women's Golf	1000
Presbyterian College	Women's Golf	1000
Princeton University	Women's Golf	1000
Robert Morris University	Women's Golf	1000
Saint Francis University (Pennsylvania)	Women's Golf	1000
Samford University	Women's Golf	1000
Savannah State University	Women's Golf	1000
Siena College	Women's Golf	1000
Southern Illinois University Edwardsville	Women's Golf	1000
St. Francis College (New York)	Women's Golf	1000
University of Akron	Women's Golf	1000
University of Alabama, Tuscaloosa	Women's Golf	1000
University of California, Los Angeles	Women's Golf	1000
University of Dayton	Women's Golf	1000

University of Evansville	Women's Golf	1000
University of Illinois, Champaign	Women's Golf	1000
University of Louisville	Women's Golf	1000
University of Memphis	Women's Golf	1000
University of Miami (Florida)	Women's Golf	1000
University of Mississippi	Women's Golf	1000
University of Missouri, Columbia	Women's Golf	1000
University of North Carolina, Chapel Hill	Women's Golf	1000
University of North Carolina, Wilmington	Women's Golf	1000
University of North Dakota	Women's Golf	1000
University of Notre Dame	Women's Golf	1000
University of Oregon	Women's Golf	1000
University of Pennsylvania	Women's Golf	1000
University of South Dakota	Women's Golf	1000
University of Southern California	Women's Golf	1000
University of Tennessee, Knoxville	Women's Golf	1000
University of Texas at Austin	Women's Golf	1000
University of Washington	Women's Golf	1000
University of Wisconsin, Madison	Women's Golf	1000
Vanderbilt University	Women's Golf	1000
Wake Forest University	Women's Golf	1000
Xavier University	Women's Golf	1000
Yale University	Women's Golf	1000
Brown University	Women's Gymnastic	1000
College of William and Mary	Women's Gymnastic	1000
Cornell University	Women's Gymnastic	1000
Eastern Michigan University	Women's Gymnastic	1000
Rutgers, State Univ of New Jersey, New Bruns	Women's Gymnastic	1000
Southeast Missouri State University	Women's Gymnastic	1000
Stanford University	Women's Gymnastic	1000
Towson University	Women's Gymnastic	1000
University of Arkansas, Fayetteville	Women's Gymnastic	1000
University of California, Davis	Women's Gymnastic	1000
University of Illinois, Champaign	Women's Gymnastic	1000
University of Missouri, Columbia	Women's Gymnastic	1000
University of New Hampshire	Women's Gymnastic	1000
University of North Carolina, Chapel Hill	Women's Gymnastic	1000
University of Pittsburgh	Women's Gymnastic	1000
Western Michigan University	Women's Gymnastic	1000
Yale University	Women's Gymnastic	1000
Brown University	Women's Ice Hockey	1000
Northeastern University	Women's Ice Hockey	1000
Princeton University	Women's Ice Hockey	1000
Yale University	Women's Ice Hockey	1000
Boston College	Women's Lacrosse	1000
Bucknell University	Women's Lacrosse	1000
College of the Holy Cross	Women's Lacrosse	1000

Dartmouth College	Women's Lacrosse	1000
Duke University	Women's Lacrosse	1000
Lafayette College	Women's Lacrosse	1000
Lehigh University	Women's Lacrosse	1000
Princeton University	Women's Lacrosse	1000
Saint Joseph's University	Women's Lacrosse	1000
University of Pennsylvania	Women's Lacrosse	1000
Yale University	Women's Lacrosse	1000
Boston University	Women's Softball	1000
Brown University	Women's Softball	1000
Bryant University	Women's Softball	1000
Dartmouth College	Women's Softball	1000
East Carolina University	Women's Softball	1000
Georgetown University	Women's Softball	1000
Miami University (Ohio)	Women's Softball	1000
Pennsylvania State University	Women's Softball	1000
Presbyterian College	Women's Softball	1000
Princeton University	Women's Softball	1000
Southern Illinois University Edwardsville	Women's Softball	1000
University of Massachusetts, Amherst	Women's Softball	1000
University of Mississippi	Women's Softball	1000
Valparaiso University	Women's Softball	1000
Villanova University	Women's Softball	1000
Yale University	Women's Softball	1000
Arizona State University	Women's Softball	997
Baylor University	Women's Softball	997
Cornell University	Women's Softball	997
DePaul University	Women's Softball	997
Mississippi State University	Women's Softball	997
Texas State University-San Marcos	Women's Softball	997
University of Missouri, Columbia	Women's Softball	997
Boston College	Women's Softball	996
Columbia University-Barnard College	Women's Softball	996
Eastern Illinois University	Women's Softball	996
Eastern Michigan University	Women's Softball	996
Fairfield University	Women's Softball	996
Georgia Institute of Technology	Women's Softball	996
Liberty University	Women's Softball	996
Northwestern University	Women's Softball	996
Southern Illinois University at Carbondale	Women's Softball	996
University of Iowa	Women's Softball	996
University of Notre Dame	Women's Softball	996
University of Pennsylvania	Women's Softball	996
University of Texas at Austin	Women's Softball	996
Western Illinois University	Women's Softball	996
Boston College	Women's Skiing	1000
Brown University	Women's Skiing	1000

Dartmouth College	Women's Skiing	1000
University of Denver	Women's Skiing	1000
University of Vermont	Women's Skiing	1000
Boston University	Women's Soccer	1000
Brown University	Women's Soccer	1000
Bryant University	Women's Soccer	1000
Bucknell University	Women's Soccer	1000
Colorado College	Women's Soccer	1000
Cornell University	Women's Soccer	1000
Dartmouth College	Women's Soccer	1000
Davidson College	Women's Soccer	1000
Fordham University	Women's Soccer	1000
Indiana University, Bloomington	Women's Soccer	1000
Lafayette College	Women's Soccer	1000
Presbyterian College	Women's Soccer	1000
Rutgers, State Univ of New Jersey, New Bruns	Women's Soccer	1000
Seattle University	Women's Soccer	1000
Southern Illinois University Edwardsville	Women's Soccer	1000
University of Connecticut	Women's Soccer	1000
University of Massachusetts, Amherst	Women's Soccer	1000
University of Minnesota, Twin Cities	Women's Soccer	1000
University of Portland	Women's Soccer	1000
University of Southern California	Women's Soccer	1000
University of Washington	Women's Soccer	1000
Marquette University	Women's Soccer	998
Belmont University	Women's Soccer	997
Eastern Illinois University	Women's Soccer	997
George Washington University	Women's Soccer	997
Harvard University	Women's Soccer	997
Loyola University (Illinois)	Women's Soccer	997
St. John's University (New York)	Women's Soccer	997
Stetson University	Women's Soccer	997
Syracuse University	Women's Soccer	997
University of Notre Dame	Women's Soccer	997
University of Pennsylvania	Women's Soccer	997
University of Vermont	Women's Soccer	997
Vanderbilt University	Women's Soccer	997
West Virginia University	Women's Soccer	997
Yale University	Women's Soccer	997
American University	Women's Swimming	1000
Boston University	Women's Swimming	1000
Brown University	Women's Swimming	1000
Bryant University	Women's Swimming	1000
Colgate University	Women's Swimming	1000
College of the Holy Cross	Women's Swimming	1000
Dartmouth College	Women's Swimming	1000
Davidson College	Women's Swimming	1000

George Washington University	Women's Swimming	1000
Georgetown University	Women's Swimming	1000
Lafayette College	Women's Swimming	1000
Lehigh University	Women's Swimming	1000
Loyola College (Maryland)	Women's Swimming	1000
Loyola Marymount University	Women's Swimming	1000
Northwestern University	Women's Swimming	1000
Rice University	Women's Swimming	1000
Tulane University	Women's Swimming	1000
University of North Carolina, Chapel Hill	Women's Swimming	1000
Vanderbilt University	Women's Swimming	1000
University of Missouri, Columbia	Women's Swimming	998
Virginia Polytechnic Institute & State Universit	Women's Swimming	998
Arizona State University	Women's Tennis	1000
Boston College	Women's Tennis	1000
Boston University	Women's Tennis	1000
Bowling Green State University	Women's Tennis	1000
Bradley University	Women's Tennis	1000
Brown University	Women's Tennis	1000
Bucknell University	Women's Tennis	1000
Butler University	Women's Tennis	1000
Colgate University	Women's Tennis	1000
College of Charleston (South Carolina)	Women's Tennis	1000
College of the Holy Cross	Women's Tennis	1000
Coppin State University	Women's Tennis	1000
Cornell University	Women's Tennis	1000
Dartmouth College	Women's Tennis	1000
DePaul University	Women's Tennis	1000
Drexel University	Women's Tennis	1000
Eastern Michigan University	Women's Tennis	1000
Florida International University	Women's Tennis	1000
Fordham University	Women's Tennis	1000
Gardner-Webb University	Women's Tennis	1000
George Washington University	Women's Tennis	1000
Georgetown University	Women's Tennis	1000
Jackson State University	Women's Tennis	1000
Lafayette College	Women's Tennis	1000
Lehigh University	Women's Tennis	1000
Lipscomb University	Women's Tennis	1000
Long Island University-Brooklyn Campus	Women's Tennis	1000
Loyola College (Maryland)	Women's Tennis	1000
Marquette University	Women's Tennis	1000
Monmouth University	Women's Tennis	1000
Montana State University-Bozeman	Women's Tennis	1000
Murray State University	Women's Tennis	1000
Ohio State University	Women's Tennis	1000
Pennsylvania State University	Women's Tennis	1000

Quinnipiac University	Women's Tennis	1000
Rider University	Women's Tennis	1000
Rutgers, State Univ of New Jersey, New Bruns	Women's Tennis	1000
Saint Louis University	Women's Tennis	1000
Seattle University	Women's Tennis	1000
Siena College	Women's Tennis	1000
South Dakota State University	Women's Tennis	1000
Southern Illinois University Edwardsville	Women's Tennis	1000
St. Francis College (New York)	Women's Tennis	1000
Texas State University-San Marcos	Women's Tennis	1000
Tulane University	Women's Tennis	1000
University at Buffalo, the State University of N	Women's Tennis	1000
University of Akron	Women's Tennis	1000
University of Alabama at Birmingham	Women's Tennis	1000
University of California, Davis	Women's Tennis	1000
University of California, Riverside	Women's Tennis	1000
University of Colorado, Boulder	Women's Tennis	1000
University of Connecticut	Women's Tennis	1000
University of Delaware	Women's Tennis	1000
University of Iowa	Women's Tennis	1000
University of Louisiana at Monroe	Women's Tennis	1000
University of Michigan	Women's Tennis	1000
University of Nevada, Las Vegas	Women's Tennis	1000
University of North Carolina, Asheville	Women's Tennis	1000
University of North Carolina, Charlotte	Women's Tennis	1000
University of North Florida	Women's Tennis	1000
University of North Texas	Women's Tennis	1000
University of Notre Dame	Women's Tennis	1000
University of Pennsylvania	Women's Tennis	1000
University of South Dakota	Women's Tennis	1000
University of South Florida	Women's Tennis	1000
University of Tennessee, Knoxville	Women's Tennis	1000
University of Texas at Austin	Women's Tennis	1000
Wagner College	Women's Tennis	1000
Wake Forest University	Women's Tennis	1000
Wright State University	Women's Tennis	1000
Xavier University	Women's Tennis	1000
Yale University	Women's Tennis	1000
Fordham University	Women's Track, Ind	1000
Loyola College (Maryland)	Women's Track, Ind	1000
Marist College	Women's Track, Ind	1000
Oregon State University	Women's Track, Ind	1000
Princeton University	Women's Track, Ind	1000
Quinnipiac University	Women's Track, Ind	1000
Samford University	Women's Track, Ind	1000
University of North Carolina at Greensboro	Women's Track, Ind	1000
Wofford College	Women's Track, Ind	1000

Colgate University	Women's Track, Ind	998
College of the Holy Cross	Women's Track, Ind	998
Dartmouth College	Women's Track, Ind	998
Boston College	Women's Track, Ind	997
University of Pennsylvania	Women's Track, Ind	997
Furman University	Women's Track, Ind	996
Harvard University	Women's Track, Ind	996
Xavier University	Women's Track, Ind	996
Bucknell University	Women's Track, Ind	995
California State University, Sacramento	Women's Track, Ind	995
Providence College	Women's Track, Ind	995
Saint Joseph's University	Women's Track, Ind	995
University of Hartford	Women's Track, Ind	995
Brown University	Women's Track, Ind	994
Georgetown University	Women's Track, Ind	994
Lafayette College	Women's Track, Ind	994
University of Texas at Austin	Women's Track, Ind	994
Villanova University	Women's Track, Ind	994
Yale University	Women's Track, Ind	994
Columbia University-Barnard College	Women's Track, Ind	993
Elon University	Women's Track, Ind	993
Pennsylvania State University	Women's Track, Ind	993
Stanford University	Women's Track, Ind	993
University of Notre Dame	Women's Track, Ind	993
University of Portland	Women's Track, Ind	993
University of Virginia	Women's Track, Ind	993
West Virginia University	Women's Track, Ind	993
Fordham University	Women's Track, Out	1000
Lafayette College	Women's Track, Out	1000
Loyola College (Maryland)	Women's Track, Out	1000
Marist College	Women's Track, Out	1000
Princeton University	Women's Track, Out	1000
Providence College	Women's Track, Out	1000
Quinnipiac University	Women's Track, Out	1000
Santa Clara University	Women's Track, Out	1000
Seattle University	Women's Track, Out	1000
Wofford College	Women's Track, Out	1000
Colgate University	Women's Track, Out	998
College of the Holy Cross	Women's Track, Out	998
Dartmouth College	Women's Track, Out	998
University of Pennsylvania	Women's Track, Out	998
Boston College	Women's Track, Out	997
Furman University	Women's Track, Out	996
Harvard University	Women's Track, Out	996
North Carolina A&T State University	Women's Track, Out	996
Xavier University	Women's Track, Out	996
Brown University	Women's Track, Out	995

Bucknell University	Women's Track, Out	995
Saint Joseph's University	Women's Track, Out	995
Saint Louis University	Women's Track, Out	995
Stony Brook University	Women's Track, Out	995
U.S. Air Force Academy	Women's Track, Out	995
University of Hartford	Women's Track, Out	995
Georgetown University	Women's Track, Out	994
Samford University	Women's Track, Out	994
University of Texas at Austin	Women's Track, Out	994
Villanova University	Women's Track, Out	994
Yale University	Women's Track, Out	994
Columbia University-Barnard College	Women's Track, Out	993
Elon University	Women's Track, Out	993
Pennsylvania State University	Women's Track, Out	993
Stanford University	Women's Track, Out	993
University of California, Irvine	Women's Track, Out	993
University of North Carolina at Greensboro	Women's Track, Out	993
University of Notre Dame	Women's Track, Out	993
University of Portland	Women's Track, Out	993
University of Virginia	Women's Track, Out	993
West Virginia University	Women's Track, Out	993
American University	Women's Volleyball	1000
Bryant University	Women's Volleyball	1000
Bucknell University	Women's Volleyball	1000
Coastal Carolina University	Women's Volleyball	1000
Columbia University-Barnard College	Women's Volleyball	1000
Creighton University	Women's Volleyball	1000
Dartmouth College	Women's Volleyball	1000
Davidson College	Women's Volleyball	1000
Duke University	Women's Volleyball	1000
Elon University	Women's Volleyball	1000
Furman University	Women's Volleyball	1000
Harvard University	Women's Volleyball	1000
High Point University	Women's Volleyball	1000
Indiana University-Purdue University, Fort Wa	Women's Volleyball	1000
Lehigh University	Women's Volleyball	1000
Northwestern University	Women's Volleyball	1000
Ohio University	Women's Volleyball	1000
Princeton University	Women's Volleyball	1000
Purdue University	Women's Volleyball	1000
San Diego State University	Women's Volleyball	1000
Seton Hall University	Women's Volleyball	1000
Southern Illinois University at Carbondale	Women's Volleyball	1000
State University of New York at Binghamton	Women's Volleyball	1000
University of California, Berkeley	Women's Volleyball	1000
University of Hartford	Women's Volleyball	1000
University of North Carolina, Chapel Hill	Women's Volleyball	1000

University of Northern Iowa	Women's Volleyball	1000
University of Portland	Women's Volleyball	1000
University of South Dakota	Women's Volleyball	1000
Valparaiso University	Women's Volleyball	1000
Western Kentucky University	Women's Volleyball	1000
Wichita State University	Women's Volleyball	1000
Xavier University	Women's Volleyball	1000
Yale University	Women's Volleyball	1000
Brown University	Women's Water Pol	1000
Harvard University	Women's Water Pol	1000
Iona College	Women's Water Pol	1000
Princeton University	Women's Water Pol	1000
Santa Clara University	Women's Water Pol	1000
University of California, Berkeley	Women's Water Pol	1000
Morehead State University	Mixed Rifle	1000
North Carolina State University	Mixed Rifle	1000
U.S. Naval Academy	Mixed Rifle	1000

National and Sport-Group APR Averages, Trends and Penalties

May 2011

NCAA Research

Average Four-Year APRs

Includes 2006-07 through 2009-10 Academic Years

	Four-Year Average
Overall	**970 (+3)**
Baseball	**959 (+5)**
Men's Basketball	**945 (+5)**
Football	**946 (+2)**

Notes: (1) APR displayed for all squads submitting data for 2009-10 (N=6,422)
(2) Numbers in parentheses are point changes from 4-year APRs reported in June 2010.
(3) Changes in aggregates over time reflect changes in academic behaviors, changes in the institutional composition of Division I and changes in how retention was calculated beginning with 2007-08 data.

Average APRs by Sport for Men's Teams
(Four-Year APR for 2006-07 thru 2009-10 AY)

SPORT	# Teams	Four-Year APR Average
Baseball	298	959
Basketball	344	945
Cross Country	313	970
Fencing	19	964
Football (FBS)	120	949
Football (FCS)	124	943
Golf	298	971
Gymnastics	16	982
Ice Hockey	58	979
Lacrosse	60	971
Rifle (co-ed)	23	966
Skiing	12	972
Soccer	203	967
Swimming	139	972
Tennis	262	970
Track (Indoor)	257	960
Track (Outdoor)	278	962
Volleyball	23	974
Water Polo	22	972
Wrestling	82	958

Average APRs by Sport for Women's Teams
(Four-Year APR for 2006-07 thru 2009-10 AY)

SPORT	# Teams	Four-Year APR Average
Basketball	342	968
Bowling	32	952
Crew	86	985
Cross Country	341	977
Fencing	22	975
Field Hockey	79	988
Golf	253	983
Gymnastics	62	988
Ice Hockey	35	986
Lacrosse	90	986
Skiing	13	985
Soccer	321	978
Softball	288	975
Swimming	197	983
Tennis	321	979
Track (Indoor)	311	970
Track (Outdoor)	318	972
Volleyball	327	978
Water Polo	33	976

Aggregate Trends in Single-Year APR, Eligibility and Retention

Changes in the APR Distribution among all Squads Submitting Data in Each Year (2003-04 to 2009-10)

Number of Squads = 5,853	Average APR	Median APR	APR Distribution Standard Deviation
2003-04	960.5	971	44.6
2004-05	960.6	971	43.6
2005-06	961.5	971	42.0
2006-07	964.4	974	39.4
2007-08	971.1	981	35.4
2008-09	972.9	982	34.2
2009-10	973.5	984	35.1

Notes:
(1) Rates include adjustments and delayed graduation points.
(2) Analyses based on N=5,853 squads that have sponsored the sport within Division I during all seven years of the APR program.
(3) APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red).

Changes in the Eligibility Rate Distribution among all Squads Submitting Data in Each Year (2003-04 to 2009-10)

Number of Squads = 5,853	Average Eligibility Rate	Eligibility Distribution Standard Deviation
2003-04	965.1	54.9
2004-05	963.6	52.0
2005-06	964.0	50.8
2006-07	966.8	48.9
2007-08	969.8	45.9
2008-09	972.9	42.7
2009-10	974.3	42.3

Notes:
(1) Analyses based on N=5,853 squads that have sponsored the sport within Division I during all seven years of the APR program.
(2) Median eligibility rates were at or near 1000 in each of the years (approximately 50% of all squads lose no eligibility points in a given year).

Changes in the Retention Rate Distribution among all Squads Submitting Data in Each Year (2003-04 to 2009-10)

Number of Squads = 5,853	Average Retention Rate	Median Retention Rate	Retention Distribution Standard Deviation
2003-04	953.8	964	52.3
2004-05	954.2	966	53.6
2005-06	954.7	964	51.6
2006-07	957.2	968	49.5
2007-08	967.7	979	41.4
2008-09	968.9	981	40.7
2009-10	969.1	981	41.7

Notes:
(1) Analyses based on N=5,853 squads that have sponsored the sport within Division I during all seven years of the APR program.
(2) APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red).

Changes in the Average APR, Eligibility Rate and Retention Rate among all Squads Submitting Data in Each Year (2003-04 to 2009-10)

Number of Squads = 5,853	Average APR	Average Eligibility	Average Retention
2003-04	961	965	954
2004-05	961	964	954
2005-06	961	964	955
2006-07	964	967	957
2007-08	971	970	968
2008-09	973	973	969
2009-10	973	974	969

Notes:
(1) Analyses based on N=5,853 squads that have sponsored the sport within Division I during all seven years of the APR program.
(2) Eligibility and retention rates do not include delayed graduation points (APR does include them).
(3) APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red). Change did not affect eligibility rate calculation.

Sport Trends in Single-Year APR, Eligibility and Retention

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

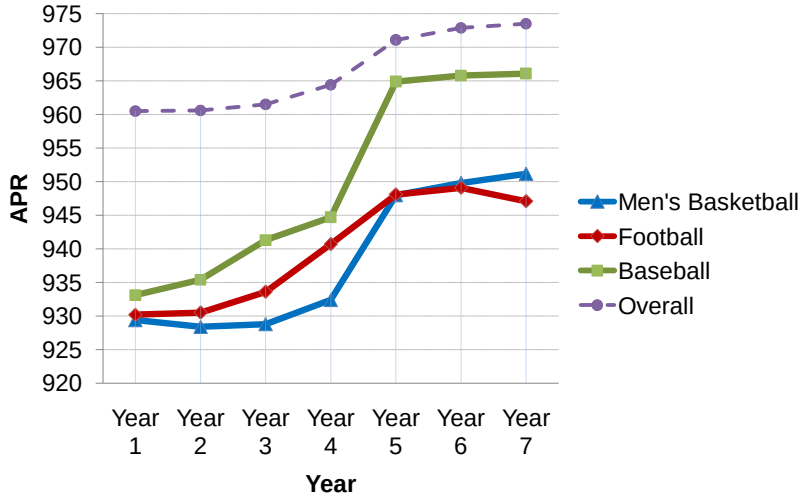
APR	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Baseball	933.1	935.4	941.3	944.7	964.9	965.8	966.1
Men's Basketball	929.4	928.4	928.8	932.4	948.0	949.8	951.2
Football	930.2	930.5	933.6	940.7	948.1	949.1	947.1

ELIGIBILITY	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Baseball	940.5	938.0	940.1	950.6	969.1	968.2	972.1
Men's Basketball	936.5	935.4	935.9	947.3	958.0	956.6	960.6
Football	921.4	919.8	922.7	929.7	935.1	939.1	937.2

RETENTION	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Baseball	919.2	923.7	930.6	928.3	947.5	953.0	952.3
Men's Basketball	917.0	910.4	909.2	907.0	928.2	934.8	932.4
Football	933.8	933.3	936.1	941.7	949.9	949.9	948.4

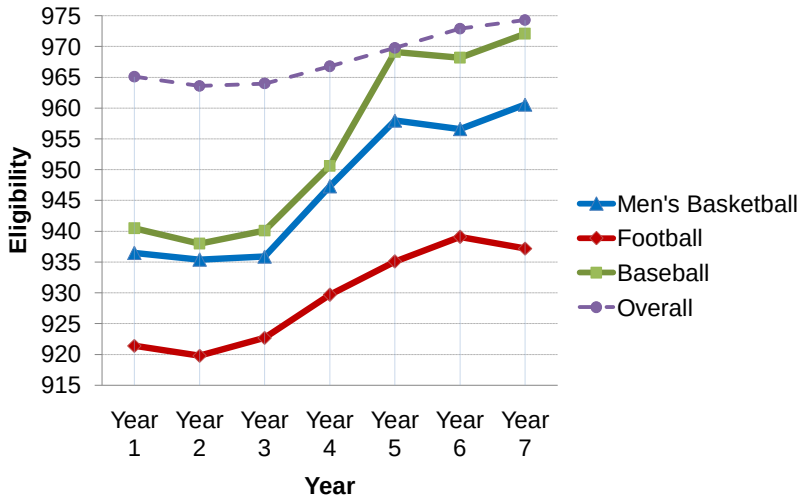
Notes:
1. Analyses based on 275 baseball squads, 323 men's basketball squads and 232 football squads that sponsored the sport within Division I during all seven years.
2. APR retention calculation changed beginning in 2007-08 to grant point adjustments for certain transfer students (timing of calculation change indicated in red). Change did not affect eligibility rate calculation.

APR Trends in Baseball, Men's Basketball and Football



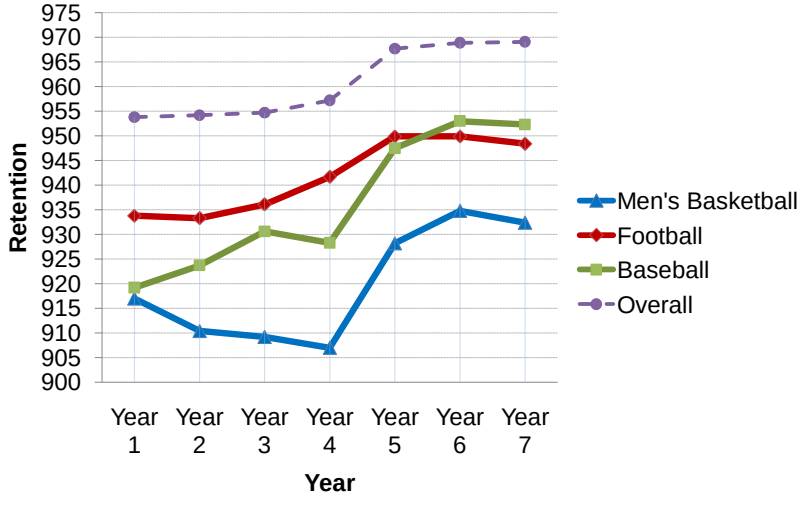
Note: Analyses based on 275 baseball squads, 323 men's basketball squads and 232 football squads that sponsored the sport within Division I during all 7 years. Overall rates include all men's and women's sports, including the three sports displayed. Retention calculation changed in 2007-08 (year 5).

Eligibility Trends in Baseball, Men's Basketball and Football



Note: Analyses based on 275 baseball squads, 323 men's basketball squads and 232 football squads that sponsored the sport within Division I during all 7 years. Overall rates include all men's and women's sports, including the three sports displayed.

Retention Trends in Baseball, Men's Basketball and Football



Note: Analyses based on 275 baseball squads, 323 men's basketball squads and 232 football squads that sponsored the sport within Division I during all 7 years. Overall rates include all men's and women's sports, including the three sports displayed. Retention calculation changed in 2007-08 (year 5).

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

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Baseball	933	935	941	945	965	966	966
Basketball	929	928	929	932	948	950	951
Cross Country	959	962	963	967	967	971	978
Football	930	931	934	941	948	949	947
Golf	963	960	962	963	973	977	972
Ice Hockey	971	972	967	971	981	981	983
Lacrosse	969	972	976	973	974	975	976
Soccer	953	953	953	961	969	969	970
Swimming	972	962	965	971	973	976	973
Tennis	959	966	959	968	969	970	975
Track (Indoor)	951	951	950	957	960	964	965
Track (Outdoor)	951	952	951	957	962	965	967
Wrestling	944	938	942	948	965	959	961

Notes: Analyses based on N=5,853 squads that sponsored the sport within Division I during all seven years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

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

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Baseball	940	938	940	951	969	968	972
Basketball	937	935	936	947	958	957	961
Cross Country	957	966	965	963	963	969	973
Football	921	920	923	930	935	939	937
Golf	972	965	967	965	974	978	975
Ice Hockey	981	980	979	981	984	986	986
Lacrosse	974	975	978	981	978	978	979
Soccer	962	962	961	967	972	974	974
Swimming	970	960	964	967	966	971	970
Tennis	971	974	970	973	969	975	982
Track (Indoor)	944	941	936	943	943	953	954
Track (Outdoor)	943	941	936	943	945	954	955
Wrestling	943	934	935	938	956	951	959

Notes: Analyses based on N=5,853 squads that sponsored the sport within Division I during all seven years.

Average Eligibility Rates by Sport for Men's Teams – 2009-10 vs. 2005-06 Single-Year Rate

Rank	SPORT	2009-10	Δ E-Rate
1	Ice Hockey	986	+7
2	Tennis	982	+12
3	Lacrosse	979	+1
4	Golf	975	+8
5	Soccer	974	+13
6	Cross Country	973	+8
7	Baseball	972	+32
8	Swimming	970	+6
9	Basketball	961	+25
10	Wrestling	959	+24
11	Track (Outdoor)	955	+19
12	Track (Indoor)	954	+18
13	Football	937	+14

Notes: Analyses based on N=5,853 squads that sponsored the sport within Division I during all 7 years. Δ E-Rate = 2009-10 single-year eligibility rate minus 2005-06 single-year eligibility rate.

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

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Baseball	919	924	931	928	948	953	952
Basketball	917	910	909	907	928	935	932
Cross Country	959	955	959	967	968	972	978
Football	934	933	936	942	950	950	948
Golf	952	952	956	957	968	974	967
Ice Hockey	959	959	952	955	972	972	975
Lacrosse	962	968	973	963	970	969	971
Soccer	942	940	941	948	960	959	961
Swimming	973	961	962	970	976	976	972
Tennis	947	957	946	959	965	960	965
Track (Indoor)	956	958	958	963	969	970	970
Track (Outdoor)	955	958	960	963	971	972	972
Wrestling	941	934	940	948	964	959	957

Notes: Analyses based on N=5,853 squads that sponsored the sport within Division I during all seven years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

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

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Basketball	959	958	962	964	967	970	971
Crew	985	977	985	987	985	984	986
Cross Country	972	971	971	972	978	978	983
Field Hockey	983	985	984	983	990	991	988
Golf	973	970	977	977	984	985	984
Gymnastics	981	981	983	984	988	988	990
Lacrosse	983	986	985	986	987	990	987
Soccer	972	972	973	976	978	981	980
Softball	966	966	965	970	977	979	979
Swimming	978	979	980	979	983	984	988
Tennis	969	970	973	970	983	983	976
Track (Indoor)	965	965	964	965	970	972	975
Track (Outdoor)	966	966	966	967	970	974	977
Volleyball	968	970	969	972	980	980	980

Notes: Analyses based on N=5,853 squads that sponsored the sport within Division I during all seven years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

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

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Basketball	971	968	975	974	971	976	977
Crew	988	981	986	987	986	983	986
Cross Country	977	975	977	975	978	979	984
Field Hockey	989	992	990	991	993	994	994
Golf	980	974	982	984	985	990	987
Gymnastics	982	981	983	985	988	988	988
Lacrosse	992	989	990	990	990	992	989
Soccer	983	982	980	983	981	983	984
Softball	971	971	970	974	978	982	980
Swimming	982	983	984	981	981	986	990
Tennis	981	979	984	982	989	988	983
Track (Indoor)	966	962	959	961	964	965	971
Track (Outdoor)	966	964	960	963	963	966	971
Volleyball	978	980	979	983	984	985	984

Notes: Analyses based on N=5,853 squads that sponsored the sport within Division I during all 7 years.

Average Eligibility Rates by Sport for Women's Teams – 2009-10 Rate vs. 2005-06 Rate

Rank	SPORT	2009-10	Δ E-Rate
1	Field Hockey	994	+4
2	Swimming	990	+6
3	Lacrosse	989	-1
4	Gymnastics	988	+5
5	Golf	987	+5
6	Crew	986	+0
7	Soccer	984	+4
8	Volleyball	984	+5
9	Cross Country	984	+7
10	Tennis	983	-1
11	Softball	980	+10
12	Basketball	977	+2
13	Track (Outdoor)	971	+11
14	Track (Indoor)	971	+12

Notes: Analyses based on N=5,853 squads that sponsored the sport within Division I during all 7 years. Δ E-Rate = 2009-10 single-year eligibility rate minus 2005-06 single-year eligibility rate.

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

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Basketball	945	945	945	950	960	960	962
Crew	981	971	982	984	981	982	984
Cross Country	966	967	962	965	977	975	981
Field Hockey	977	976	975	973	986	987	981
Golf	965	966	971	969	982	978	980
Gymnastics	979	979	981	982	987	987	992
Lacrosse	974	980	977	979	983	987	985
Soccer	960	960	963	966	972	976	973
Softball	961	959	956	961	973	975	977
Swimming	973	974	973	975	982	981	983
Tennis	956	959	961	957	976	978	967
Track (Indoor)	963	966	966	965	974	975	977
Track (Outdoor)	964	967	969	967	974	977	979
Volleyball	956	958	956	958	973	974	974

Notes: Analyses based on N=5,853 squads that sponsored the sport within Division I during all seven years. Retention calculation changed in 2007-08 (timing of calculation change indicated in red) to grant point adjustments for certain transfer students.

APR Delayed Graduation Points

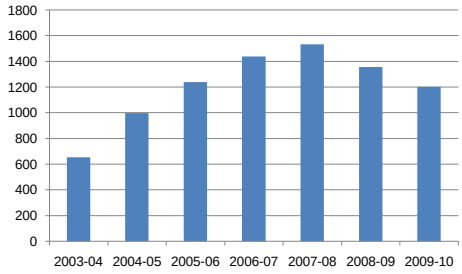
Total Number of Delayed Graduation Points

- Over the past seven years, 8,427* student-athletes earned APR points for their former team by returning to college after their eligibility expired and earning a degree.
- Among high-profile men's sports, delayed graduation points total:
  - Men's Baseball: 1,110
  - Men's Basketball: 601
  - Men's Football: 2,187
- In other words, 3,898 former student-athletes in these three high-profile men's sports returned to college and graduated, earning their former team APR points. Note that these student-athletes are not typically counted as graduates in the calculation of the federal graduation rate or the GSR.

* Includes all N=6,422 squads currently in Division I.

Distribution of Total Number of Delayed Graduation Points Earned

2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
656	999	1,241	1,440	1,533	1,356	1,202



Note: Includes all N=6,422 squads currently in Division I.

Number of Delayed Graduation Points by Sport Grouping

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
Men's Baseball	107	143	188	168	216	167	121	**1,110**
Men's Basketball	48	91	110	94	92	81	85	**601**
Men's Football	194	288	300	362	398	341	304	**2,187**
Men's Other	151	218	286	383	401	342	353	**2,134**
Women's Basketball	24	38	42	49	46	49	30	**278**
Women's Other	132	221	315	384	380	376	309	**2,117**

Note: Includes all N=6,422 squads currently in Division I.

Trends in APR 0-for-2s

Changes in the Number of 0-for-2s among all Squads Submitting Data in Each Year (2003-04 to 2009-10)

Number of Squads = 5,853	Number of 0-for-2s on these Squads	Percent of Total Student-Athlete Cohort
2003-04	3,833	3.6%
2004-05	3,863	3.6%
2005-06	3,635	3.3%
2006-07	3,203	2.9%
2007-08	2,964	2.7%
2008-09	2,827	2.5%
2009-10	2,690	2.4%

Notes:
(1) Analyses based on N=5,853 squads that sponsored the sport within Division I during all 7 years .
(2) "0-for-2" defined as student-athletes separating from a school while academically ineligible.
(3) 0-for-2 counts based on cohort definitions – SAs playing multiple sports could appear as multiple 0-for-2s in this table.
(4) Change from 2004-05 to 2009-10 represents a 30% reduction in the number of 0-for-2s.

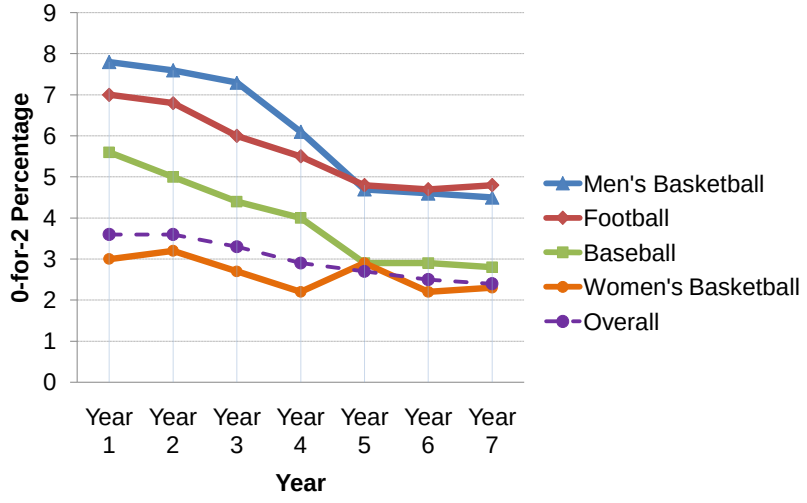
Trends in Number of 0-for-2s -- Student-Athletes Leaving School While Academically Ineligible

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Baseball	416 (5.6%)	381 (5.0%)	339 (4.4%)	307 (4.0%)	228 (2.9%)	211 (2.9%)	189 (2.8%)
Men's Basketball	319 (7.8%)	316 (7.6%)	308 (7.3%)	254 (6.1%)	197 (4.7%)	193 (4.6%)	188 (4.5%)
Football	1,310 (7.0%)	1,290 (6.8%)	1,155 (6.0%)	1,050 (5.5%)	925 (4.8%)	912 (4.7%)	937 (4.8%)
Wrestling	71 (4.9%)	75 (5.2%)	71 (4.9%)	65 (4.6%)	51 (3.5%)	53 (3.7%)	47 (3.3%)
Women's Basketball	135 (3.0%)	146 (3.2%)	121 (2.7%)	98 (2.2%)	129 (2.9%)	100 (2.2%)	104 (2.3%)

Notes:
(1) Analyses based on 275 baseball squads, 323 men's basketball squads and 232 football squads that sponsored the sport within Division I during all seven years.
(2) N = Number of student-athletes leaving school while ineligible ("0-for-2s") during that academic year (includes SAs who left ineligible after exhausting their eligibility).
(3) % = Percentage of individuals in that sport who were 0-for-2s in that academic year.

Yearly 0-for-2 Rates by Sport

(% of SAs Participating that became APR 0-for-2 in that Year)



Notes:
Analyses based on 275 baseball squads, 323 men's basketball squads, 321 women's basketball squads and 232 football squads that sponsored the sport within Division I during all seven years. Overall rates include all men's and women's sports, including the four sports displayed.

Rank Ordering of Single-Year 0-for-2 Rates by Sport for Men's Teams (2009-10)

SPORT	Percent 0-for-2
Football	4.8%
Basketball	4.7%
Wrestling	3.8%
Baseball	3.0%
Track (Indoor)	2.7%
Track (Outdoor)	2.5%
Lacrosse	2.4%
Soccer	2.4%
Ice Hockey	2.3%
Swimming	2.2%
Golf	2.1%
Cross Country	1.9%
Tennis	1.5%

Notes: Analysis based on N=6,422 squads that sponsored the sport within Division I during 2009-10

Rank Ordering of Single-Year 0-for-2 Rates by Sport for Women's Teams (2009-10)

SPORT	Percent 0-for-2
Basketball	2.2%
Tennis	1.6%
Track (Indoor)	1.6%
Softball	1.5%
Track (Outdoor)	1.4%
Soccer	1.3%
Volleyball	1.3%
Lacrosse	1.2%
Golf	1.1%
Cross Country	1.0%
Crew	1.0%
Swimming	0.7%
Field Hockey	0.6%
Gymnastics	0.4%

Notes: Analysis based on N=6,422 squads that sponsored the sport within Division I during 2009-10

APR Point Adjustments

What are APR point adjustments?

- Under certain conditions, the NCAA may excuse a lost APR eligibility or retention point in a team's APR calculation. For example, a student leaving school in a given term while academically eligible would normally lose that team a retention point. If that student received an adjustment because they met the criteria for the professional sports departure adjustment, their retention point loss would be excused.

- There are several circumstances under which teams may be eligible to receive adjustments to lost eligibility or retention points in the APR calculation:
  - Student-athlete leaves school while academically eligible with a GPA of 2.6 or higher (and other academic factors met) and transfers immediately as a full-time student to another four-year college (retention point loss adjusted).
  - Student-athlete leaves school while academically eligible to pursue a professional sports opportunity (retention point loss adjusted).
  - Student-athlete or family member illness / personal difficulties, natural disaster, family hardship, degree program or sport discontinued, opportunity to compete in Olympics or other international competition (eligibility and/or retention point loss adjusted).

Number of APR Adjustments Granted by Sport Grouping (2009-10 AY)

	Transfer	Professional Departure	Other Eligibility or Retention
Men's Baseball (298 teams)	171	316	17
Men's Basketball (344 teams)	161	74	14
Men's Football (244 teams)	194	158	37
Men's Other (2,065 teams)	574	102	58
Women's Basketball (342 teams)	185	10	10
Women's Other (3,129 teams)	1,125	34	91
Total	**2,410**	**694**	**227**

Note: Includes all N=6,422 squads currently in Division I.

Professional Sports Departure Adjustments to APR

- In 2009-10, 694 student-athletes across the 6,422 Division I teams received an APR retention point adjustment associated with departing school early (while in academic good standing) for a professional sports opportunity.
- 316 (46%) of these professional sports departure adjustments to APR occurred in the sport of baseball.
- Of the 74 professional departure adjustments in men's basketball, only 9 were for first-year college students (so-called "one-and-done" student-athletes).
- The recent inclusion of these APR adjustments to the calculation relates to the current discussion about possibly "re-centering" APR and modifying the APR penalty benchmarks.

Trends in the Number of Transfer Student-Athletes

APR as a Function of Transfer Status

(Semester schools only)

Student Category	2009-10 APR
Non-Transfers	971
2-Year Transfers	925
4-Year Transfers	950

APR = Academic Progress Rate-- real-time Division I academic success metric based on academic eligibility and retention. Calculated as 1000*(points earned / points possible)

Trends in Transfer Composition of Division I Student-Athlete Population

	Overall						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Non-Transfers	86.6%	86.8%	87.2%	87.6%	88.0%	88.6%	88.7%
2-year Transfers	6.1%	5.9%	5.6%	5.3%	5.1%	4.9%	5.0%
4-year Transfers	7.2%	7.3%	7.2%	7.2%	6.9%	6.5%	6.3%

2009-10 Transfer Composition of Division I Student-Athlete Population (by Sport)

	Baseball	Men's Basketball	Football	Men's Other	Women's Basketball	Women's Other
Non-Transfers	77.4%	74.4%	87.8%	89.3%	83.4%	91.6%
2-year Transfers	19.1%	15.4%	7.2%	3.0%	8.9%	2.3%
4-year Transfers	3.5%	10.1%	5.0%	7.7%	7.7%	6.0%

2009-10 Transfer Composition of Division I Student-Athlete Population (Men's Sports with 50 or More Teams)

SPORT	2009-10	
	2-year	4-year
Baseball	19.1%	3.5%
Basketball	15.4%	10.1%
Cross Country	2.6%	8.0%
Football	7.2%	5.0%
Golf	4.3%	7.9%
Ice Hockey	2.0%	3.9%
Lacrosse	1.4%	4.0%
Soccer	3.0%	10.9%
Swimming	1.6%	4.9%
Tennis	2.0%	14.4%
Track (Indoor)	3.8%	7.9%
Track (Outdoor)	3.8%	7.8%
Wrestling	1.9%	3.8%

2009-10 Transfer Composition of Division I Student-Athlete Population (Women's Sports with 50 or More Teams)

SPORT	2009-10	
	2-year	4-year
Basketball	8.9%	7.7%
Crew	1.3%	4.4%
Cross Country	2.0%	6.1%
Field Hockey	0.1%	3.2%
Golf	1.7%	8.1%
Gymnastics	0.3%	2.1%
Lacrosse	0.2%	3.8%
Soccer	1.1%	5.5%
Softball	6.1%	5.0%
Swimming	1.0%	4.3%
Tennis	1.3%	13.4%
Track (Indoor)	2.7%	6.4%
Track (Outdoor)	2.7%	6.3%
Volleyball	4.2%	7.6%

Trends In Number (Percent) of Transfers Into Division I: Men's Baseball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Non-Transfers	5,375 (72.7)	5,523 (72.7)	5,613 (72.8)	5,684 (74.2)	5,756 (74.0)	5,475 (76.5)	5,349 (77.9)
2-year Transfers	1,423 (19.2)	1,417 (18.7)	1,397 (18.1)	1,330 (17.3)	1,358 (17.5)	1,266 (17.7)	1,275 (18.6)
4-year Transfers	594 (8.0)	652 (8.6)	697 (9.0)	652 (8.5)	654 (8.4)	419 (5.9)	240 (3.5)

Note: Trends in total Division I student-athlete population composition across N=5,853 teams competing in Division I during this seven year period.

Trends In Number (Percent) of Transfers Into Division I: Men's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Non-Transfers	3,039 (74.0)	3,028 (72.6)	3,033 (72.1)	3,011 (72.0)	3,097 (73.8)	3,090 (74.2)	3,127 (74.8)
2-year Transfers	684 (16.7)	727 (17.4)	749 (17.8)	723 (17.3)	650 (15.5)	629 (15.2)	629 (15.1)
4-year Transfers	385 (9.4)	415 (10.0)	425 (10.1)	447 (10.7)	449 (10.7)	440 (10.6)	422 (10.1)

Note: Trends in total Division I student-athlete population composition across N=5,853 teams competing in Division I during this seven year period.

Trends In Number (Percent) of Transfers Into Division I: Men's Football

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Non-Transfers	16,261 (84.5)	16,545 (86.5)	16,557 (87.2)	16,650 (87.2)	16,809 (87.7)	16,919 (87.8)	17,024 (87.8)
2-year Transfers	1,521 (8.1)	1,521 (8.0)	1,417 (7.4)	1,371 (7.2)	1,345 (7.0)	1,370 (7.1)	1,402 (7.2)
4-year Transfers	1,012 (5.4)	1,010 (5.3)	1,043 (5.4)	1,059 (5.6)	1,004 (5.2)	976 (5.0)	962 (5.0)

Note: Trends in total Division I student-athlete population composition across N=5,853 teams competing in Division I during this seven year period.

Trends In Number (Percent) of Transfers Into Division I: Women's Basketball

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Non-Transfers	3,744 (82.6)	3,772 (83.2)	3,821 (84.2)	3,802 (83.7)	3,769 (83.7)	3,773 (84.1)	3,748 (83.6)
2-year Transfers	445 (9.8)	435 (9.6)	409 (9.0)	418 (9.2)	425 (9.4)	389 (8.7)	396 (8.8)
4-year Transfers	341 (7.5)	328 (7.2)	309 (6.8)	325 (7.2)	314 (6.9)	327 (7.3)	338 (7.5)

Note: Trends in total Division I student-athlete population composition across N=5,853 teams competing in Division I during this seven year period.

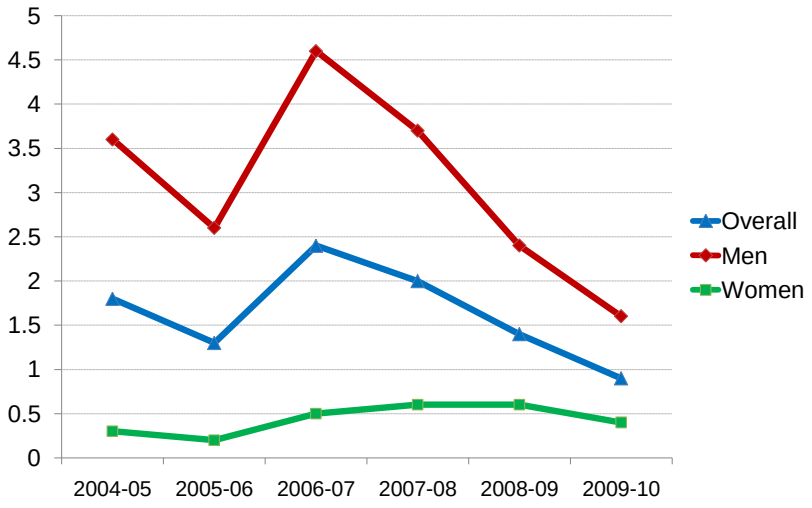
Penalty Information

Categories of Squads with 4-Year APRs Below 925

Category	Number (Percent) Teams	Number (Percent) Men's / Mixed Teams	Number (Percent) Women's Teams
(A) APR < 925 and Contemp. Penalty Assessed	60 (22.3%)	47 (23.4%)	13 (19.1%)
(B) APR < 925 but No Contemp. Penalty	209 (77.7%)	154 (76.6%)	55 (80.9%)

Note: Total number of teams = 6,385 teams eligible for penalties
(2,938 Men's or Mixed teams; 3,447 Women's teams)
% = percent of teams below 925 and eligible for penalties

Trends in Proportion of Teams Receiving Contemporaneous Penalties



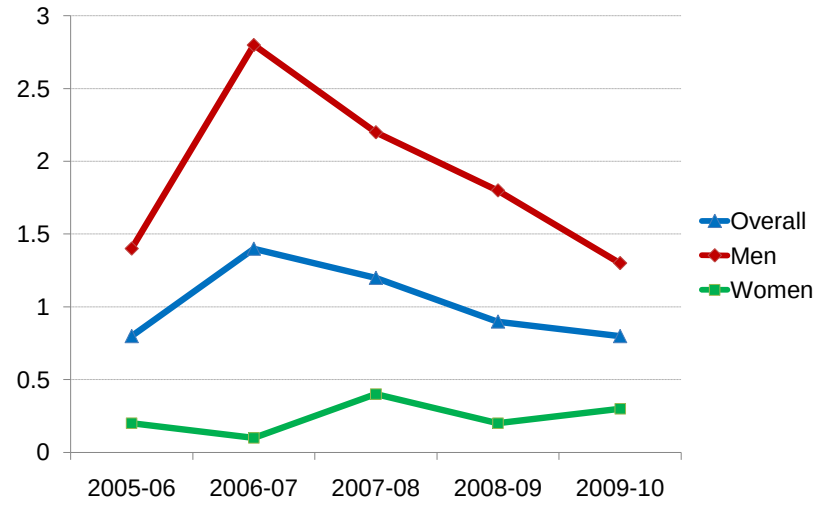
Notes:
Squad-size adjustment was removed for most teams in 2006-07.

Divisional Characteristics of Squads with 4-Year APRs Below 900

Category	NCAA Division I FBS	NCAA Division I FCS	NCAA Division I No Football	NCAA Division II or III (multi-divisional)	Total
(A) APR < 900 and Historical Penalty Assessed	4 (8.3%)	29 (60.4%)	14 (29.2%)	1 (2.1%)	48
(B) Raw APR < 900 but No Historical Penalty Assessed	3 (13.6%)	11 (50.0%)	7 (31.8%)	1 (4.5%)	22

Note: Within-penalty category percentages shown. Total number of teams = 6,266.
[2,344 in FBS (37.4%); 2,183 in FCS (34.8%);1,614 in Div. I No FB (25.8%); 125 multi-divisional (2.0%)]

Trends in Proportion of Teams Receiving Historical Penalties



Notes:
Squad-size adjustment was removed for most teams in 2006-07.

Number of Squads with Various Penalty Types
Year-by-Year Comparison

Penalty Type	2005-06	2006-07	2007-08	2008-09	2009-10
Contemporaneous Penalty Only	63 (1.0%)	116 (1.8%)	104 (1.7%)	79 (1.2%)	55 (0.8%)
Occasion 1 and Contemporaneous	17 (2.8%)	35 (0.6%)	22 (0.4%)	11 (0.2%)	5 (0.1%)
Occasion 1 Penalty Only	32 (0.5%)	44 (0.7%)	19 (0.3%)	15 (0.2%)	16 (0.3%)
Occasion 2 Penalty	N/A	26 (0.4%)	29 (0.5%)	31 (0.5%)	19 (0.3%)
Occasion 3 Penalty	N/A	N/A	3 (0.1%)	1 (0.1%)	8 (0.2%)
Total	112 (1.8%)	221 (3.5%)	177 (2.9%)	137 (2.2%)	103 (1.6%)

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Number of Squads with Various Penalty Types by Sport

Penalty Type	Men's Baseball	Men's Basketball	Men's Football	Other Men's Sports	Women's Sports
Contemporaneous Penalty Only	2 (3.7%)	9 (16.7%)	17 (29.6%)	15 (27.8%)	12 (22.2%)
Occasion 1 Penalty and Contemporaneous Penalty	0 (0.0%)	3 (60.0%)	0 (0.0%)	1 (20.0%)	1 (20.0%)
Occasion 1 Penalty Only	2 (12.5%)	4 (25.0%)	0 (6.7%)	5 (31.3%)	5 (31.3%)
Occasion 2 Penalty	2 (10.5%)	8 (42.1%)	3 (15.8%)	1 (5.3%)	5 (26.3%)
Occasion 3 Penalty	0 (0.0%)	5 (62.5%)	3 (37.5%)	0 (0.0%)	0 (8.3%)
Total	6 (5.8%)	30 (29.1%)	23 (22.3%)	22 (21.4%)	23 (22.3%)

Reasons that Squads with APR Below 925 Were Not Subject to Contemporaneous Penalties

(N = 209 Squads)

Note: Institutions Could Have Multiple Reasons for Exemption from Penalties.

Reason	Number of Squads Affected
Low Resource Institution	107 (51.2%)
Institutional Characteristics	9 (4.3%)
No 0-for-2 Student-Athletes	120 (57.4%)
Received Complete Waiver	6 (2.9%)
Had Occasion 2 Penalty	28 (13.4%)

Reasons that Squads with APR Below 900 Were Not Subject to Historical Penalties

(N = 22 Squads)

Note: Institutions Could Have Multiple Reasons for Exemption from Penalties.

Reason	Number of Squads Affected
Received Waiver	4 (18.2%)
Improvement + Low Resource	14 (66.7%)
Improvement + Sport Comparison	5 (23.8%) (All Men's Basketball)
Improvement + Institutional Characteristics	1 (4.8%)

REPORT OF THE
NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE
FEBRUARY 21, 2011, MEETING

***KEY ITEM*.**

- **Examination of the NCAA Division I Academic Performance Program (APP).** The NCAA Division I Committee on Academic Performance continued its comprehensive examination of the APP including review of the APP penalty benchmarks and filters and the penalty structure. This review is ongoing with possible recommendations for membership consideration provided to the NCAA Division I Board of Directors in August. The committee welcomes membership comment on these concepts.

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

- None.

***INFORMATIONAL ITEMS*.**

1. APP Penalty Structure. The committee continued its review of the APP penalty structure and agreed in principle to a revised penalty structure. The new penalty structure will replace the current two-tiered penalty structure (i.e., contemporaneous and historical penalties). This new penalty structure will be cumulative and progressive and consist of five levels. The changes give the committee greater flexibility in customizing penalties for teams that appear before the committee.

Below is an overview of the new penalty structure:

a. Level One.

(1) Public notice.

(2) Financial aid penalty: Ten percent from total aid awarded (four-year average) (*five percent if the committee's defined improvement standard is met*).

b. Level Two.

(1) Public notice.

(2) Financial aid penalty: Ten percent from total aid awarded (four-year average) (*five percent if the committee's improvement standard is met*).

(3) Playing and practice seasons (four hour reduction per week to 16 hours, as well as loss of one day): Lost hours must be used for academic purposes. *(Day of practice reduction does not apply if improvement standard is met.*)

(4) (*Baseball only*): Ten percent reduction to the length of playing season and number of contests against outside competition (*five percent if improvement standard is met*).

c. Level Three.

(1) Public notice.

(2) Financial aid penalty: Ten percent from total aid awarded (four-year average) (*no automatic reductions for meeting improvement standard*).

(3) Playing and practice seasons (four hour reduction per week, as well as one day): Lost hours must be used for academic purposes (*no automatic reductions for meeting improvement standard*).

(4) Postseason restriction.

(5) (*Baseball only*): Ten percent reduction to the length of playing season and number of contests against outside competition (*no automatic reductions for meeting improvement standard*).

d. Level Four.

(1) All penalties from Levels One through Three.

(2) All sports: Reduction of four hours per week for athletics activities outside of the playing season. These four hours must be replaced with academically focused activities.

(3) Elimination of the nontraditional playing season/out-of-season practice for all sports that maintain a legislated nonchampionship segment. For example, this results in the following penalties:

(a) Baseball: no fall practice or competition.

(b) Football: no spring practice.

(c) Softball: no fall practice or competition.

(d) Men's and women's volleyball: No spring practice or competition.

(e) Men's and women's soccer: No spring practice or competition.

(f) Field hockey: No spring practice or competition.

(g) Women's lacrosse: No fall practice or competition.

OR;

(4) For sports without a legislatively declared nontraditional playing season, a 10 percent reduction in the length of the playing season and 10 percent reduction of allowable contests. For example, this results in the following penalties:

(a) Men's and women's basketball.

i. Reduction of 10 percent of playing and practice days between first allowable practice and end of playing season.

ii. Reduction from 29 to 26 contests.

(b) Ice hockey.

i. Reduction from 132 day season to 119 day season.

ii. Reduction from 34 to 31 contests.

(c) Wrestling.

i. Reduction from 144 day season to 130 day season.

ii. Reduction from 16 to 14 dates of competition.

(5) (*Baseball only*): Ten percent reduction to the length of playing season and number of contests against outside competition.

e. Level Five.

At Level Five, teams will proceed directly to an in-person hearing with the committee. Under this approach, the institution will not be aware of its entire penalty, except for those penalties associated with Levels One through Four, until after the hearing has been conducted. In total, the committee would have the following penalties to choose from:

(1) All penalties from Levels One through Four.

(2) In addition to the penalties from Levels One through Four, the committee would be able to impose the following from a menu of penalties.

(a) Additional financial aid penalties above the 20 percent of average aid awarded.

(b) Additional playing and practice season penalties above: (1) The four hour reduction and loss of one day of practice in-season; and (2) The four hours per week reduction outside of season.

(c) Restricted membership.

(d) Contest reductions, which could include:

i. Full-season competition restriction.

ii. Cancellation of nonconference contests.

iii. Any contest reductions as determined by the committee.

iv. No competition during institution's scheduled exam period and/or week(s) surrounding the exam period.

The committee has determined that the waiver and appeals process will remain the same as the current historical-penalty structure with an initial NCAA staff review at Levels One through Four. The NCAA staff will not have the authority to render a decision on a waiver request at Level Five.

The committee will finalize recommendations for a revised penalty structure during its April or July meetings. The committee anticipates making a final recommendation to the Board for its August meeting followed by membership consideration during the 2011-12 legislative cycle. The committee invites immediate membership comment through its NCAA staff liaisons.

2. APP Penalty Benchmarks and Filters. The committee continued its review of the current NCAA Division I Academic Progress Rate (APR) penalty benchmarks and filters and discussed potential changes. Based on changes to the APR metric calculation, the current historical-penalty benchmark does not project a 50 percent graduation rate as originally intended when the metric was adopted. At that time a 925 APR predicted a 50 percent Federal Graduation Rate and a 60 percent Graduation Success Rate (GSR), while a 900 predicted a 37 percent Federal Graduation Rate and a 50 percent GSR. Currently, a 925 predicts roughly a 36 percent Federal Graduation Rate and a 50 percent GSR while the 900 predicts a 25 percent Federal Graduation Rate and a 40 percent GSR.

Several APR adjustments designed to improve fairness of the rate have led to this change in the projected graduation rate for a given benchmark. The committee continued its discussion around increasing the penalty benchmark to ensure it predicts to a minimum 50 percent GSR. The Board has indicated its interest in ensuring the penalty benchmarks, at a minimum, identify teams with an anticipated GSR below 50 percent.

The committee discussed the academic outcomes of teams that should be considered subpar and therefore potentially subject to APP penalties. Discussion centered on three levels of academic performance:

a. Teams with a projected GSR below 50 percent;

b. Teams with a projected GSR above 50 percent, but within their campus student-body or among other athletics teams are significantly below the norm; and

c. Teams with a high APR, but low numbers of graduates within the current APR cohort.

In addition to the review of the penalty benchmarks, the committee continued its discussion of the appropriateness of each of the current filters and possible new filters.

The committee had preliminary discussions regarding several models that could be used in conjunction with the new single-penalty structure. These include:

a. Applying the current contemporaneous penalty APR benchmark of 925 while maintaining the current historical penalty filters;

b. Applying the current contemporaneous penalty APR benchmark of 925 while amending the current historical penalty filters. These revised filters could include elimination of the by-sport filter, expansion of a low-resourced filter that could include a higher percentage of schools, and an amended institutional

characteristics filter based on the number of graduates within the current APR cohort rather than the Federal Graduation Rate; and

c. A tiered approach to identifying academically underperforming teams, which would include several different APR benchmarks and incorporate a graduation filter that considers the actual graduation behavior of student-athletes on the team within the four-year cohort.

The committee came to no conclusions during the meeting and will revisit the discussion during its April and July meetings. The committee invites membership comment and feedback through its July meeting on all of these topics. The committee anticipates making a final recommendation to the Board for its August meeting followed by membership consideration during the 2011-12 legislative cycle.

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

REPORT OF THE
NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE
APRIL 25-27, 2011, MEETING

***KEY ITEM*.**

1. Comprehensive Package of Academic Proposals. The NCAA Division I Committee on Academic Performance continued its examination of the NCAA Division I Academic Performance Program (APP) including review of the APP penalty benchmarks and filters and the penalty structure. This review is ongoing with possible recommendations for membership consideration provided to the NCAA Division I Board of Directors in August as part of a comprehensive package of academic proposals. The committee welcomes membership comment on these concepts.

2. Seventh Year of NCAA Division I Academic Performance Program (APP) Data. The Committee on Academic Performance reviewed a summary of the NCAA Division I Academic Progress Rate (APR) data that will be released publicly next month. In the coming weeks, the NCAA will announce team APR, public recognition for top performers, APP penalties and the Head Coaches APR Portfolio. This year's release will include for the first time recognition of the top APRs in football separately by subdivision (i.e., Football Bowl Subdivision and Football Championship Subdivision). The public recognition release will be May 17 and the APP/APR release is scheduled for May 24, the APR release will include the Head Coaches APR Portfolio which this year will include all sports.

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

- Appointment of Vice Chair.

  (1) Recommendation. The committee recommends the NCAA Division I Board of Directors appoint President Roderick McDavis of Ohio University as vice chair of the committee. President McDavis is a current member of the committee.

  (2) Effective Date. Immediate.

(3) Rationale. Due to transition issues, this position is currently vacant and must be filled by a current chancellor or president of an active Division I institution. President McDavis meets this requirement, has agreed to serve if appointed, and will provide benefits to the committee's operational activities (e.g., serve in the chair's absence during any meetings, teleconferences, and/or penalty waiver proceedings).

(4) Estimated Budget Impact. None.

(5) Impact on Student-Athlete Well-Being. None.

INFORMATIONAL ITEMS.

1. Comprehensive Package of Academic Proposals. The committee acknowledged that the APP and other academic initiatives have gained tremendous traction across NCAA Division I institutions and have had many positive results. In order to sustain this momentum and to continue to improve graduation rates, the committee supports the concept of a comprehensive package of academic proposals to address specific academic elements.

The academic package should consider the following issues identified by the committee during its extensive review:

a. The APR retention point has been adjusted such that it no longer predicts graduation as was originally intended.

b. Some teams/institutions manage the APR well but may not sufficiently graduate student-athletes.

c. Questions have been raised regarding teams participating in NCAA championship events with less than 50 percent graduation success rate.

d. Football teams continue to lag behind in eligibility compared to other sports.

e. Men's basketball teams continue to lag behind in retention compared to other sports.

f. A lack of overall sustained academic progress among some lower resourced institutions.

Due to the complexities involved, the committee recommends that the Board of Directors, during its August meeting, consider a comprehensive package of academic proposals that, when taken together, will enhance the incoming academic profile of student-athletes, raise the APR penalty benchmark to a projected 50 percent GSR and revise the APP penalty structure. In addition to the immediate recommendations, the committee also discussed the possibility of raising the graduation rate expectations above a projected 50 percent GSR in the future. Such an aspirational minimum goal could be established with a future target date.

Specifically, the committee recommends that a package of academic proposals from various cabinets and committees be prepared for Board of Directors consideration that includes the following:

a. Recommendations from the Committee on Academic Performance. The committee will put forward final recommendations to the Board of Directors for its August meeting to:

   (1) Replace the contemporaneous and historical-penalty structure with a single-penalty structure that continues to be cumulative and progressive and consists of five levels.

   (2) Establish a single-penalty benchmark that projects to a 50 percent GSR (e.g., 925-930 APR). Discussion of appropriate filters is continuing.

b. Recommendations from the NCAA Division I Academic Cabinet. The NCAA Division I Academic Cabinet has been engaged in discussions regarding two-year college transfers and initial eligibility. The committee encourages the Board of Directors to support increased academic standards for both initial eligibility and two-year college transfer requirements during the 2011-12 legislative cycle.

c. Other legislative recommendations.

   (1) The committee encourages the Board of Directors to support NCAA Division I Proposal No. 2010-59-C from the Football Academic Working Group. This proposal was supported by the NCAA Division I Legislative Council in April and is an important step in addressing the eligibility issues in football.

   (2) The committee encourages the Board of Directors to examine, as part of the men's basketball recruiting discussions; models that address the summer environment (e.g., work of the Men's Basketball Academic Enhancement Group).

The committee recommends the Board of Directors consider such a package of proposals regarding the academic success of student-athletes during its August meeting for legislative recommendations for the 2011-12 cycle.

2. APP Penalty Structure. The committee confirmed that it will forward to the Board for its August meeting a recommendation to amend the APP penalty structure. The new penalty structure will replace the current two-tiered penalty structure (i.e., contemporaneous and historical penalties). This new penalty structure will be cumulative and progressive and consist of five levels. The changes give the committee greater flexibility in customizing penalties for teams that appear before the committee. This new penalty structure, like the current historical-penalty structure, will require a team to not be subject to penalties for three consecutive years before reverting back to the first level of penalty (e.g., three "clean" years concept).

Below is an overview of the new penalty structure:

a. Level One.

(1) Public notice.

(2) Financial aid penalty: Ten percent from total aid awarded (four-year average) (*five percent if the committee's defined improvement standard is met*).

b. Level Two.

(1) Public notice.

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(4) (*Baseball only*): Ten percent reduction to the length of playing season and number of contests against outside competition (*five percent if improvement standard is met*).

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(4) Postseason restriction.

(5) (*Baseball only*): Ten percent reduction to the length of playing season and number of contests against outside competition (*no automatic reductions for meeting improvement standard*).

d. Level Four.

(1) All penalties from Levels One through Three.

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(3) Elimination of the nontraditional playing season/out-of-season practice for all sports that maintain a legislated nonchampionship segment. For example, this results in the following penalties:

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(f) Field hockey: No spring practice or competition.

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OR;

(4) For sports without a legislatively declared nontraditional playing season, a 10 percent reduction in the length of the playing season and a 10 percent reduction of allowable contests. For example, this results in the following penalties:

(a) Men's and women's basketball.

i. Reduction of 10 percent of playing and practice days between first allowable practice and end of playing season.

ii. Reduction from 29 to 26 contests.

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(1) All penalties from Levels One through Four.

(2) In addition to the penalties from Levels One through Four, the committee would be able to impose the following from a menu of penalties.

(a) Additional financial aid penalties above the 20 percent of average aid awarded.

(b) Additional playing and practice season penalties above: (1) The four hour reduction and loss of one day of practice in-season; and (2) The four hours per week reduction outside of season.

(c) Restricted membership.

(d) Contest reductions, which could include:

i. Full-season competition restriction.

ii. Cancellation of nonconference contests.

iii. Any contest reductions as determined by the committee.

iv. No competition during institution's scheduled exam period and/or week(s) surrounding the exam period.

The committee has determined that the waiver and appeals process will remain the same as the current historical-penalty structure with an initial NCAA staff review at Levels One through Four. The NCAA staff will not have the authority to render a decision on a waiver request at Level Five.

The committee anticipates making a final recommendation to the Board for its August meeting followed by membership consideration during the 2011-12 legislative cycle. The committee invites immediate membership comment through its NCAA staff liaisons.

3. APP Penalty Benchmarks and Filters. The committee continued its review of the current APR penalty benchmarks and penalty filters and discussed potential changes to both components of the APP. The committee reaffirmed its commitment to setting an APR penalty benchmark that equates to a 50 percent GSR, which is supported by the NCAA Division I Board of Directors. The committee reviewed data that indicated the APR penalty benchmark would need to be in the 925-930 range in order to approximate a GSR of 50 percent. The committee will finalize its recommendation on a new APR penalty benchmark during its July meeting.

In addition to the review of the penalty benchmarks, the committee continued its discussion on the appropriateness of each of the current filters in light of any possible adjustments to the penalty structure and benchmarks. As part of this examination the committee is considering eliminating the by-sport filter. Further, the committee is examining how institutional mission, resource and improvement should be considered

within the filter system. The committee took no action at this time as these topics will be discussed again during its July meeting with anticipated recommendations for membership consideration later this fall.

4. Two-Year College Transfer Academic Requirements. The committee received an update regarding the February Academic Cabinet meeting, specifically noting the cabinet's continued review of the division's two-year college transfer requirements. The committee was generally supportive of the two-year college transfer concepts developed by the Academic Cabinet. The committee offered the following feedback for cabinet consideration:

(1) Consider increasing the transferable grade-point average from 2.0 to 2.5 for qualifiers and nonqualifers, which was initially proposed by the cabinet but amended to 2.25 based on membership feedback.

(2) Consider separating the package of concepts into two proposals – changes to the transfer requirements and the year of academic readiness.

5. APR Improvement Plan Deadline Submission Dates and Educational Initiative. The following dates have been established for APR Improvement Plan updates and implementation reports in 2011-12:

Team/Institution Reporting Requirements	Submission Deadline
Teams that received a conditional waiver of penalties in 2010-11 (implementation only)	October 3
NCAA Division I Academic Performance Program Supplemental Support Fund recipient institutions (implementation only)	October 3
Teams with a multiyear APR below 900	November 1
Institutions requesting SSF	November 1
Teams requesting a waiver of penalty	November 1 or with waiver request (whichever is earlier)

6. Committee on Academic Performance Policies and Procedures, Penalties Guide, Data Collection Guide, APR Adjustment Directive, and APP Penalty Waiver

Directive. The committee approved the updated Committee on Academic Performance Policies and Procedures, Penalties Guide, Data Collection Guide, APR Adjustment Directive, and APP Penalty Waiver Directive. The documents will assist institutions with the 2011-12 data collection process and penalty applications and will be posted on the committee's page on the NCAA website at www.ncaa.org. This posting also will satisfy annual reporting requirements specified in NCAA Division I Bylaw 23.

7. Combining Corrections and Adjustment Phases of the APR Data Collection Process. The committee amended it policies and procedures to combine the data correction adjustment periods into one 14-calendar day period in which institutions will submit all corrections and adjustments. This change will be effective with the collection of 2010-11 APR data in the fall 2011. Many institutions are no longer submitting adjustments to be processed by the NCAA staff, since many are now automatic adjustments that are submitted during data submission. Thus, combining the corrections and the adjustment phases will make the APR data collection process more efficient.

8. APR and Penalty Reporting Forms. The NCAA Division I Committee on Academic Performance Subcommittee on Data Collection and Reporting approved the final version of the institutional and public APR and penalty reports to be used during the 2011-12 academic year. The reports are intended to provide institutions with teams' APR, as well as a summary of the teams subject to contemporaneous and/or historical penalties and detailed worksheets explaining how the penalties were calculated.

9. APP Data Reviews. The Subcommittee on Data Collection and Reporting received a progress report on the GSR data reviews currently being conducted for 30 institutions, which began in early February. Institutions selected to have their APR data reviewed for this cycle will be notified of their selection. The APR data reviews will be conducted May through October and final reports will be issued shortly thereafter.

10. Recruited Definition of the APR/GSR Cohort and Division I Proposal No. 2010-65. The Subcommittee on Data Collection and Reporting reviewed adopted Proposal No. 2010-65 and agreed to continue to use the definition found in Bylaw 13.02.13.1 for the purposes of defining the APR/GSR cohort for nonscholarship teams. Proposal No. 2010-65 created a definition of a recruited student-athlete for purposes of Bylaw 15 (financial aid), which will result in having two distinct definitions for recruited student-athletes within the NCAA Division I Manual. The committee noted the current recruited

definition, which is based on Bylaw 13.02.13.1, aligns with the goal of ensuring institutions are being held accountable for those student-athletes brought to the institution for athletics purposes. The newly created definition defines a recruited student-athlete for financial aid purposes only. The definition used for inclusion in these two cohorts does not involve a financial aid component and should be based on the overall definition of recruited. The Committee on Academic Performance's policies allow for institutions to request an alternative definition of the cohort that can be used to address unique circumstances of that specific institution.

11. Seventh Year of APP Data. The committee received a summary of the most recent APR data submitted by member institutions, which will be available for public review in May.

12. Occasion-Three Historical Penalty Hearing. The committee conducted hearings for four teams at three institutions subject to Occasion-Three Historical Penalties.

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MEMORANDUM

March 2, 2011

TO: NCAA Division I Conference Commissioners;

NCAA Division I Collegiate Commissioners Association Compliance Administrators;

Faculty Athletics Representative Association;

1A Faculty Athletics Representatives;

National Academic Advising Association;

National Association for Athletics Compliance;

National Association of Academic Advisors for Athletics; and

Select Coaches' Associations.

FROM: Carolyn Callahan, chair
NCAA Division I Academic Cabinet.

SUBJECT: NCAA Division I Academic Cabinet: Seeking Feedback on Two-Year College Transfer Concepts.

As part of continuing academic reform efforts, the NCAA Division I Academic Cabinet continued its review of two-year college transfer academic requirements during its February 2011, meeting. Based on data regarding the differences in academic profiles of two-year transfers and their nontransfer counterparts, the Academic Cabinet developed draft concepts for membership and two-year community feedback during its September 2010, meeting. The cabinet received significant feedback regarding the draft concepts. Based on feedback, the cabinet has modified the concepts and provided greater clarity in application. The cabinet again seeks input from the NCAA membership and the two-year community regarding the amended concepts with the goal of developing legislative proposals for formal NCAA membership consideration in the 2011-12 legislative cycle.

The package of concepts includes enhanced academic standards for both qualifiers and nonqualifiers, as well as the establishment of a year of academic readiness. Together, the components of the package develop minimum standards that reflect the academic preparation needed to succeed academically at a

Division I institution. The package also provides opportunities for student-athletes, who are academically underprepared when enrolling at a two-year college, sufficient time to meet 2-4 transfer requirements.

Enclosed is a summary overview of the draft concepts developed by the cabinet. The cabinet again seeks feedback regarding the amended concepts. Please forward additional comments to Diane Dickman (ddickman@ncaa.org) or Jennifer Strawley (jstrawley@ncaa.org) at the NCAA not later than June 1, 2011. In addition, if you would like NCAA staff to attend your spring conference meetings to review the concepts and gather input from your constituents, please contact Diane or Jennifer.

Thank you again for your time in reviewing the concepts.

JFS/CC:alg

Enclosure

NCAA Division I Academic Eligibility Requirements for Two-Year College Transfers

Goals and Principles.

In its review of 2-4 transfer regulations, the NCAA Division I Academic Cabinet adopted the following goals:

Establishment of 2-4 transfer requirements that:

1. Lead to enhanced first-year academic success at the four-year institution.

2. Improve academic success and graduation of 2-4 college transfer student-athletes at four-year institutions and have these outcomes more closely mirror nontransfer student-athletes.

3. Provide greater opportunity for academically underprepared student-athletes to gain the academic skills and preparation necessary to be academically successful and graduate from a four-year institution.

Key Research Findings.

1. Two-year college transfers leave college ineligible at higher rates than any other group of student-athletes, in particular after exhausting athletics eligibility.

2. Although two-year college transfer graduation rates have trended up in the last decade, they still lag behind those student-athletes who enter an NCAA Division I institution directly from high school.

3. Transfer students from two-year colleges earn academic progress rates that are significantly lower than those for transfers from four-year colleges or nontransfers.

4. Grade-point average at the two-year institution is the strongest predictor of first-year academic success at the four-year college. Aggregate ineligibility rates among two-year college transfers decrease significantly as a function of increased two-year college grade-point average. In particular, student-athletes transferring from a two-year college with low grade-point averages are much more likely to experience academic difficulties at the four-year school than any other group of students.

5. The number of physical education activity courses taken at the two-year college has a significant and independent negative relationship with four-year college success. Controlling for other factors such as grades earned, students with fewer physical education activity credits tend to perform better academically at four-year institutions.

6. Student-athletes who transfer with more academic courses taken at the two-year institution (particularly in math, science and English) perform better at four-year institutions.

Draft Concepts.

Qualifiers: Note that per current NCAA regulations, student-athletes who are qualifiers are eligible for practice and financial aid upon transfer. Thus, the following apply only to competition during their initial year of enrollment at the Division I institution.

1. Increase the transferable grade-point-average requirement from 2.000 to 2.250.

2. Expand to all sports the current men's basketball limitation of two credit hours of physical education activity courses that may be used to fulfill the transferable degree credit and grade-point-average requirements. An exception would be provided for a physical education degree program or a degree program in education that requires physical education activity courses.

3. All other 2-4 transfer regulations for qualifiers would remain in effect. This includes the student spending at least one full-time term at the two-year college and completing an average of at least 12 semester or quarter hours of transferable degree credit per term.

4. The proposed changes (increased grade-point average and the limit on physical education activity courses) would also apply to 4-2-4 transfers.

Nonqualifiers: Nonqualifiers are ineligible for competition, practice and financial aid unless they meet two-year college transfer requirements.

1. Increase the transferrable grade-point-average requirement from 2.000 to 2.250 for competition purposes only. Although data clearly support the importance of an increased grade-point-average requirement, to continue to provide access to higher education for student-athletes who do not meet the increased grade-point average, athletics aid and practice may be provided for student-athletes who achieve the current 2.000 transferable grade-point average and meet all other requirements noted in Nos. 2 through 5 below.

2. Expand to all sports the current men's basketball limitation of two hours of physical education activity courses that may be used to fulfill the transferable degree credit and grade-point-average requirements. An exception would be provided for a physical education degree program or a degree program in education that requires physical education activity courses.

3. Require completion of transferable core credits at the two-year institution as follows: three semester/four quarters of math, three semester/four quarter hours of science and six semester/eight quarters of English. This adds three semester/four quarter credits of science to the current core requirement.

4. All other current requirements would remain in effect (e.g., earn Associate of Arts degree or equivalent academic two-year degree, 48 semester/72 quarters of transferable credits, minimum of three semesters/four quarters at two-year college, progress-toward-degree requirements, etc.).

5. An increase to the grade-point average, the limit of physical education activity courses and the inclusion of a core curriculum would also apply to 4-2-4 transfers. The core curriculum requirements may be earned at any previous two- or four-year institution.

Year of Academic Readiness for Student-Athletes at Two-Year Institution.

Central to the package is a concept that would target prospective student-athletes who are significantly academically underprepared by permitting an academic year in residence during the student's first year at the two-year college in order to remediate academic deficiencies. Members of the two-year college community have indicated that, for some student-athletes, it is extremely difficult to successfully complete the courses needed to meet NCAA transfer requirements in two years. This will only be enhanced by increased academic standards for two-year transfers. In addition, student-athletes who need significant remediation, or courses taught below those transferable to an NCAA institution, are sometimes attending two-year colleges part time for a semester or two in order not to trigger the start of their five-year NCAA "clock."

The draft concept of a year of academic readiness would provide additional time at the two-year college for student-athletes to become academically prepared for enrollment at a Division I institution. With the increased academic standards outlined above, the year of academic readiness would provide an option for two-year college students who may benefit from remedial courses and other opportunities to gain the academic skills needed to succeed and graduate from a four-year institution.

The general principles of the year of academic readiness are as follows:

1. The year of academic readiness must occur at the two-year college(s). No competition would be permitted during the year of academic readiness; however, student-athletes could practice and receive athletically related financial aid.

2. The year of academic readiness must be used during the student-athlete's initial year of collegiate enrollment, whenever that occurs.

3. Student-athletes would be required to register with the NCAA Eligibility Center and be certified as a nonqualifier in order to use the year of academic readiness.

4. The NCAA Eligibility Center would track student-athletes who use the year of academic readiness. Student-athletes and two-year colleges would be required to notify the NCAA Eligibility Center, during the initial year of enrollment at the two-year institution, of the

decision to use the year of academic readiness. Use of the year of academic readiness would be noted on Institutional Request List.

5. Students-athletes who elect to use the year of academic readiness must attend the two-year college(s) full time for a minimum of five full-time semesters/seven quarters prior to transferring to a Division I institution.

6. The year of academic readiness and minimum of five semesters or seven quarters of enrollment at the two-year college may occur at multiple two-year colleges.

7. The five semester or seven quarters of enrollment at the two-year college must be consecutive. Existing exceptions would remain in place (e.g., armed services, Peace Corps, official religious mission).

8. The start of the five-year NCAA eligibility "clock" would be delayed during the first year of enrollment at the two-year institution for purposes of the five-year period of eligibility and progress toward degree.

9. Student-athletes would have a maximum of two seasons of competition remaining upon enrolling at a Division I institution. Extenuating circumstances (e.g., injury) may be considered in the waiver process.

10. The year of academic readiness would not be considered a denied participation opportunity for purposes of a five-year clock extension request.

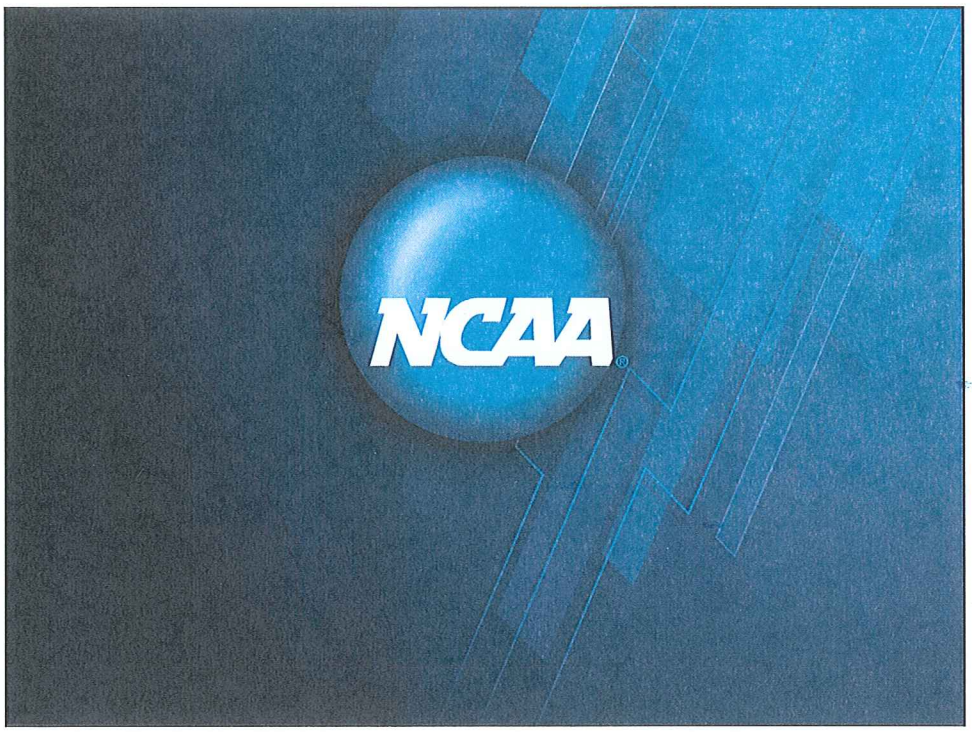
11. Student-athletes would be provided the opportunity to receive six years of athletically related financial aid within a seven-year period.

12. First year of academic enrollment for purposes of the recruiting contact legislation does not include the year of academic readiness. Therefore, on or off campus in-person recruiting contact (including unofficial and official visits) may not occur until after the second year of enrollment. Evaluation/phone calls remain available per current bylaws.

13. Current NCAA regulations (e.g., amateurism rules) related to time between high school graduation and initial full-time enrollment at the two-year institution would remain in place.

Effective Date.

The Academic Cabinet recommends that the aforementioned changes to the two-year college transfer legislation be effective for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2013. The Academic Cabinet noted this effective date provides sufficient time to conduct educational outreach and provide appropriate notice.



Division I Academic Initiatives: A Look Ahead

Diane Dickman
Managing Director of Academic and Membership Affairs

Jennifer Strawley
Director of Academic and Membership Affairs

2011 Regional Seminars

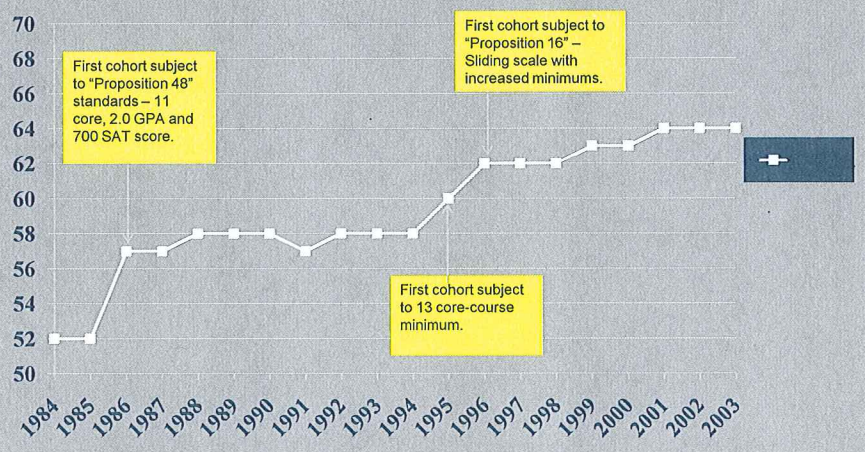
Session Overview

- The impact of academic reform to date.
- NCAA Division I Committee on Academic Performance update.
  - NCAA Division I Academic Performance Program (APP) penalty structure.
  - NCAA Division I Academic Progress Rate (APR) metric and penalty benchmark.
- NCAA Division I Academic Cabinet update.
  - Initial-eligibility standards.
  - Two-year college transfer requirements.

The Impact of Academic Reform

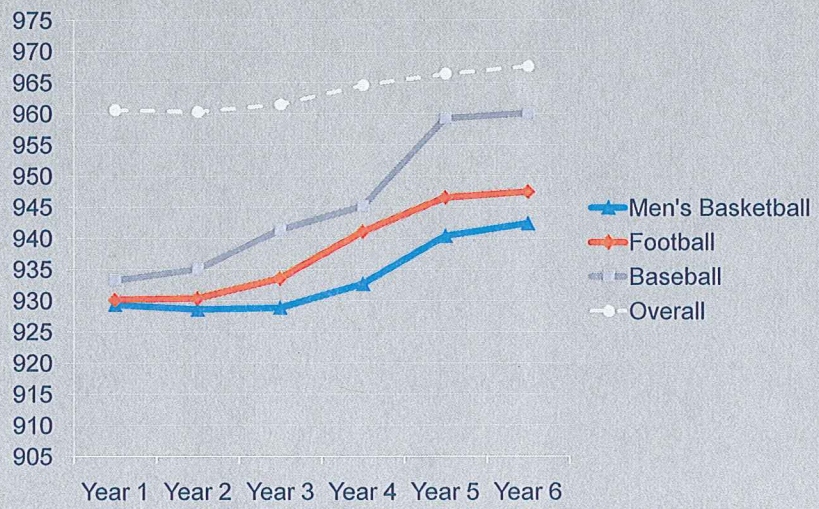
- Increased graduation rates.
  - Overall rate is five percentage points higher for the 2003 cohort than for the 1995 cohort.
  - African-American male graduation rates increased eight percent, while females increased five percent.
- Changes in the intercollegiate athletics culture.
- Greater focus on SA graduation through academic support initiatives, admissions decisions, summer school attendance, etc.

Trends in Federal Graduation Rates of All Student-Athletes at Division I Institutions



APR Trends in Baseball, Men's Basketball and Football

(2.6 Transfer Retention Adjustment Removed = Constant APR Metric)



Notes: Analyses based on 276 baseball squads, 323 men's basketball squads and 232 football squads that sponsored the sport within Division I during all six years. Overall rates include all men's and women's sports, including the three sports displayed.

Changes in the APR Distribution Among all Squads Submitting Data in Each Year (2003-04 to 2009-10)

Number of Squads = 5,853	Average APR	Median APR	APR Distribution Standard Deviation
2003-04	960.5	971	44.6
2004-05	960.6	971	43.6
2005-06	961.5	971	42.0
2006-07	964.4	974	39.4
2007-08	971.1	981	35.4
2008-09	972.9	982	34.2
2009-10	973.5	984	35.1

Notes:

1. Rates include adjustment and bonuses.
2. Analyses based on N=5,853 squads that sponsored the sport within Division I during all seven years of APR program.
3. Retention calculation changed in 2007-08 to grant point adjustments for certain transfer students (timing of change indicated in red).

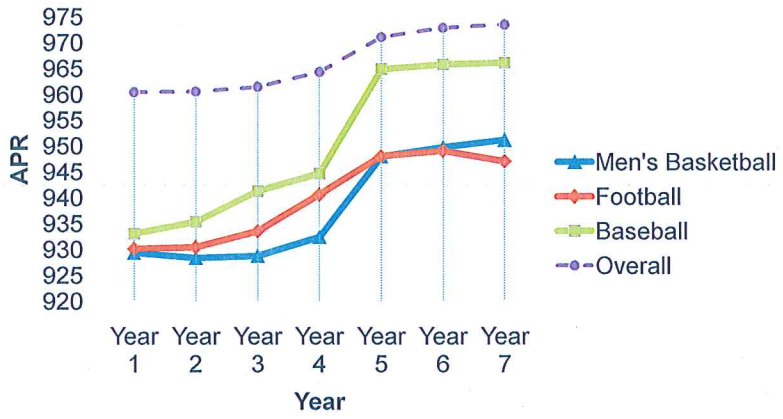
Summary of Single-Year APR Changes – Sport Aggregates

- APR is up slightly in men's and women's basketball, down in football and stable in baseball.
- Men's basketball has surpassed football on average APR.
- Football continues to lag significantly on the eligibility component; men's basketball lags on retention.
- APRs in other sports have shown growth or stability at relatively high levels.

Summary of Single-Year APR Changes – Sport Aggregates

- A closer examination shows that the APR decrease in football is driven primarily by decreases in eligibility rates on FBS teams. Note that few FBS football teams are currently at or below APR penalty benchmarks.
- APR increases in men's basketball appear driven by teams outside the original six BCS conferences. APR among men's basketball teams in the six original BCS conferences decreased by nine points (primarily a retention drop).

APR Trends in Baseball, Basketball and Football



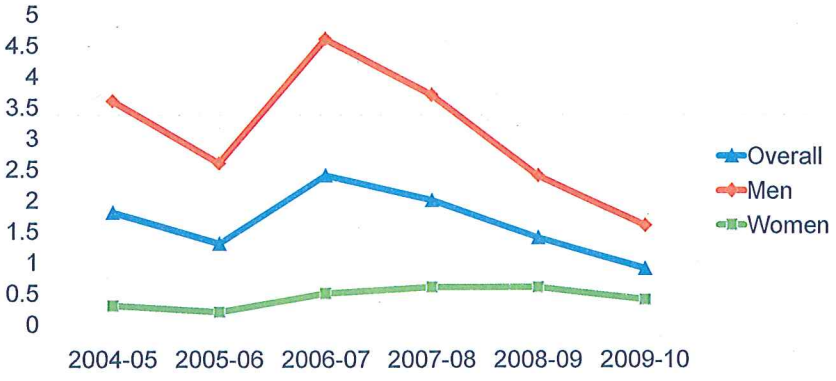
Note: Analyses based on 275 baseball squads, 323 men's basketball squads and 232 football squads that sponsored the sport within Division I during all seven years. Overall rates include all men's and women's sports, including the three sports displayed. Retention calculation changed in 2007-08 (year five).

Squads with Multiyear APRs Below 925 and 900 (with squad-size adjustment)

APR Cut-off Used	Number (%) Total Teams Below APR Cut-off	Number (%) All Low Resource Teams Below
925	269 (4.2%)	123 (22.2%)
900	70 (1.1%)	46 (8.3%)

Note: Total number of teams = 6,385 with at least two years of APR data.

Trends In Proportion of Team Receiving Contemporaneous Penalties



Note: Squad-size adjustment was removed for most teams in 2006-07.

Divisional Characteristics of Squads with Four-Year APRs Below 900

Category	NCAA Division I FBS	NCAA Division I FCS	NCAA Division I No Football	NCAA Division II or III (multidivisional)
(A) APR < 900 and Historical Penalty Assessed	4 (8.1%)	29 (59.2%)	15 (30.6%)	1 (2.0%)
(B) Raw APR < 900 but No Historical Penalty Assessed	3 (14.3%)	11 (52.4%)	6 (28.6%)	1 (4.7%)

Note: Within penalty category percentages shown. Total number of teams = 6,266.
[2,344 in FBS (37.4%); 2,183 in FCS (34.8%); 1,614 in Division I No Football (25.8%); 125 multidivisional (2.0%)]

Data include four penalties still under appeal.

Number of Squads with Various Penalty Types by Sport

Penalty Type	Men's Baseball	Men's Basketball	Men's Football	Other Men's Sports	Women's Sports
Contemporaneous Penalty Only	2 (3.7%)	9 (16.7%)	16 (29.6%)	15 (27.8%)	12 (22.2%)
Occasion One Penalty and Contemporaneous Penalty	0 (0.0%)	3 (60.0%)	0 (0.0%)	1 (20.0%)	1 (20.0%)
Occasion One Penalty Only	2 (12.5%)	4 (25.0%)	0 (6.7%)	5 (31.3%)	5 (31.3%)
Occasion Two Penalty	2 (12.5%)	7 (43.8%)	2 (12.5%)	1 (6.7%)	4 (25.0%)
Occasion Three Penalty	0 (0.0%)	7 (58.3%)	4 (33.3%)	0 (0.0%)	1 (8.3%)
Total	6 (5.8%)	30 (29.1%)	22 (21.4%)	22 (21.4%)	23 (22.3%)

Why an Evaluation of the APP?

1. The APP has been in place since 2003 and all aspects of the program have been fully implemented.
2. Opportunity to step back and evaluate the impact of reform and effectiveness of APP.
3. The NCAA Division I Board of Directors has requested the Committee on Academic Performance undertake this review.

Goals of Academic Performance Program

1. To ensure that the Division I membership is dedicated to providing student-athletes with exemplary educational and intercollegiate-athletics experiences in environments that recognize and support the primacy of the academic mission of member institutions, while enhancing the ability of male and female student-athletes to earn four-year degrees. (NCAA Bylaw 23.01.1)
2. To encourage graduation of all student-athletes.

Principles of the APP

1. All NCAA Division I athletics programs and sports teams should be subject to the penalty and rewards structure.
2. The APP should encourage continuous and meaningful improvement for academically underperforming teams.
3. The APP must appropriately penalize those programs that have demonstrated a history of academic underachievement.

Principles of the APP
(continued)

4. The implementation of the APP should recognize the diversity of institutional missions and characteristics among NCAA member institutions.
5. The integrity of the rates of measure within the APP must be maintained.
6. The APP must be fair and equitable.
7. The APP should be as straightforward and understandable as possible.

Single Penalty Structure

- Moves from two penalty structures (contemporaneous and historical) to a single penalty structure.
- Simpler and easier to understand.
- Allows for earlier, more meaningful penalties.
- Structure remains cumulative and progressive.
- Three "clean" years still required or move to the next level penalty.

Level One

- Public notice.
- Financial-aid penalty: 10% from total aid awarded (five % if improvement met).

Level Two

- Public notice.
- Financial-aid penalty: 10% from total aid awarded (five % if improvement met).
- Playing and practice seasons (four-hour reduction per week to 16 hours, as well as loss of one day). Lost hours must be used for academic purposes (day of practice reduction does not apply if improvement met).
- Baseball only: 10% reduction to the length of playing season and number of contests against outside competition (five % if improvement met).

Level Three

- Public notice.
- Financial-aid penalty: 10% from total aid awarded (no automatic reductions for meeting improvement).
- Playing and practice seasons (four-hour reduction per week to 16 hours, as well as loss of one day). Lost hours must be used for academic purposes (no automatic reductions for meeting improvement).
- Post season restriction.
- Baseball only: 10% reduction to the length of playing season and number of contests against outside competition (five % if improvement met).

Level Four

- Public notice.
- Financial-aid penalty: 20% from total aid awarded (no automatic reductions for meeting improvement).
- Playing and practice seasons (four-hour reduction per week to 16 hours, as well as loss of one day). Lost hours must be used for academic purposes (no automatic reductions for meeting improvement).
- Post season restriction.

Level Four Continued

- Additional playing season restrictions.
  a. All sports: Reduction from eight hours to four hours per week for athletics activities outside of the playing season. These four hours must be replaced with academically-focused activities.
  b. Elimination of nontraditional season/out-of-season practice for all sports that maintain a legislated nontraditional segment (baseball, football, softball, men's and women's volleyball, men's and women's soccer, field hockey, lacrosse).

  OR

  c. For sports without a legislatively declared nontraditional season, a 10% reduction in the length of the playing season and a 10 percent reduction of allowable contests.

Level Four Playing Season Example

- Men's and women's basketball.
  - Reduction of 10% of playing/practice days.
  - Reduction from 29 to 26 contests.

Level Five (Hearing Only)

- All penalties in Levels One through Level Four.
- In addition, committee would have the following penalties to choose from:
  - Additional financial-aid penalties above 20% of average aid awarded.
  - Additional playing and practice season penalties above the four-hour reduction in and out of season.
  - Restricted membership.
- Contest reductions.
  - Full-season competition restrictions.
  - Cancelation of nonconference.
  - Any contest restrictions as determined by the committee.
  - No competition during institution's scheduled exam period and/or weeks surrounding exam period.

Evaluation of the APP - APR

- APR is an effective, real-time measure of a team's academic success and eventual graduation rate.
- Numerous changes to the way APR is calculated have occurred over the past seven years:
  - Delayed graduation points awarded to SAs returning to earn degree;
  - Excusing retention point losses due to pro athletics departure;
  - Excusing retention point losses if SAs transfers with ≥ 2.600 GPA; and,
  - Other APR adjustments based on mitigating circumstances.

Evaluation of the APP - Penalty Benchmark

- Selected 925 because it predicted an expected Federal Graduation Rate of 50%.
- 925 now predicts to a 33% Federal Graduation Rate.
- 900 now predicts to a 25% Federal Graduation Rate.
  - With the 2.600 transfer adjustment incorporated over the next two years, it is anticipated that these graduation predictions will decrease.

Evaluation of the APP - Penalty Benchmark
(continued)

- Board of Directors support for setting penalty benchmark at multiyear rate that corresponds to a 50% GSR.
- 50% GSR = 925-930 APR.
- Assess appropriate filters.
  - Improvement
  - By sport
  - Institutional mission
  - Resource

Academic Cabinet

- Initial eligibility.
  - Continuing discussions.
- 2-4 transfer regulations.
  - Goals and objectives of review.
  - Research findings.
  - Concepts.

Goals of 2-4 Transfer Academic Review

- Establishment of 2-4 transfer academic requirements that:
  1. Improve academic success and graduation from four-year institutions.
  2. Provide greater opportunity for academically underprepared SAs to gain academic skills needed to succeed and graduate.
  3. Result in outcomes closely mirroring nontransfers.

Principles

- Maximize first-year college success, ensuring SAs are on track to graduate in five years.
- Minimize adverse impact.
- Be research based and yield ineligibility rates and outcomes similar to nontransfers.

Principles
(continued)

- Be minimal standards and NCAA members should continue to make admissions decisions.
- Consider simplicity of application and understanding by all involved.
- Strive to emphasize requirements needed to prepare SA for academic success at four-year institution.

Current 2-4 Transfer Data

Academic Outcomes Among Division I Transfer Students

	Nontransfers Only	4-Year Transfers	2-Year Transfers
APR (2008-09)	971	949	926
APR "0/2s" (2008-09 Academic Year)	2.2%	3.8%	5.5%
APR Exhausted Eligibility "0/2s" (2008-09)	2.4%	4.3%	7.6%
GSR (2002-Cohort)	80%	77%	65%

Percentage of Ineligible Departures Among SAs Exhausting Athletics Eligibility in 2008-09

SPORT	Overall	Nontransfers Only	2-Year Transfers	4-Year Transfers
Baseball	3%	2%	4%	4%
Men's Basketball	9%	7%	13%	11%
Football - FBS	9%	8%	19%	11%
Football - FCS	7%	5%	13%	11%
Men's Soccer	3%	2%	9%	2%
Men's Track (Outdoor)	3%	3%	6%	3%
Women's Basketball	2%	2%	2%	0%

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Trends in Number of SAs Leaving Ineligible by Transfer Status

SPORT	2003-04	2004-05	2005-06	2006-07	2007-08
Nontransfers	3.1%	3.0%	2.8%	2.5%	2.4%
Two-Year Transfers	10.0%	9.4%	9.2%	7.5%	6.7%
Four-Year Transfers	5.1%	5.1%	5.2%	4.6%	3.9%

Notes: %= Percentage of individuals in that sport who were "0/2" in that academic year.

Summary of Key Research Findings on Academic Performance of Two-Year College Transfers

- In many sports (e.g., men's basketball, women's basketball, football) a majority of 2-4 transfer SAs were nonqualifiers out of high school.
- Two-year college transfers experience APR problems and leave college ineligible at higher rates than any other group of SAs.

Summary of Key Research Findings on Academic Performance of Two-Year College Transfers

- Graduation rates for two-year transfer SAs lag behind those of SAs who enter a Division I institution from high school.
- As GPA increases, ineligibility rates decrease. Increase of GPA is needed to have 2-4 transfer group whose aggregate academic outcomes at the four-year institution are more in line with native freshmen.

PE Activity Credits Transferred by Nonqualifiers from Two-Year Colleges

PE Activity Credits	% Transferring
0-2	25%
3-5	25%
6-8	18%
9-11	11%
12+	21%

First-Year Outcomes at the Four-Year Institution for Two-Year College Nonqualifiers as a Function of Earning 6 English, 3 Math and 3 Science Credits

	Earned 6 English, 3 Math and 3 Science	Did Not Earn 6 English, 3 Math and 3 Science
First-Year Ineligibility Rate	8%	15%
First-Year "0/2" Rate	5%	10%

Key Research Findings

- GPA at the two-year college is the best predictor of all first-year outcomes examined.
- Ineligibility rates decrease significantly as a function of increased two-year college GPA.
- SAs with more core academic credit perform better at four-year colleges; science is a strong predictor.
- Students with high numbers of PE activity credits tend to have less academic success at the four-year college than their two-year college GPA would predict.
- Generally, high school academic variables do not add appreciably to prediction once academic behavior at the two-year school is known.

NCAA Division I Academic Cabinet 2-4 Transfer Review

The Academic Cabinet:

- Has spent considerable time reviewing data.
- Reviewed and amended its original concept based on feedback received.
- Presents the following concepts for feedback.

Concepts for Comment - QUALIFIERS

- Increase transferable GPA floor from 2.000 to 2.25.
- Expand PE activity course limit of two credits to ALL sports (currently applies only to men's basketball).
- All other current requirements would remain in effect.
- Athletics aid and practice permissible on transfer based on qualifier status.
- Increase to GPA and limit on PE courses also applies to 4-2-4 transfers.

Concepts for Nonqualifiers

- Increase transferable GPA from 2.000 to 2.250 for competition purposes only (athletics aid and practice at 2.000 transferable GPA).
- Expand PE activity course limit of two credits to ALL sports (currently applies only to men's basketball).

Concepts for Nonqualifiers
(continued)

- Require completion of transferable core credits as follows: three math, three science, six English. Science would be new requirement.
- All other current requirements would remain in effect [e.g., earn Associate of Arts degree or equivalent academic two-year degree, 48-transferable credits, minimum of three semesters/four quarters at two-year institution, progress-toward-degree (PTD) requirements, etc].

4-2-4 Transfers/Nonqualifiers

- Increase to 2.250 transferable GPA, limit on PE activity courses (two credits) and inclusion of core curriculum (six English, three math and three science credits). Core curriculum may be earned at previous four-year and two-year institution.
- No competition in year one absent these requirements and other current requirements (i.e., transfer 12 credits per term of attendance at two year, one calendar year elapse since departure from four-year institution, graduate from two-year institution).

Concepts for Comment - Year of Academic Readiness

- Provides an alternative path for academically underprepared SA.
- Year must occur at two-year institution and be during initial year of collegiate enrollment, whenever that occurs.
- No competition during this year.
- NCAA "clock" would not start until after year of academic readiness. Provides additional time to meet transfer and PTD requirements.

Concepts for Comment - Year of Academic Readiness

- Trigger for use of the year of academic readiness would be status as a nonqualifier. SA must register with the NCAA Eligibility Center and be certified as a nonqualifier.
- Must attend two-year institution(s) full time for minimum five full-time semesters/seven quarters prior to transfer to the Division I institution.
- On enrollment at an NCAA institution SA will have maximum of two seasons of competition. Extenuating circumstances (e.g., injury) could be considered in waiver process.

Concepts for Comment - Year of Academic Readiness

- Current NCAA rules remain in place regarding time between high school graduation and enrollment at two-year institution (e.g., amateurism legislation).
- Terms of enrollment at two-year institution must be consecutive and existing exceptions would continue (i.e., military service, Peace Corp service, church mission).
- Allow six years of athletically related financial aid within a seven-year period if using the year of academic readiness.

Concepts for Comment - Year of Academic Readiness

- NCAA Eligibility Center would provide tracking. SA and two-year institution would be required to acknowledge use of year of academic readiness during initial year of enrollment at two-year institution.
- Member institutions would be notified of SA's use of year of academic readiness through IRL.
- First year of academic enrollment for purposes of the recruiting contact legislation does not include the year of academic readiness. Therefore, in-person on or off campus recruiting contact (including unofficial and official visits) may not occur until after the second year of enrollment.

Concepts for Comment - Year of Academic Readiness

- Year of academic readiness will not be considered a denied participation opportunity for purposes of a five-year clock extension request.
- Year of academic readiness and five semesters or seven quarters of enrollment at a two-year institution may occur at multiple two-year institutions.

Effective Date if Changes Adopted in 2011-12 Legislative Cycle

- Effective for SAs who initially enroll full time at any collegiate institution on or after August 1, 2013.
- Effective date same for both increased standards and year of academic readiness.

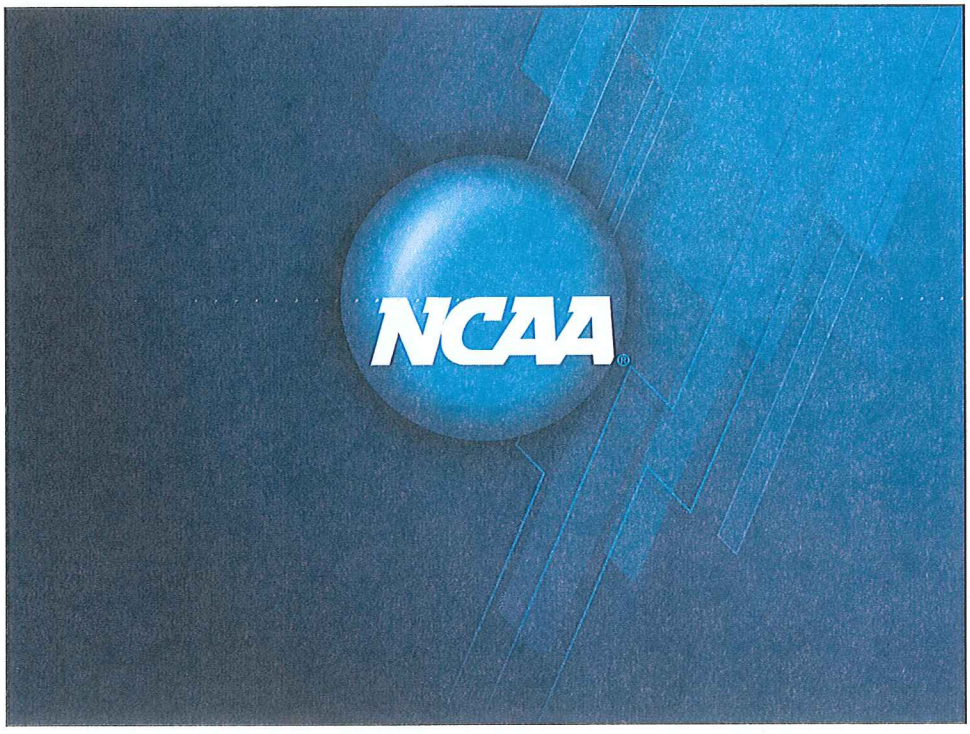
Waivers

- Due to evaluation being academic preparedness, academic governance body should administer transfer waivers.
- Expand Division I PTD waiver committee from eight- to 14-member body and divide the committee into two subcommittees: one addressing 2-4 transfer requests; one addressing PTD requests.
- Limited budget implications; this body does not have in-person meetings.

Questions

and

Comments



Two-Year College Transfer Proposed Eligibility Model
Feedback from Two-Year College Community, Member Institutions and Affiliated Organizations
- Executive Summary -

Feedback regarding the two-year college transfer concepts model proposed by the NCAA Division I Academic Cabinet, as amended during its February 2011 meeting, was solicited via additional mailings and in-person presentations to the two-year college community, member institutions and affiliated organizations during the spring. Additionally, round table feedback sessions were held during the NCAA Regional Rules Seminars. Attachment A provides specific written feedback received from various organizations.

The following is a synopsis of the feedback to date regarding the amended concepts:

1. Feedback continues to be generally positive relative to the package of proposals.

2. Feedback relative to the grade-point average increase, specifically from the four-year community, suggests considering a return to the originally proposed 2.50. Several institutions noted that grade-point average between 2.0 and 2.5 was used to identify at-risk students at their institutions and that graduation was less likely below 2.5. Absent a return to 2.50, it was suggested that rounding to 2.3 would result in less confusion and greater ease of implementation.

3. Feedback suggests a need to more specifically define those science courses that would meet the additional science requirement. More feedback regarding the opportunity to clarify the application of existing transferable English and math requirements, specifically the ability to use credits that meet a math or English degree requirement but are not accepted as English or math, was also provided.

4. Feedback suggests continued support for expanding the physical education activity credit limitation to all sports. However, there was suggestion of current confusion regarding the impact of the limitation on both credit and grade-point average requirements that should be clarified. In addition, feedback expressed concern of a potential loophole if legislation allows an exception for physical education majors. Concern expressed about major clustering into physical education majors for two-year college transfers.

5. Feedback noted the disparity between the proposed grade-point average for two-year transfers and the minimum grade-point average for initial eligibility and that these two grade-point averages should be consistent.

6. While there continues to be support of the year of academic readiness concept, continued concerns regarding potential implementation issues, monitoring of use and actual level of use remain. Significant feedback suggested modification of the year of academic readiness to allow for nonqualifiers to use either immediately at a two-year institution or immediately at a four-year institution.

7. Feedback suggests the cabinet consider putting the recommendations forward as separate legislative proposals instead of as a package. Specifically, feedback suggests the proposals will be separated by the membership and concern was raised that putting forward as a package would result in significant modifications resulting in confusion. Further, membership comments suggest that each legislative recommendation should stand on its own merit and rationale should include compelling reason for each of the proposals.

8. Current concept allows aid to be provided to a student-athlete who meets all parts of new standard except the increase in grade-point-average. Feedback has suggested the cabinet consider removing financial aid from two-year transfer requirements for nonqualifiers. This would provide the opportunity for student-athletes who do not meet 2-4 transfer requirements to come to a four-year institution and receive academic support and financial aid and in essence serve a transition year at the four-year institution to potentially achieve academic foundation needed. It provides another opportunity for academically underprepared student-athletes to gain the foundation needed to be academically successful. Discussion should continue as to whether practice should be allowed and in essence have student-athlete serve a transfer year in residence.

Two-Year Community Feedback:

From: Bottger, Bob [mailto:BBottger@stlcc.edu]
Sent: Monday, April 11, 2011 8:40 AM
To: Dickman, Diane
Cc: Mary Ellen Leicht; Carter', 'Carlyle; McClain','Dick
Subject: two year college transfers

Let's talk about what no one wants to talk about.

All student athletes who enter college at the two year level will not academically succeed upon transfer to the four year level. All student athletes who enter college at the two year level will not be professionals. That is accepted. Therefore, why does no one talk about putting the burden on the admissions offices of the four year institutions? If a student is not prepared to succeed in their institution, **do not accept them.**

From: Gary Broadhurst [mailto:gbroadhurst@mvcc.edu]
Sent: Thursday, April 14, 2011 10:22 AM
To: Strawley, Jennifer; Dickman, Diane
Subject: RE: NJCAA - NCAA Amended Transfer Concepts - Seeking Additional Input

Diane/Jennifer,
Thank you for the opportunity to provide input on this issue. Mohawk Valley Community College in Utica, New York is a Division III two year institution. As such few of our student athletes transfer to D-I programs. While discussion of this issue may begin with D-I institutions it will probably at some point also be discussed/implemented at D-II and DIII colleges as well. Personally I am in agreement with almost every concept that is being recommended. My only concern is I hope that at some point the NCAA will examine where student athletes are transferring from who are the most underprepared. I believe the academic rigor at a two year college such as MVCC is comparable to the first two years at many four year institutions. I understand the NCAA needs to start this process somewhere in an effort to address this concern. Again, thank you for the opportunity to have a voice in the process.

Gary Broadhurst
Associate Dean of Athletics and Physical Education
NJCAA Region III Assistant Women's Regional Director
Chair, Region III Board of Directors
NATYCAA 1st Vice President

Mohawk Valley Community College

From: Johnson, Bernard [mailto:BJOHNSON@pccc.edu]
Sent: Friday, April 15, 2011 2:19 PM
To: Dickman, Diane
Cc: John Kuntz; Virgil, Anthony; Eaton, Teya
Subject: NCAA Amended Transfer Concepts

Diane, In response to your recommendations, I submit the following thoughts for your consideration:

1. I support "the Year of Academic Readiness" concept and would like to add a few suggestions here. What we have been doing in most cases @ PCCC is evaluating all transfer candidate's transcript from other colleges. When we see that the transfer athlete has been previously enrolled in physical education courses and/or took low level remediation courses, we have determined that the student-athlete sit out the next season in order to master and move beyond the pre-college course levels. We try, when possible, to keep these athletes under 12 credits (full time semester). However, some need to take a full load just to catch up.

    a. When these concepts become bylaws of the NCAA, would you allow those transfer student-athletes to obtain "the Year of Academic Readiness". This would apply to all student-athletes who transfer from Institution A to Institution B and who were inappropriately advised at their initial institution to take too many physical education classes and/ or their remediation classes were very low skill level prior to the concepts becoming bylaws. These transfer students would have used and played one year of eligibility.
    b. Recently, we have been doing a better job of convincing our athletes who have played for the first two years and have used up their eligibility to stay for a third year(maybe summer 1&2). The rationale of having them return without any eligibility is to have each student strengthen their academic development and continue to earn college credits (48) for transfer purposes and/or earn their AS/AS Degree. My question here is, would you consider giving the student athlete transfer three years at the four level. In essence the student athlete will receive three to play two at both levels, JC and 4 year.

Diane, thank you ,in advance, for allowing the membership to share our views on this subject. I am very appreciative and look forward to further opportunities to discuss the many issues and concerns that are Community Colleges. I am also curious to know the direction the NCAA will be deciding to move regarding the :Year of Academic Readiness".

Respectfully Yours,

Bernard A. Johnson
Athletic Director
Passaic County Community College

From: Colleen P. Keith [mailto:keithc@SMCSC.EDU]
Sent: Sunday, May 01, 2011 5:43 PM
To: Dickman, Diane; Strawley, Jennifer
Cc: Mark Perdue; Danny Philbeck
Subject: RE: NJCAA - NCAA Amended Transfer Concepts - Seeking Additional Input

Hello Diane and Jennifer -

I have read through the Amended Transfer Concepts and have the following comments or questions:

1. Comment: Overall, this is a great step in the right direction for student athletes coming into and transferring out of two-year colleges. SMC is a little different than most of the two-year college world, but we are not without the challenges identified in the research findings. I support this move. Increasing the transferrable GPA to a 2.25 should help provide a cushion so that as the student athlete transitions to a new academic environment, should they have academic difficulty, they shouldn't "bottom out" and should still be able to hold onto their athletic eligibility.

2. Question: What happens if the student athlete only needs one semester of remediation? Must they use an entire year for "academic readiness?"

3. Question: In #5 on page 4, it says that if a student elects to use the year of academic readiness, they must attend the two-year college for a minimum of five full-time semesters. This seems to be in contradiction of the information contained in #3 on page 2, where it says that the student is required to complete six semesters of English at the two-year college.

4. Question: In #9 on page 4, it states that student athletes will have a maximum of two seasons of competition remaining upon enrolling at a Division I college, yet elsewhere in the document, it states that the eligibility clock does not start with the year of academic readiness. If the NCAA provides for 5 years in which the student athlete can play 4, then it seems the clock must be starting with the year of academic readiness.

5. Question: In #12 on page 4, I can see where an issue could arise. We often have situations in which a Division I coach talks to a student athlete during their senior year in high school. The coach sometimes suggests that the student come to SMC to get their grades up and become academically prepared. Does this mean that the coach can't talk with the student again, even after their second year at the two-year college (year one is readiness; year two is regular eligibility) even though they spoke prior to the student's enrollment at the two-year college?

Thank you for the opportunity to comment and reflect upon these proposed changes.
Best regards,
Colleen Keith

Colleen Perry Keith, Ph.D.
President
Spartanburg Methodist College

Four-year Community Feedback:

From: Ross, Donald [mailto:dross@ewu.edu]
Sent: Tuesday, February 15, 2011 2:42 PM
To: Dickman, Diane
Subject: Year of Academic Readiness

Hi Diane,
Thanks for taking the time to speak to the Big Sky compliance administrators last week.

I'm excited for some of the changes that were presented on the review of two year college transfer academic requirements, but have a question on the academic readiness piece.
According to the proposed legislation (and we know from the research that two year non-qualifiers are less prepared for college), there are not requirements that they take remedial courses at the JUCO to help prepare themselves for college coursework. I believe that there should be a requirement that in the year of academic preparedness that at least a remedial math and English course be part of the curriculum. If they are able to go into regular English or Math, then I would assume they are prepared to go to a regular University because they don't need remedial work, so should not be eligible for the year of academic preparedness rule. As this is to help student-athletes who are not prepared, if they can take regular courses, then they should also not be limited to attending a Junior college, but be able to complete the year of academic readiness at a 4 year institution.

Just my thoughts!

Don

From: Hatcher, Rhonda [mailto:r.hatcher@tcu.edu]
Sent: Wednesday, March 16, 2011 7:15 PM
To: Jo; Tom Stephens; Strawley, Jennifer; Dickman, Diane; crogers@mail.smu.edu; chuck fourtner; Dydia DeLyser; J. P. Dobel; Jack Thomas; fred green; Bates, Percy
Subject: Re: NCAA Division I Academic Cabinet Requesting Feedback.

Jo,

The MWC FARs discussed this on a recent conference call. We did not take a formal vote, but they seemed generally supportive of the proposals. I followed up with an email, and got the following two comments in response:

What impact will the year of academic readiness have on budgets? Unless athletes who opt for that year are a tiny minority of all athletes who come in, that extra year seems like it would be costly to the university.

Since GPA at the two-year institution is such a strong predictor of academic success at the four-year institution, I think something should be written in to allow students who have met the math/science core requirements with good GPA's to move to the four-year school earlier. That could provide a great incentive to get in and learn.

Rhonda

-----Original Message-----
From: Kathleen Batterson [mailto:kbatterson@caasports.com]
Sent: Friday, May 06, 2011 11:17 AM
To: Dickman, Diane
Subject: Academic Cabinet seeking additional feedback on 2-4 transfer concepts - due May 6.

Diane, below are comments from the CC at Northeastern University regarding the 2-4 transfer concepts. If I receive more today I will forward them to you. Thanks. - Kathleen

-----Original Message-----
From: Scafariello, Kelly [mailto:K.Scafariello@neu.edu]
Sent: Friday, May 06, 2011 11:09 AM
To: Kathleen Batterson
Subject: RE: Academic Cabinet seeking additional feedback on 2-4 transfer concepts - due May 6.

Hi Kathleen,

I wanted to provide feedback regarding the 2-4 transfer from NU's perspective. After speaking with our Student-Athlete Support Services Director, Elizabeth Johnson, here is the feedback I would like to share:

One issue- that JUCO students take too many phys ed classes that will not transfer to 4-year institutions. Instead of adding to the total credits and taking 18 with phys ed classes, they often are only at 14 - 15 with phys ed classes. This causes major issues with reaching 40% at NU.

Second - I think that much of the information in the draft will not necessarily pertain to NU because of our admission requirements. I agree that increasing the GPA requirement cannot hurt and in the long run would be beneficial for transfer students and in all likelihood transferable credits.

I think that the biggest issue that we are seeing is not so much in the quality of student that the coaches are looking at, but the timing of information to us. We are not getting a read on JUCO transfers until their 2nd year. If we had the ability to assist them with course selection for their 2nd year to ensure NU transferability, that would be a huge help.

Really the biggest issue is all the phys ed, kinesiology, etc. courses that the students are taking. These will not transfer to NU and often causes students to come up considerably short for percentage of degree.

Original Message-----
From: Robert Slavis [mailto:athrvs@langate.gsu.edu]
Sent: Friday, May 06, 2011 12:29 PM
To: Kathleen Batterson
Subject: Re: Academic Cabinet seeking additional feedback on 2-4 transfer concepts - due May 6.

Kathleen,

I looked over the 2-4 transfer concepts. Here were my initial thoughts.

1) Why increase the GPA for qualifiers? A 2.0 after one or two semesters is higher than freshman enrolled at a 4-year institution. It makes sense for nonqualifiers and 4-4-2 transfers, but not really qualifiers.

2) How is the NCAA Eligibility Center going to notify schools of who is using the year of academic readiness?

3) How are we expected to limit unofficial visits if a PSA just comes to campus unannounced?

Rob

Robert Slavis
Asst AD for Compliance
Georgia State University

From: Capriotti, Kim [mailto:kcaprio@ju.edu]
Sent: Wednesday, March 16, 2011 8:21 AM
To: Dickman, Diane
Subject: feedback on Academic Cab 2-4 tranfer

Dianne -
Attached is feedback on our Cabinet's 2-4 transfer proposal. It is from a FAR at one of the schools in my conference (Atlantic Sun Conference).

thanks,
Kim

Information from the DI Academic Cabinet Meeting – Feb. 7-8, 2011

Review of NCAA Division I Academic Eligibility Requirements for Two-Year College Transfers. The NCAA Division I Academic Cabinet continued its discussion of possible changes to two-year college transfer academic requirements. Based on membership and two-year college feedback regarding the draft package of concepts, the cabinet refined the concepts for additional input. The cabinet continues to present the modified draft concepts as

a package for feedback in preparation for developing legislative proposals for the 2011-12 legislative cycle during its June 2011 meeting. The package strives to balance principles of increased academic success, simplicity of administration, access to higher education and opportunity for those prospective student-athletes who are academically underprepared while taking into account the full breadth of feedback from the membership and two-year college community.

The cabinet again seeks input from both the two-year college community and the NCAA membership regarding these concepts. Provided input will be considered during its June 2011 meeting and legislative proposals will be entered into the 2011 legislative cycle.

(1) Qualifiers.

(a) Increase transferable grade-point average from 2.000 to 2.250. Yes

(b) Expand physical education activity course limit of two credits to all sports (currently applies only to men's basketball). Yes

(c) All other current requirements would remain in effect.

(d) Increase to grade-point average and limit on physical education activity courses will also apply to 4-2-4 transfers. Yes and yes.

(2) Nonqualifiers.

(a) Increase transferable grade-point average from 2.000 to 2.250 (for competition purposes only – athletics aid and practice would be permissible at 2.000 grade-point average). [I don't understand why you would do this for a non-qualifier, but not a qualifier. I'm not necessarily for eliminating this exception for aid and practice, but rather would like to see it considered for qualifiers as well]

(b) Expand physical education activity course limit of two credits to all sports (currently applies only to men's basketball). Yes

(c) Require completion of transferable core credits as follows: three math, three science, six English. Science would be the new requirement. OK, but some degree programs in some four year schools don't require any science. I'm fine with making sure there is additional "solid" coursework, but does it necessarily have to be science?

(d) All other current requirements would remain in effect (e.g., earn Associate of Arts degree or equivalent academic two-year degree, 48-transferable credits, minimum of three semesters/four quarters at two year college, progress-toward-degree requirements, etc.). Yes

(e) Increase to grade-point average, limit on physical education activity courses and inclusion of science class will also apply to 4-2-4 transfers. Yes

(3) Year of Academic Readiness.

(a) Provides additional time and opportunity for student-athletes who are academically underprepared. With increased academic standards, this year provides additional time for two-year college students who may benefit from remedial courses and other opportunities to prepare academically for the four-year college experience. [It would seem that many S-As go to community college in the first place because they are academically unprepared (exception may be some baseball players who want draft flexibility); if they have not gotten "academically prepared" after two (or so) years at the community college, will they ever?]

(b) No competition is allowed during year of academic readiness; student-athlete could practice and receive athletically related financial aid.

(c) Eligibility for use of the year of academic readiness would be status as a nonqualifier. Student-athlete would be required to register with the NCAA Eligibility Center and be certified as a nonqualifier.

(d) The year must occur at a two-year college(s).

(e) A student's NCAA "clock" would not start for purposes of progress-toward-degree and five-year period of eligibility until after year of academic readiness. [this is unclear. The clocked started when the S-As initially enrolled full-time. Perhaps this is to mean that the clock "stops" during this year of residence? I have two huge issues with this: 1) if the clock is stopped, the student-athletes could stockpile credits during that year toward PTD; and 2) I don't want to see anyone, in essence, be given a 6 year clock, which this could do. Two years at JUCO, one year of readiness, one year of redshirt, and two years of play – that's six years. I am much more receptive to stoppage of the clock for PTD purposes than I am for eligibility purposes.]

(f) Students must attend a two-year college(s) full time for five full-time semesters/seven quarters prior to transfer to the Division I institution. [why? If the student can graduate in four semesters, why must he or she stay? Let's do more math. Student is at JUCO for five semesters (assuming summers don't count), then two regular semesters during the year of readiness, then two more regular semesters during a redshirt year, and then four more regular semesters of competition – that's 13 semesters in college full-time, 6 ½ years. That's too long. Should this student even be in college, let alone participate in athletics?]

(g) On enrollment at an NCAA institution the student-athlete will have two seasons of competition, extenuating circumstances (e.g., injury) could be considered in a waiver process. [this seems to contradict "e" above, unless I'm missing something]

(h) Year must be used during initial year of collegiate enrollment at whatever point that occurs.

(i) Current NCAA rules remain in place related to time between high school graduation and enrollment at two-year institution (e.g., amateurism rules).

(j) Three years of enrollment must be consecutive and existing exceptions would continue (i.e., military service, peace corp, church mission).

(k) NCAA Eligibility Center would provide tracking. Student-athlete and two-year college would be required to acknowledge use of year of academic readiness during initial year of enrollment at the two-year institution.

(l) Recruiting regulations would be delayed a year and thus in-person contact could not occur until the third year of enrollment at a two-year institution [so not matter how well a student does at JUCO, he or she stays at least 2 ½ years and can't get recruited until that last semester? Not sure a delay in recruitment is necessary]. The cabinet did forward this issue to the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet for input.

(m) Student-athletes could receive six years of athletically related financial aid within a seven year period if using the year of academic readiness [seems a bit excessive – I could live with six years of aid – with three coming after transfer from JUCO]. The cabinet did forward this issue to the NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet for input.

(n) Year of academic readiness will not be considered a denied participation opportunity for purposes of a five year clock extension request.

(o) Year of academic readiness and five semesters or seven quarters of enrollment at a two-year college may occur at multiple two-year colleges.

The cabinet recommends that all changes to these regulations be effective for student-athletes initially enrolling full time at a collegiate institution on or after August 1, 2013.

FARA Feedback –

2-4 Transfer Academic Requirements

FARA Executive Committee Response to Academic Cabinet

The Executive Committee of FARA first held a discussion of the proposals to enhance the academic success of 2-4 transfer student-athletes at the NCAA Convention in San Antonio in January. We continued this discussion at our Spring planning meeting in Indianapolis. This represents a synopsis of our perspectives on this important issue.

First, we consider that the Academic Cabinet is making positive strides in addressing the 2-4 transfer issue. It is evident that constructive measures are needed to improve the academic fortunes of these student-athletes. We understand that legislative proposals will be forthcoming in the 2011-12 cycle and are fully supportive. In that light, we offer the following comments and suggestions.

At the recent meeting of the Academic Cabinet, the required GPA standard, previously discussed to be raised from 2.00 to 2.50, was reduced to 2.25. The FARA Executive Committee questions this reduction. We understand that a concurrent reduction in the number of transferable PE activity credit hours for all sports beyond men's basketball may adversely impact the GPA of some 2-year-college student-athletes although this effect is not well known. A counterpoint to this claim is that, from the 4-year institution's perspective, the GPA of the 2-year student-athlete is inflated by high grades in PE courses, and this GPA inflation is shown by a more significant drop in GPA at the 4-year institution. We also note that many Division I institutions already limit or disallow PE credit hours for transfer students.

The norm for 2-4 transfer students to our institutions (all students including student-athletes), is a significant drop in GPA when compared to their record at the 2-year college. We contend that, if the standard is raised, whether to 2.25 or 2.5, potential transfer student-athletes will strive to achieve that standard, and the higher of the two ensures a higher rate of academic success at Division I institutions. So, we support the earlier proposal of a 2.5 standard for 2-4 transfer student-athletes to be eligible for competition in their first year at a Division I institution. It may make sense to use 2.25 as a transitional standard for one or two years before moving to 2.5. NCAA data show that a reducing trend in first-year-after-transfer "0-for-2"s begins at a threshold of 2.4, and, as that threshold is raised to 2.5 and above, the downward trend in "0-for-2"s is sustained. The onset of this trend does not occur at 2.25.

The FARA Executive Committee also supports the extension of the limit on the number of transferable PE activity credit hours to all sports from its current application only to men's basketball. Consistency is called for with this rule. We also agree that the requirement of a transferable science class is appropriate and understand from research data that a great percentage of recent transfers already satisfy this requirement.

To facilitate access, an earned GPA of 2.0 would be sufficient for athletically-related aid in the year of transfer, but not competition. Of course, practice participation would be allowed.

It is our position that the *year in readiness* concept has merit but also brings problematic aspects. We believe that the concept should be pursued but that more study and consideration are required. We question the size of the student-athlete population for whom this option will be attractive. Limiting competition for participants to two years at the Division I level will make the year-in-readiness option

less attractive. In addition to considering how coaches would use this rule to recruit, one should also consider the repercussions on the student athlete.

Criteria should be established for participation in the year-in-readiness program. We question whether any non-qualifier student-athlete who does not compete in the first year at a junior college, either due to a coach's decision, injury or some other reason, should have the ability to designate that a year in readiness. Or, should some *a priori* action be required of the student-athlete to designate that year as such? Would this action be registered with the NCAA Eligibility Center?

There should be some way to limit the program to students who demonstrate commitment to succeed academically and graduate from a 4-year institution but who have left high school unprepared for the rigors of college and are in need of remedial academic work.

A student who has spent five or more semesters at a 2-year school will be very limited in their choice of majors at the 4-year institution, and we must consider that achieving progress toward degree standards subsequent to transfer may be difficult, along with immediate enrollment in upper-division courses. The fact that these students are enrolled in a major not due to interest but rather eligibility can be a primary reason why she or he does not graduate.

We also believe there should be some expectation of academic progress during the year in readiness. Some standard should be established for the credit hours passed and the GPA achieved during this year.

The FARA Executive Committee appreciates the opportunity to communicate its thoughts and suggestions regarding this important issue to the NCAA Academic Cabinet.

This document was prepared by FARA Executive Committee members Scott Benson and David Clough on March 18, 2011, and approved, as amended, by vote of the Executive Committee on March 19, 2011.

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ATTN: Jennifer Strawley, Academic and Membership Affairs
RE: Academic Cabinet Feedback: Two-Year College Transfer Concepts

Jennifer,

Thank you for the inclusion of the National Association for Athletics Compliance (NAAC) in the second round of discussion of 2-4 Transfer Concepts. I hope the feedback provided by NAAC was of assistance in further developing these concepts. As with the original discussion document provided by the NAAC Legislation and Governance Committee, several points of consideration were discussed on a recent conference call. Of the concepts listed in the discussion document a few concerns remained. The primary concern was of the practical application of the "Year of Academic Readiness" on the impact on the recruiting calendar, current five-year clock model, and application only at two-year institutions.

I have included an updated listed of comments and questions from committee members concerning the discussion document.

Concerning the Academic Adjustments

- Several committee members continued to express concern regarding the definition of Science Credit as it relates to transfer credits. Specifically, would this be limited to Life and Physical Sciences; Biology, Chemistry, etc.?

Year of Academic Readiness

- Could prospective student-athletes be "encouraged" to pursue non-qualifier status (by failing to submit academic credentials, test scores, etc.) to the Eligibility Center to allow for more time at the two-year college and preparation for transferring to a four-year institution, by coaches, parents, etc.?
- What would the timeframe for declaration of the "Year of Academic Readiness" be for a PSA? Would it need to be declared prior to participation in athletics at the two-year college, or prior to the start of the academic year?
- What impact would this legislation have on a prospect who enrolls part-time in a two-year college for a semester before becoming full-time at the two-year college, or an individual who delays enrollment for a year after high school graduation (perhaps while trying unsuccessfully to raise a test score)? Can the prospect still take advantage of the "Year in Academic Readiness?"
- Several members of the committee voiced concern of the ability to only use a "Year of Academic Readiness" at a two year college. These members believed their own institutions can offer a much better level of academic support and preparation than most two-year colleges and it would provide for ease in tracking on the declaration of a "Year of Academic Readiness".

Some of the comments and questions reflected above were voiced by only a few members of the committee and do not speak for NAAC as a whole, but were included in this document to make sure all areas of discussion were forwarded to the committee.

Please feel free to contact me should you have any questions about the comments mentioned above or desire any additional input from NAAC. By working together, I believe we can be a resource for the membership of both NAAC and the NCAA.

Sincerely,

Mike Hagen
Legislation Subcommittee Chair
NAAC Legislation and Governance Committee

cc: NAAC Board of Directors
NAAC Legislation & Governance Committee

Two-Year College Transfer Proposed Eligibility Model
Feedback from Two-Year College Community, Member Institutions and Affiliated Organizations

Supplemental

Four-year Community Feedback:

From: Elaine O Wise [mailto:elaine.wise@louisville.edu]
Sent: Thursday, June 02, 2011 8:17 AM
To: Strawley, Jennifer; Brian Warcup
Cc: Joseph DAntonio; Kate Hickey; Tom Stephens
Subject: Re: 2-4 Transfer Concepts Feedback

Brian,

Thank you for your feedback on the 2/4 transfer proposals which we will be discussing at the Academic Cabinet meetings later this month.
Does Rutgers have remedial courses? Our problem in D1 is that many institutions no longer offer remedial courses. They have relegated these to junior colleges.

While our liaison from the EC suggested they would be able to handle the load, your point is well taken!

From: Brian Warcup [mailto:bwarcup@scarletknights.com]
Sent: Wednesday, June 01, 2011 2:51 PM
To: Strawley, Jennifer
Cc: Joseph DAntonio; elaine.wise@louisville.edu; Tom Stephens; Kate Hickey
Subject: 2-4 Transfer Concepts Feedback

Jenn,
At Rutgers we discussed the 2-4 transfer concepts in two of our rules education meetings with the academic advisors and the general consensus was that the academic year of readiness would be better served in residence at the four-year institution. Currently, NCAA research shows that two-year transfer student-athletes are generally not proving to be successful after two years at the junior college level, so we do not believe an additional year there would serve them well. These student-athletes would benefit a great deal more from being engrossed in the culture and academic support structure that is generally provided at four-year institutions.

I personally also have concerns with the requirement that these student-athletes be certified as nonqualifiers and report to the Eligibility Center that they will be using the academic year of readiness. Currently, student-athletes who are transferring from junior colleges have either not registered or not received a final certification from the Eligibility Center. This seems like it would add to the workload of the Eligibility Center in order to get to final certifications on a significant number of junior college student-athletes, in turn leading to a delay in the certification for student-athletes enrolling at four-year institutions. We need to get our student-athletes to a final certified decision before bringing them to campus due to the Big East Nonqualifier Policy so any delay or extra workload pushed onto the Eligibility

Center should be met by an increase in staff or some other strategy to ensure that our enrolling student-athletes are not adversely affected by this policy change.

If you would like to discuss any of this further or would like any clarification, please let me know.

Thanks,
Brian

Brian Warcup
Director of Eligibility Services
Rutgers University Athletics
Louis Brown Athletic Center
83 Rockafeller Road
Piscataway, NJ 08854
P: 732.445.8339
F: 732.445.8616

From: Joseph P Luckey (jluckey) [mailto:jluckey@memphis.edu]
Sent: Monday, May 16, 2011 09:15 AM
To: Strawley, Jennifer
Cc: Byrd, Bart (Bart_Byrd@baylor.edu) <Bart_Byrd@baylor.edu>; Gurney, Gerald S. (ggurney@ou.edu) <ggurney@ou.edu>
Subject: Here is N4A Feedback as requested

Feedback from NCAA per call on April 14, 2011

N4A appreciates its ability to comment on issues impacting academic reform. On the April 14, 2011 call, NCAA staff updated the N4A Board of Directors regarding two-year legislation…

…

· In respect to two-year legislation, N4A reiterates its position of increasing academic standards for two-year college transfers by increasing the transfer GPA to 2.5, and the reduction of PE electives to two hours (unless approved through PE major).

· The N4A would also ask the Academic Cabinet to discuss the option of a "Year of Transition" versus the "Year of Readiness" proposed currently. The N4A understands the necessity to emphasize remedial education at the two-year college level. However, the ultimate destination for the students is at the four-year college level. N4A feels the "Year of Transition" would serve more of a academic purpose as it would allow:

o students to focus on academics during the transition year,

o students could use the year to meet 40% or 60% (whichever is applicable to them as a two-year or three-year transfer),

o students could explore more options for degree programs (reduce clustering),

o students could take less hours in the transition year to cope with the transition from lower level courses to upper level major courses on the four-year campus, and

o ultimately it helps set the path for graduation for the students from the four-year college.

Two-year Community Feedback:

Original Message-----
From: Kelly, Michael (Athletics) [mailto:mkelly@monroecc.edu]
Sent: Wednesday, June 01, 2011 6:36 PM
To: Dickman, Diane
Subject: FW: NJCAA to NCAA transfer feedback

From: **Kelly, Michael (Athletics)**
Sent: Wednesday, June 01, 2011 6:34 PM
To: jstrawley@ncaa.org; ddicckman@ncaa.org
Cc: meleicht@njcaa.org
Subject: NJCAA to NCAA transfer feedback

Diane and Jennifer,

I'm sorry for getting back to you so late on this topic.

I've looked over the draft and feel it is very accurate and would enhance not only the NJCAA but the NCAA as well. Im all for the increase in grade point average, i believe this will keep students more focused in the classroom and will also increase their ability to transfer to Division I Institutions.

The year of academic readiness is a great idea. I was in a meeting last year in Salt Lake City, at the N4A convention when this idea arose. We talked about the possibility of all 13 general principles. Dealing with many athletes who are talented enough to play at the Division I level, but never have the opportunity because they start so behind, the year of academic readiness will allow them to achieve both there academic and athletic goals.

I will be in Dallas tomorrow at the N4A convention for the weekend, Im not sure if you will be in attendance, but would love to meet and discuss this topic if you would like. I would also be willing to help out on any committees, or any way you would need.

Thank you,

Michael Kelly
Academic Advisor for Athletes
Monroe Community College
mkelly@monroecc.edu
585-727-3444 cell
585-292-2841 office

Date: May 31, 2011

To: NCAA Division I Academic Council

From: Bruce Oates, Director

Athletics and Registrar Services

On behalf of the NJCAA Region IV Athletic Directors

Subject: NCAA Academic Reform Efforts-Two-Year College Transfer Requirements

On February 24, 2011, the NCAA Division I Academic Council released updated recommendations for changes in eligibility rules for community college student athletes transferring to NCAA Division I schools. .

As outlined by the NCAA Division I Academic Council, there are three recommended changes:

1. Increase the transfer Grade Point Average (GPA) from 2.000 to 2.250.
2. Limit the number of Physical Education activity course transfer credits to 2.0 credit hours.
3. Modify the number of core course credit hours from 6.0 credit hours of English and 3.0 credit hours of Math to include an addition of 3.0 credit hours of Science

This differs from the previous set of recommendations that outlined five changes in transfer requirements. Those requirements had the above three recommendations, with the modification in transfer GPA, as well as the following two requirements:

1. Eliminate full time semester status requirement.
2. Limit the total number of summer transfer credit hours to 18 with a limit of nine credit hours the summer term prior to transfer.

Based upon the updated recommendations, we understand the NCAA Division I Academic Council has eliminated these two changes.

In addition to these recommended changes, the NCAA Division I Academic Council proposed the creation of a “Year of Readiness”. This would allow students who test into developmental courses to attend their first year of college before starting their “NCAA Clock” to have four years of playing eligibility in five years.

Recommendation Response

After consideration and discussion of these recommendations, The NJCAA Region IV Athletic Directors do not support the changes in transfer guidelines as outlined by the NCAA Division I Academic Council.

This decision is due to the recommendation to increase the transfer grade point average and the proposed requirements associated with the implementation of the "Year of Readiness" option. The concerns are:

- Increase transfer GPA from 2.000 to 2.250.

1. The change is an eligibility double standard. Native students are only required to maintain a 2.000 GPA in order to maintain athletic eligibility while a transfer student will have to achieve a 2.250 GPA in order to attain the same status.

2. Increasing the transfer GPA requirement will disadvantage students these recommendations were intended to help. As academically under prepared students transition from high school to college, their initial year of school can be difficult. Grades earned during this transition could make attainment of the 2.250 cumulative GPA virtually impossible.

3. This change would essentially make a "C" grade, generally considered a successful passing grade for a class, equivalent to a "D" or failing grade in calculating the GPA. Math and science courses typically carry four credit hours and tend to be the most difficult. A "C" grade in these courses would skew the student's GPA downward.

4. NCAA D I athletes typically receive scholarships that may include tuition and fees, housing allowance and books while community college athletes receive partial or no scholarships. Many of our student athletes have to work 15 – 30 hours per week in addition to academics, commuting time, and team activities to pay for their education.

5. Most community colleges do not have Athletic Academic Advisors or dedicated team tutors to assist students in their academic pursuits. Many coaches are part-time staff with careers outside the college resulting in limited direct student contact outside of regular season activities.

6. At community colleges, senior colleges and universities, the attainment of a 2.000 GPA places a student in "Good Academic Standing", a basic institutional graduation requirement. These same students, having earned an associate's degree, would be ineligible to participate in athletics at a NCAA Division I school while being academically admitted to that same school.

Recommendation: We do not support the recommendation to change the transfer GPA requirements. Use of the cumulative GPA reflects the entire student career, even early terms when the student may be completing development course sequences and are most likely to earn their lowest grades. Use of the GPA from their last 30 credit hours of enrollment may provide a more substantive and accurate prediction of student success.

We concur with recommendations two and three and believe these would enhance the academic success of community college transfer students at the NCAA Division I level.

The mission of the community college is to provide education to all, regardless of their academic preparation and skill level. We are the front line of higher education and provide quality education to people that may not otherwise have access to that opportunity. These recommended transfer rules are contrary to this mission.

Year of Readiness

In general, we are supportive of the "Year of Readiness" recommendation. Many students who enter community colleges and test into developmental English and Math courses face a difficult road from their first term to graduation and transfer. As open enrollment institutions, we become the primary educators for students unprepared for higher education. This situation makes the work of our colleges difficult while our students struggle to learn the most basic concepts of reading, writing, and math. A struggle that can, at times, take a year or longer to overcome and to have the student fully prepared for a robust college curriculum.

Though we are supportive of the concept of the "Year of Readiness," we are concerned with the implementation of this program. The specific concerns are:

1. Requiring utilization of the "Year of Readiness" in the first year of college enrollment places an undue burden on the colleges and the students. The entire student recruiting process and the initial work to begin their college careers must be reinvented to effectively implement and manage this option.

    a. During the recruiting process, coaches will need to determine which students are potential NCAA Division I players before the student even joins a team for practice. This is especially true for fall sports. By making this early assessment for the "Year of Readiness", any player whose skill level could or would improve to DI level through practice and participation would be penalized by the loss of this option.

    b. Completion of academic assessment, placement testing, advising, and counseling will now have to complete earlier in the summer, or even late spring, in order to determine a student's eligibility for the "Year of Readiness."

c. Referring a student athlete to the "Year of Readiness" and the concept of postponing their athletic participation for a year will be difficult. The difficulty of this discussion with the student and their parent/guardian is two-fold: telling them about their need for developmental coursework and having them sit out their first year of competitive participation. These individuals thrive on the competition of their sport or sports. It may cause students to make impulsive, and ultimately damaging, decisions about college attendance.

d. Some community college athletic programs coaches may not implement or utilize the "Year of Readiness." To state it bluntly, some coaches and programs that tell students they do not need this program and allow them to compete immediately in order to gain a competitive advantage over other area schools and programs.

2. This will create additional team costs for athletic departments and colleges because of the need to carry a three-year roster for each team. Specifically:

   a. Colleges will have to underwrite an additional year of athletic scholarships for "Year of Readiness" students.

   b. Fund additional assessment, advising and counseling services.

   c. Purchase additional equipment and uniforms for expanded team rosters.

   d. Fund other costs associated with a larger team rosters.

   Unlike many NCAA programs, NJCAA athletic programs do not generate significant, if any, income. In reality, athletic programs are cost centers at the community college operated on the good will of the college and the belief that athletics is part of the total student life experience and an opportunity to reach out to underserved populations within our communities.

3. Current NJCAA rules and procedures limit the number of athletic scholarships awarded within the academic year. This limit is based upon two-year eligibility. To accommodate this additional year, these rules will need to be changed and the number of annual scholarships increased.

Recommendation: Based upon the questions asked in the earlier NCAA Division I Academic Council transfer recommendation document, the NJCAA Region IV Athletic Directors suggest the following:

1. “Year of Readiness” participant selection criteria.

    a. Any method for the identification of students to qualify for the “Year of Readiness” must be consistent amongst all NJCAA schools and based upon a nationally recognized set of standards.

    b. The ACT or SAT standardized test would provide a consistent measurement of student achievement and preparation. Student eligibility for the “Year of Readiness” could be determined by utilizing the Composite Score in conjunction with the English and Math subset scores.

    c. All students granted a Learning Disability Hardship would be eligible for this program.

    d. Use of the “Qualifier” or “Non-Qualifier” status is inconsistent. Not all high school student athletes apply to the NCAA Clearinghouse.

2. Scholarship implications.

    a. Please refer to prior comments in this document for initial comment.

    b. A review of federal and state Financial Aid regulations should be completed to determine the effect, if any, of a mandatory third year of enrollment on their financial aid eligibility.

    c. Consideration should also be given to students who do not receive traditional financial aid but participate in alternative programs including Veteran’s Assistance, State Guardianship and other similar programs.

3. Program use by student athletes.

    a. Yes, students could and would utilize the “Year of Readiness” option. Unfortunately, the present recommendation of requiring the year of readiness as the first year of college enrollment limits the usefulness of the program.

b. Modifying the "Year of Readiness" program to allow students to apply this additional year in either the first or the second year of enrollment at the community college would increase participation and, ultimately, increase the student's academic success.

   Amongst the NJCAA Region IV member schools, past practice demonstrates that students are more successful, academically and athletically, when sitting out participation during their second year of enrollment and continuing their playing career during the third year. This strategy allows the student to be part of the college and the program through participation with a team. With this experience, they are more likely to persist at the school with both an academic and athletic goal for the second and third year.

c. The use of the second year as the "Year of Readiness" also allows the college and the student to develop a realistic academic success plan based upon their progress in developmental courses during the first year. This type of fact-based plan cannot be developed before the student is enrolled, as the current recommendation would mandate.

4. Developmental curriculum availability.

   a. Dependent upon the level of a student's academic readiness, no. Students who enter into developmental english and math programs can take up to two years to complete the course sequence. Then, once the student has entered into the college level course work, it can take another year or longer to complete the course sequences necessary for graduation.

   b. Developmental courses are only a portion of the "Year of Readiness" program. All students in an open enrollment institution, including student athletes, struggle with the transition from high school to college. For students who must complete the developmental English and Math sequence, this transition can be even more difficult. Even while they complete the developmental work, they must enroll and complete course work for which they are not adequately prepared.

   c. Developmental education programs differ from institution to institution within testing/placement procedures and course sequencing. For some schools, a single course three credit hour sequence could equate to a three-course sequence of between 9 and 12 credit hours.

5. Unintended consequences of the program.

a. These initial recommendations affect students transferring to NCAA Division I institutions. We are concerned that Division II and Division III schools as well as NAIA schools will adopt these proposed changes in transfer rules.

b. Designating students to the "Year of Readiness" in their first year of enrollment may only reinforce a negative self-image for the student toward school. Effectively, you are telling the student they are good enough to play at a high level…just not smart enough….even before they complete a class.

c. In the same vein, you are then telling other athletes that their playing ability is not NCAA Division I level thus negatively affecting their own self-image and confidence.

We appreciate the opportunity to respond to and address the recommendations of the NCAA Academic Council. It is our hope that the NCAA Division I Academic Council will accept and consider our feedback. We also want to see our students achieve success at the NCAA level and in their lives.

If you have any questions or need any additional information, please contact Bruce Oates, Director of Athletics and Registrar Services at Oakton Community College. Contact information is telephone at (847)635-1754 or e-mail at boates@oakton.edu.

cc: NJCAA Region IV Athletic Directors

NJCAA Region IV President

Two-Year College Transfer Proposed Amended Eligibility Model
Feedback Received During Round Table Discussions at NCAA Regional Rule Seminars

***GPA Increase*:**

Comments
2.0 - 2.5 is often used to identify at-risk student-athletes. A 2.5 seems to make more sense.
2-4 transfers with only a 2.0 grade-point average almost never graduate. Higher grade-point average the better if we want them to graduate.
If going down from 2.5 just use 2.3 instead of 2.25
Generally supportive of increase grade-point average, but increased standard will discourage attendance at two-year institutions; concern if initial-eligibility standard remains at 2.0 and this moves up (initial eligibility and 2-4 grade-point average standard should be consistent).
Some institutions noted potential impact on overall enrollment; standard above institutional minimum.
Consider examining an increased grade-point average in core academic credit rather than using a transferable grade-point average; establish broader core curriculum and require 2.5 grade-point average in that core curriculum.

***Physical Education Course Limits*:**

Comments
General support for limit of physical education courses.
Concern that this component will drive student-athletes toward degrees that allow for exception. Should exception continue? Does it create unintended consequences and should even physical education majors require core academic credit?
Opportunity to eliminate confusion by specifically clarifying impact on transferable grade-point average and/or education.
Physical education theory courses are also a problem and these are not considered activity courses. Change does not address baseball statistics class or coaching theory.

***Science Core Requirement*:**

Comments
General support for what is proposed, including reiterated support of math and English core requirements.
Questions about specifics of what science can be used to meet requirement. Noted need to define and educate appropriately and opportunity to eliminate general confusion regarding application of current core requirements. Does it need to be a lab, can it be social science?
May want to consider prescribing must be a lab science as these are generally more likely to transfer in as lab science.
May want to increase core requirements to something akin to high school core and look at tying grade-point average to those courses. Require minimum grade-point average in core courses.
Second transferable English is difficult to get at some institutions.
Should 2-4 transfers be able to be concurrently enrolled at a four year institution while still attempting to meet core-course transfer requirements (e.g., taking online English course to be placed on two-year transcript) or should there be a specific legislative prohibition

similar to the one regarding initial-eligibility (bylaw 14.3.1.2.1.1.1)?

Year of Academic Readiness:

Comments
Some general support for the concept but still concerned regarding implementation.
How would use of the year of academic readiness impact declaration of degree?
How many student-athletes will actually use this; some skepticism regarding coaches desire to push the concept.
Seems complicated for prospective student-athlete to learn about this so can take advantage… who will tell them this is an option? How will prospective student-athletes be educated about year of academic readiness?
How does the addition of this year where FT but not on clock impact various reporting – academic progress rate, Graduation Success Rate, Federal Graduation Rate?
Is there an impact on availability of Federal Aid based on applicable federal guidelines/progress rules?
Continued support for some type of opportunity to provide at four year institution either out of high school or transitional. Belief that nonqualifiers coming out of high school appear to do better on their campus than two-year campus
Does allowing student-athlete to transfer after two years and it just revert clock back create a loophole? Should there be a penalty if opt into the year and then transfer before completing five semesters?
Concern about application from a compliance standpoint.

General:

Comments
Education will be key post implementation. Previous changes have resulted in confusion as to application in the membership. Further changes should serve as another opportunity for education, not only on new standards, but also to eliminate current confusion regarding transfer requirements (transferable credits generally) versus progress-toward-degree requirements (specific to a designated degree program) as well as current confusion as to appropriate implementation of current transferable core and impact of physical education activity limits.
Institutions only have been forwarding data for limited time; may want to hold off until another year of data to validate current understanding.
Need to specifically identify which increased standards apply to 4-2-4 qualifiers and 4-2-4 nonqualifiers.
Concern expressed about number of two-year institutions student-athletes are attending. Concepts do not address attendance at multiple two-year institutions.

SUPPLEMENT NO. 22

Discussions Regarding 2-4 Transfer Concepts

Issue Raised	Points to Consider
What is the appropriate grade-point average for 2-4 transfers? • Academic Cabinet had originally set standard at 2.5. • Adjusted grade-point average in February to 2.25. **Issue for Academic Cabinet Resolution:** Where should the legislative recommendation be for increased grade-point average (2.25, 2.3, 2.5)?	1. Academic Cabinet heard concern in February that 2.5 is too high. • Two-year community was greatly concerned that moving to 2.5 was too big of a jump. • Some in NCAA membership also agreed that 2.5 was too high. • Concern setting grade-point average at different standard than set for non 2-4 transfers. 2. Concern that 2.5 is too high given all the other changes. • Unsure of impact of limit of physical education credits. • Don't have data to fully understand impact of limit of physical education credits on grade-point average. 3. Why 2.25? Does it make sense to go out a second decimal or should we just say 2.3? • Some have raised issue, that for consistency of how grade-point average is viewed, we should use 2.3 instead of 2.25. • Limited change in impact between 2.25 and 2.3. 4. Feedback from NCAA membership after February meeting resoundingly supported increase to 2.5. • Data indicates would need to actually go higher for outcomes of two-year student-athletes to more closely mirror nontransfers and 4-4 transfers. • Consider in context with increase to grade-point average in initial eligibility, be consistent with grade-point averages. 5. Which grade-point average will best predict the academic success desired?

Issue Raised	Points to Consider
Should year of readiness be permitted to be allowed at four-year institution? • Cabinet has previously determined that year must occur during initial year of enrollment at two-year institution. **Issue for Academic Cabinet Resolution:** Should the legislation put forward by the cabinet permit a student-athlete to serve the year of academic readiness upon enrollment at the four-year institution?	1. Are four-year institutions in a better position to support academic needs of at-risk student-athletes? • Better resources. • Assist with specific needs of major and or institution. 2. How would this be applied? This would require suspending the clock in the middle of a student-athlete's five-year period of eligibility. • Potential competitive advantages of allowing clock to be suspended while student-athlete serves year of readiness after completion of two years at a two-year institution. • Complicated in application. o If student-athlete needs academic support to prepare for college, is this best to occur early in college career? 3. If concept should be considered at four-year institution, is it better to be considered as part of initial-eligibility recommendations? 4. If student-athlete does not meet 2-4 transfer requirements, could serve transfer year in residence and if meet progress-toward-degree requirements, could participate. Would just not suspend clock, but if spend two years at the two-year institution would still have three years on clock at the four-year institution. 5. There are general concerns regarding the academic rigor of some two-year institutions and the resources available at two-year institutions to adequate address the underprepared student-athletes.

Issue Raised	Points to Consider
Should the recommendations be put forward as separate legislative proposals for consideration by the Division I membership or as a package as previously recommended by the cabinet? **Issue for Cabinet Resolution:** Put forward one package of proposals or put forward increased standards and year of academic readiness as two separate legislative proposals.	1. The year of readiness provides an opportunity for student-athletes who are academically underprepared to meet transfer standards. Tying to increased standards provides greater opportunity for student-athletes to meet the increased standards. 2. General NCAA membership consensus appears to be separating the proposals. There is general support for the increased standards; the year of readiness has more mixed reviews. 3. If the cabinet puts forward as a package, the package will likely be separated by the membership. Might this lead to increased amendments to the proposals? If the cabinet puts forward as separate proposals and explains the significance of thinking about each one in the context of the other, does this increase understanding regarding proposals? 4. If put year of readiness forward as a separate proposal, does the importance of the need for the year with increased standards become less evident?

Issue Raised	Points to Consider
Should the cabinet consider amending the physical education limit to include physical education majors? **Issue for Cabinet Resolution:** Amend the concept to include a limit on physical education activity courses for all two-year college transfers.	1. Concerns have been raised about the potential loop hole for student-athletes to be physical education majors to continue transferring large numbers of physical education activity courses. 2. Will this add to major clustering issues and drive institutions to put two-year transfers into physical education majors to meet transfer standards? 3. Legislation still allows for transfer of physical education courses that are academic courses; this would only limit activity courses. 4. Will limiting physical education activity courses for student-athletes who can use toward graduation and legitimately want to major in physical education disadvantage these student-athletes? 5. Current legislation provides for this exception for men's basketball; cabinet would be recommending change for men's basketball too.

NCAA Division I Academic Cabinet
Proposed Changes to Two-Year College Transfer Requirements
In Relation to Current Bylaws

Introduction.

The following document is intended to summarize the September 2010 changes proposed by the NCAA Division I Academic Cabinet to the current two-year college transfer requirements (as amended February 2011) and indicate the proposed impacts of those changes on current bylaws outside of the transfer regulations, as well as other transfer provisions, as resolved by the Academic Cabinet during its February 2011 in-person meeting. Additional resolved impacts based on previous cabinet discussion to be confirmed during the June 2011 in-person meeting are also included as highlighted. Finally, sections regarding the proposed appellate opportunity for waivers and resolved impacts based on previous discussion to be confirmed during the cabinet's June 2011 in-person meeting, as highlighted, are also included.

Proposed Changes to 2-4 Transfer Student Academic Requirements.

For Student-Athletes Who Are Qualifiers.

1. Increase transferable grade-point-average requirement from the current 2.000 to 2.25.

2. Expand NCAA Division I Bylaw 14.5.4.1.2 (men's basketball limitation of two hours of physical education activity courses) to all sports. A similar exception will exist for student-athletes pursuing a physical education degree program or a degree program in education that requires physical education activity courses.

3. All other 2-4 transfer regulations for qualifiers would remain in place. This includes the student having spent at least one full-time term at the two-year college [Bylaw 14.5.4.1-(a)] and satisfactorily completing an average of at least 12 semester or quarter hours of transferable-degree credit [Bylaw 14.5.4.1-(c)] per term.

For Student-Athletes Who Are Nonqualifiers.

1. Increase transferrable grade-point-average requirement from the current 2.000 to 2.25 for competition purposes only. Athletics aid and practice may be provided for student-athletes who achieve the current 2.000 transferable grade-point average and meet all other requirements noted in Item Nos. 2 through 5.

2. Require completion of the following transferable core curriculum at the two-year institution: six credits of English, three credits of math and three credits of science. This adds three credits of science to the current core requirement [Bylaw 14.5.4.2-(b)].

3. Expand Bylaw 14.5.4.1.2 (men's basketball limitation of two hours of physical education activity courses) to all sports. A similar exception will exist of student-athletes pursuing

a physical education degree program or a degree program in education that requires physical education activity courses.

4. Continue to require the following: three-semester/four-quarter attendance requirement [Bylaw 14.5.4.2-(c)]; completion of 48-semester or 72-quarter hours of transferrable degree credit [Bylaw 14.5.4.2-(b)]; limitation on the use of hours earned during the summer terms (Bylaw 14.5.4.2.1); completion of an Associate of Arts degree from the two-year institution [Bylaw 14.5.4.2-(a)].

Currently Resolved Impacts.

Impact No. 1.

Should a student-athlete be required to meet percentage of degree at the time of transfer, if the student-athlete is subject to the requirements based on full-time terms of enrollment?

Analysis.

The proposed increased academic standards do not impact the current application of the progress-toward-degree legislation. Therefore, a student-athlete may meet the 2-4 transfer application standards, but not meet applicable progress-toward-degree percentage requirements at the time of transfer. Such a student-athlete, other than a baseball student-athlete, would have the ability to regain eligibility for competition during a subsequent term at the certifying institution instead of serving a year in residence prior to competition. This could result in the student-athlete potentially remaining a semester behind in terms of meeting progress-toward-degree requirements. Further, based on timing of transfer, under current application a thorough academic review regarding progress toward degree may not be undertaken until prior to competition, which may result in issues not being discovered until a point after which it would be difficult to ameliorate any issues discovered relative to subsequent progress-toward-degree requirements (e.g., 60 percent).

However, it is noted that student-athletes, even with timely review of their academic record, could have significant issues relative to determining transferable degree courses relative to potential degrees at four-year institutions to which they are transferring, that may result in not being able to meet applicable percentage of degree requirements at the time of transfer. Therefore, it has been determined by the cabinet that the current application of the progress-toward degree legislation should remain applicable.

Impact No. 2.

Should all of the academic increases for qualifiers be applicable to the 4-2-4 transfer legislation as well?

Analysis.

Noting that the current 4-2-4 transfer legislation has similar transferable credit and grade-point-average components to the current 2-4 transfer legislation, it has been determined by the cabinet that the proposed increases impacting these components under the 2-4 transfer legislation should be extended to the 4-2-4 legislation.

Impact No. 3

Should any aspects of the proposed academic changes be applicable to 4-2-4 transfers who are nonqualifiers?

Analysis.

As noted above, the cabinet has determined that the increased academic standards for qualifiers (transferable grade-point average and limitation of physical education activity courses) be included in the 4-2-4 transfer requirements. Those same academic standards have also been increased for nonqualifiers. Therefore, the grade-point average and the limit on physical education activity courses should also be expanded to 4-2-4 transfer legislation. Additionally, the cabinet has determined that the core curriculum required for nonqualifiers should also be required for 4-2-4 transfer student-athletes. Based on the current 4-2-4 legislation, it would be possible for a nonqualifier to meet 4-2-4 requirements without obtaining any of the foundational English, math or science requirements predictive of academic success currently proposed for 2-4 nonqualifiers. Research has indicated that the vast majority of two-year transfers complete this core curriculum and those who do not lag behind academically. The cabinet further determined, however, that that the core curriculum credits could be completed at either the four-year institution the student-athlete first enrolled or at the two-year institution.

Impact No. 4.

Is application of any other aspects of the 2-4 transfer legislation impacted by the proposed changes (e.g., application provisions, discontinued/nonsponsored sport and two-year nonparticipation exceptions for qualifiers, receipt of need based aid institutional financial aid for nonqualifiers who do not meet the requirements for athletics aid)?

Analysis.

The increased academic standards for qualifiers and nonqualifiers would not have any impact on the other provisions of the bylaw, which deal primarily with application of the standards and impact of not meeting those standards, including additional exceptions for qualifiers only. Therefore, none of the other 2-4 transfer provisions require changes at this time.

Impact No. 5.

Should all references to grade-point average in the exceptions to the 2-4 and 4-2-4 transfer standards [Bylaw 14.5.4.6.1 and 14.5.6.1-(b)] be increased to reflect the new grade-point average requirement?

Analysis.

Grade-point average at the two-year institution is a predictor of academic success at the four-year institution and should be consistent in relation to all aspects of 2-4 and 4-2-4 transfer standards. Therefore, the noted bylaws should reflect the increased grade-point average.

Proposed Year of Academic Readiness for Two-Year College Student-Athletes at Two-Year Institutions.

1. Provides an option for academically underprepared student-athletes who require a longer period of enrollment at the two-year institution in order to be academically prepared for enrollment at an NCAA Division I institution.

2. Occurs during the student-athlete's initial year of college enrollment which for this purpose must occur at a two-year institution.

3. Prohibits competition during the first year of collegiate enrollment at the two-year institution.

4. For such students the start of their five-year clock would be delayed during the first year of enrollment at the two-year institution for the purposes of the five-year period of eligibility and purposes of progress toward degree.

5. How student-athletes would be identified for this option is still undecided.

Currently Resolved Impacts.

Impact No. 1.

The year of academic readiness will delay the start of the five-year period of eligibility for the purposes of the five-year period of eligibility, progress-toward-degree requirements and, as recommended above, recruiting legislation. Regarding the application of all other NCAA requirements, the cabinet determined a student-athlete using the year of academic readiness will

be considered an enrolled student-athlete. This includes meeting initial-eligibility requirements (e.g., test score time limitation), amateurism, delayed enrollment, and outside competition legislation.

Analysis.

While the year of academic readiness is designed to delay the beginning of the five-year period of eligibility and progress-toward-degree percentage triggers, it is not intended to provide for additional exceptions to amateurism, delayed enrollment, outside competition, or initial-eligibility legislation. Specifically, the year of academic readiness is intended to provide an academic opportunity for student-athletes who are academically underprepared to focus on establishing a core academic foundation at the college level. Therefore, any core course completed, SAT taken, or ACT taken after enrollment in the year in academic readiness could not be used for purposes of initial-eligibility certification. Additionally, current post-enrollment amateurism regulations and outside competition and delayed enrollment regulations as applicable to currently enrolled two-year student-athletes would remain applicable.

Impact No. 2.

Should a student-athlete be required to begin the year of academic readiness at his or her first opportunity following high school graduation?

Analysis.

Current bylaws allow for a student-athlete to delay collegiate enrollment and engage in noncollegiate amateur competition in their sport for a period of time without impacting seasons of eligibility. In addition, current initial-eligibility certification requirements allow for the completion of an additional core course or courses during the academic year post high school graduation or the completion of additional SAT or ACT tests prior to collegiate enrollment. Although there could be a perceived competitive advantage to delaying collegiate enrollment, if a student-athlete is academically in need of a year of academic readiness, timing of enrollment should not impact use of the year.

Therefore, the cabinet determined that the current delayed enrollment and initial-eligibility requirements remain applicable and that the year of academic readiness could be used on initial full-time enrollment at a collegiate institution, provided initial enrollment is at a two-year institution.

Impact No. 3.

Should a student-athlete be allowed to begin the academic year of readiness at one two-year college and then transfer to a second two-year college and complete the remainder of the three-year obligation at the second institution?

Analysis.

Current 2-4 transfer bylaws allow for the use of terms, credits and degrees from all two-year institutions attended. The only limitation is that at least 25 percent of the credits for a degree must be earned at the conferring institution. The year of academic readiness is designed to provide an academic benefit to student-athletes and not to proscribe their movement to other institutions that may better meet their specific circumstances. Further transfers among two-year institutions should be handled by the two-year community within the parameters of two-year regulations.

Therefore, the cabinet determined that to the extent the student-athlete is not extending the year of academic readiness beyond the first academic year, and meeting all other obligations, it may be completed at more than one two-year institution.

Impact No. 4.

Would a student-athlete who engages in the year of academic readiness be allowed to take advantage of the current exceptions to the five years of eligibility (e.g., active military service) if it interrupts the student-athlete's enrollment at the two-year college?

Analysis.

The intent of the year of academic readiness is to augment and not eliminate the exceptions to the five years of eligibility legislation. Therefore, the other exceptions remain applicable. However, the student-athlete would need to resume the obligations of the year of academic readiness at the point at which the applicable exception tolled the five years of eligibility (e.g., completion of the second semester of the year of academic readiness with no competition).

Impact No. 5.

Would the three years of enrollment in the academic readiness program need to be consecutive?

Analysis.

As noted previously, the intent of the year of academic readiness was to augment and not eliminate the exceptions to the five years of eligibility legislation. However, the program was

not intended to allow for an indefinite tolling of the clock post the initial year of remediation if the student-athlete were to not enroll full time subsequent to the academic year of readiness.

Therefore, the cabinet determined that the three years of enrollment in the academic readiness program be consecutive.

Impact No. 6.

Current bylaws preclude any in-person contact on or off campus with a nonqualifier until he or she has completed an academic year at the two-year college. This includes the preclusion of official and unofficial visits. Should the academic year of readiness be allowed to serve as this first academic year at a two-year college for purposes of in-person contact legislation?

Analysis.

The current bylaw that requires a nonqualifier not to have in-person contact on or off campus until completion of an academic year at the two-year institution was instituted for the student-athlete to immerse himself or herself into the full spectrum of the two-year environment without the intrusive impact of in-person recruiting. Phone contact and evaluations are not precluded, but in-person contact, including campus visits, could be delayed until the student-athlete was in a position to potentially transfer under the current 2-4 transfer provisions. The year of academic readiness is designed to alter this timeline, with the student-athlete immersed primarily in academics during the year in academic readiness, fully immersed in the two-year environment during year two and only able to transfer in fulfillment of the transfer provision after year three.

Therefore, the cabinet determined that in-person recruiting contact shall not be allowed until after completion of the year of academic readiness and a second academic year for student-athletes who engage in the year of academic readiness. The cabinet will seek input from the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet specific to this issue.

Impact No. 7.

Should student-athletes who complete the academic year of readiness be permitted to receive athletics financial aid for six years within seven years of initial full-time enrollment? Should there be a limit regarding the number of years of aid provided at the four-year institution?

Analysis.

Current legislation allows for five years of athletics aid within six years of initial full-time enrollment. With the addition of another year of enrollment associated with the year of academic readiness, and to avoid potential aid issues precluding the use of the year of academic readiness at the two-year institution, the cabinet determined that limits be expanded to allow for the receipt

of six years of athletics aid within seven years of initial full-time enrollment for those student-athletes who complete the academic year of readiness.

Additionally, there is no limit regarding the source of the aid under the current provisions and reasons for additional restriction under the year of academic readiness concept have not been clearly evidenced. Therefore, the cabinet determined no additional limit regarding the number of years of aid provided at the four-year institution is recommended with the increase to six within seven for those student-athletes who complete the year of academic readiness.

Impact No.8.

Would a student-athlete who does not complete the academic year of readiness be able to claim the year as a denied opportunity for the purposes of a clock extension waiver?

Analysis.

Current legislation requires that a student-athlete have more than one lost opportunity and that the lost opportunities must be outside the control of the student-athlete in order to extend the student-athlete's five-years of eligibility. Evaluation of circumstances that may result in a student-athlete failing to complete the obligations of the year in academic readiness would appear to be within the control of the student-athlete. Therefore, the cabinet determined it would not be considered a denied participation opportunity.

Impact No. 9.

Is the academic year of readiness sport specific? May a student-athlete designate the academic year of readiness in one sport and not in another, thus allowing for competition in one sport while maintaining eligibility for the delayed clock in the other?

Analysis.

The 2-4 transfer standards are academic standards and therefore, are not sport specific. All additional aspects of the standards should reflect this as well. Further, allowing for sport-specific designation of the academic year of readiness would result in significant additional monitoring and compliance burden relative to potential multiple applicable eligibility clocks and different applicable recruiting restrictions. Therefore, the cabinet determined the academic year of readiness is available only if the student-athlete does not compete in any sport during the first year.

Proposed Appellate Opportunity for Waivers.

The cabinet noted that the evaluation of two-year college transfer waivers should focus on the academic preparedness of a student-athlete for success at an NCAA member institution. The cabinet recommended that all appeals be heard by an academic governance body. To this end, the cabinet recommended expanding the NCAA Division I Progress-Toward-Degree Wavier Committee from an eight-member body to a 14-member body and dividing the group into two subcommittees; one addressing progress-toward-degree requests and one addressing two-year college transfer requests.

Currently Resolved Impacts.

Impact No. 1.

Who may file a waiver and at what time?

Analysis.

Consistent with other waiver policies and procedures, only an NCAA member institution may file a waiver on behalf of a prospective student-athlete. Also, the ability to seek a waiver at any time prior to or subsequent to enrollment at a member institution will allow for the most flexibility and focus on student-athlete well-being in relation to potential clock impacts and/or the ability for the prospective student-athlete to take advantage of the year of academic year of readiness. Therefore, the cabinet determined that waivers may be filed by NCAA member institutions without restriction as to timing post enrollment at the two-year collegiate institution.

Brief History of NCAA Division I Initial-Eligibility Standards

- 1986 – Implementation of Proposition 48. Minimum 2.0 high school grade-point average in 11 core courses and minimum SAT/ACT required.
- 1995 – 13 core courses required.
- 1996 – Proposition 16. Same minimums as Proposition 48 with an additional sliding-scale requirement that eliminated eligibility for prospective student-athletes low on both grade-point average and test score.
- 2003 –14 core courses required. Minimum test scores eliminated and sliding scale extended. Students with low test scores now eligible if their grade-point average is fairly high. Minimum 2.0 core grade-point average maintained.
- 2008 – 16 core courses required.

NCAA Data Sources

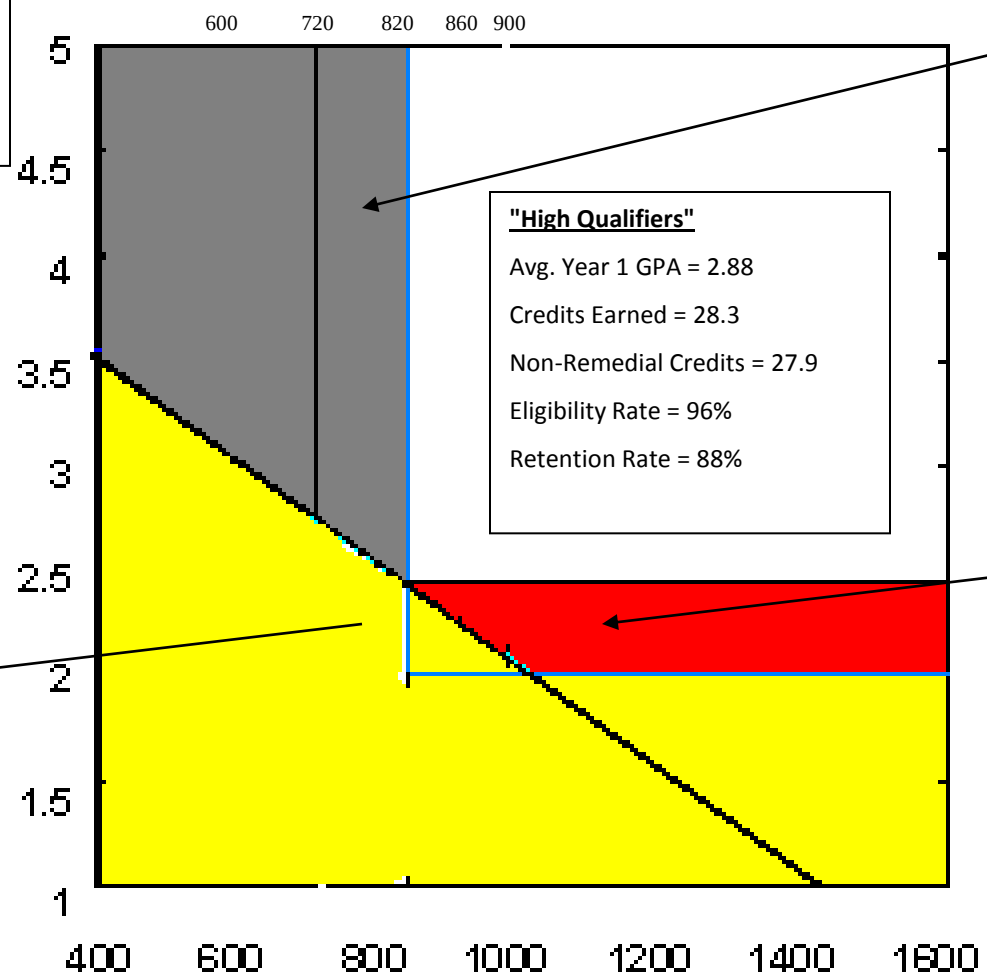
- The primary data sources used by NCAA Research in informing initial-eligibility legislation over the past 15 years include:
  - **Academic Performance Study (APS):** High school and college academic outcomes on 12,000 Division I student-athletes (1984-88 high school graduates). Data also available on several thousand Division II student-athletes.
  - **Initial Eligibility Clearinghouse (IEC)/NCAA Eligibility Center:** High school academic data on more than 1 million prospective student-athletes (1994-present).
  - **Academic Performance Census (APC)**: College academic outcomes of large samples (10k-20k per year) of Division I student-athletes (1994-2002). Some data also available on Division II student-athletes during some of these years.
  - **NCAA Division I Academic Performance Program (APP)/APC)**: Mandated collection of college academic outcomes on all Division I student-athletes (100,000 student-athletes per year; 2003-present).
- Taken together, these databases represent the most comprehensive national collection of data on high school and college academic performance.

Reasons for Review of Initial-Eligibility Standards (Leading to 2003 Rule Changes)

- NCAA committed to reviewing impact of standards.
- Frustrated by lack of predictive validity in using high school variables to predict college graduation.
- More recent data available.
- Board's charge = maximize graduation rates, while minimizing adverse impact.
- 1999 – Board identified academic consultants to assist its evaluation of initial-eligibility standards.

First-Year Academic Performance of Low-Test versus Low-GPA Qualifiers in Division I (2007-08 Division I Freshmen)

FINDINGS:
Initial research has shown that student-athletes who are eligible by the new standards but below the old test cut-score significantly outperformed students with higher test scores and low GPAs (e.g., between 2.0 and 2.5) during their first year in college. (Compare gray area to red area).



"Low Test"
Avg. Year 1 GPA = 2.43
Credits Earned = 26.3
Non-Remedial Credits = 24.5
Eligibility Rate = 89%
Retention Rate = 84%

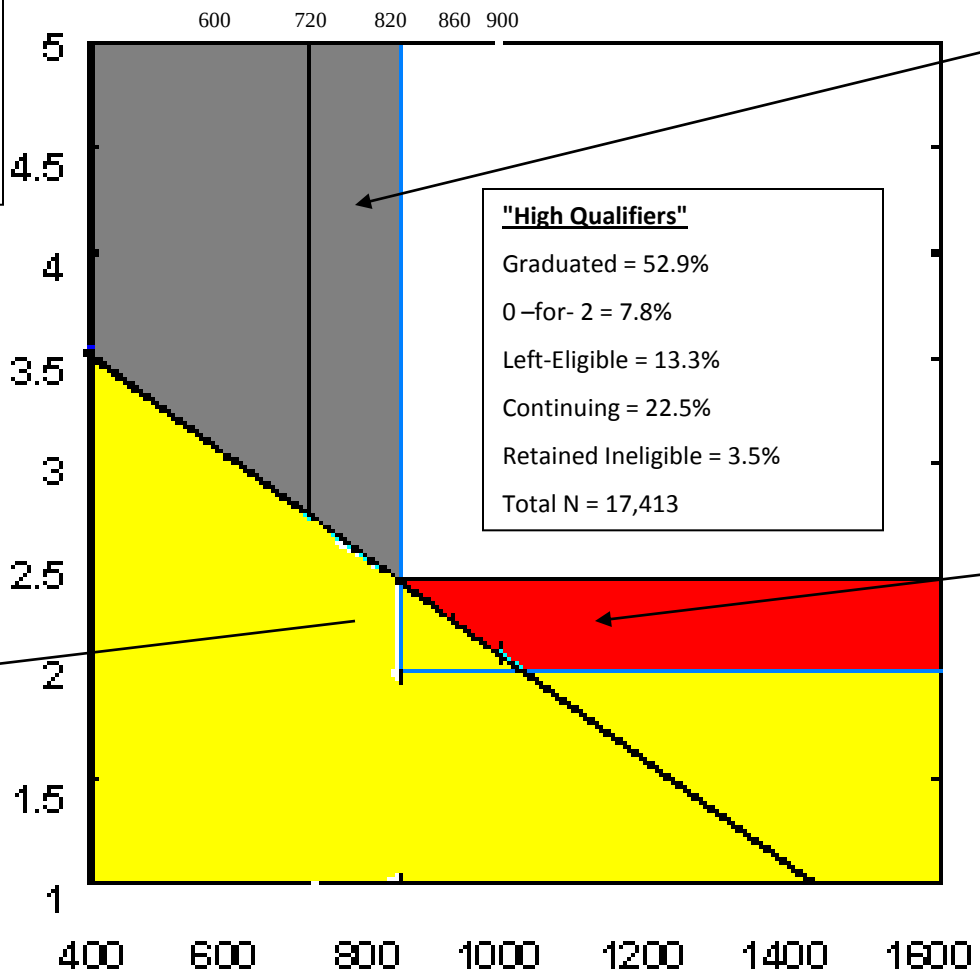
"High Qualifiers"
Avg. Year 1 GPA = 2.88
Credits Earned = 28.3
Non-Remedial Credits = 27.9
Eligibility Rate = 96%
Retention Rate = 88%

"Low HSCGPA"
Avg. Year 1 GPA = 2.22
Credits Earned = 24.5
Non-Remedial Credits = 24.0
Eligibility Rate = 81%
Retention Rate = 75%

"Below IE Scale"
Avg. Year 1 GPA = 2.30
Credits Earned = 25.2
Non-Remedial Credits = 23.8
Eligibility Rate = 85%
Retention Rate = 83%

Five -Year Academic Performance of Low-Test versus Low-GPA Qualifiers in Division I (2003-04 Division I Freshmen)

FINDINGS:
Initial research has also shown that student-athletes who are eligible by the new standards but below the old test cut-score significantly outperformed students with higher test scores and low GPAs (e.g., between 2.0 and 2.5) over their entire college careers. (Compare gray area to red area).



"Low Test"

Graduated = 38.3%

0 –for- 2 = 20.4%

Left-Eligible = 18.3%

Continuing = 14.6%

Retained Ineligible = 8.4%

Total N = 677

"High Qualifiers"

Graduated = 52.9%

0 –for- 2 = 7.8%

Left-Eligible = 13.3%

Continuing = 22.5%

Retained Ineligible = 3.5%

Total N = 17,413

"Low HSCGPA"

Graduated = 29.8%

0 –for- 2 = 28.0%

Left-Eligible = 17.0%

Continuing = 15.6%

Retained Ineligible = 9.7%

Total N = 860

"Below IE Scale"

Graduated= 25.7%

0 –for- 2 = 38.9%

Left-Eligible = 14.4%

Continuing = 11.0%

Retained Ineligible = 10.0%

Total N = 319

Summary of Research: General

- High school academic performance (grades, test scores, and core courses taken) is a good but far from perfect predictor of early academic success/failure in college (e.g., first-year grades).

- For this reason, Division I initial-eligibility rules and progress-toward-degree standards were revised to provide a more comprehensive monitoring of a student-athlete's real time likelihood of graduating.

- Knowledge of other characteristics of the student-athletes, their family situation, the colleges they are attending, etc. can add significantly to the prediction of college outcomes.

Summary of Research: First-Year College Outcomes

- Both high school grade-point average in core academic classes and ACT/SAT scores have been shown to be moderately predictive of first-year grade-point average in college among Division I student-athletes. To a lesser degree, these variables are also predictive of the number of credits earned during that first year.

- Currently, high school grade-point average in core academic classes is two to three times more important in the prediction of first-year college outcomes than test scores.

Summary of Research: Prediction of College Graduation

- High school core grade-point average and ACT/SAT scores are both independently predictive of eventual graduation from college.
- The predictive power of core grade-point average appears stronger presently than that of high school test scores.
- Proximal college outcomes (e.g., first-year grades) are generally more predictable from high school academic characteristics than is graduation.

Summary of Research: Changes in Predictability of College Outcomes

- Although high school grades have historically been shown to be more predictive of college grades than test scores, the size of the effect differential has increased as the NCAA has increased the number of core courses on which high school core grade-point average is based (from 11 in 1986 to 16 currently).

- The test scores and high school grade-point average used by the NCAA during the 1980's were equally predictive of graduation among Division I student-athletes. Today, high school grade-point average in core courses is a stronger predictor of graduation.

Summary of Research: Implications for Setting Initial-Eligibility Standards

- Predictability of these college academic outcomes from high school core grade-point average and ACT/SAT scores tends to be a bit stronger and more reliable at the upper part of the academic spectrum. That is, more factors may play into predicting academic failure than the level of academic success.

- Previous NCAA initial-eligibility rules (Propositions 48 and 16) employing a minimum test score were criticized for several reasons, including the following:

  - Test scores were effectively being weighted twice as strongly in the initial-eligibility formula as high school core grade-point average, despite research suggesting that grade-point average should be weighted the same or higher than test scores.

  - A sliding scale like that used currently should lead to more accurate predictions with reduced adverse impact for low income and minority student-athletes.

Summary of Research: Implications for Setting Initial Eligibility Standards

- The sliding scale employed in the current Division I initial-eligibility standards weights test score and high school core grade-point average equally with a minimum eligibility line set at about one standard deviation below the national average for college-bound students.
- Initial research has shown that student-athletes who are eligible by the new standards, but below the old test cut-score, significantly outperformed students with higher test scores and low grade-point averages (e.g., between 2.0 and 2.5) during their first year in college.
- Testing experts (e.g., the National Research Council and the testing companies themselves) continue to recommend using test scores in combination with other factors (as in the sliding scale) rather than in a manner where a poor test score in isolation (as in the single cut-score approach) can result in denial of opportunity.

Summary of Research: Nature of NCAA Initial-Eligibility Cut Scores

- On a statistical basis, under the single test cut score, some student-athletes were being declared ineligible even though their tests and grades indicated that they were better prepared than others who were declared eligible.

- Consider the following numbers based on statistical models using recent student-athlete data:
  - *Student A*: High school grade-point average = 2.5, SAT = 820. Probability of graduating in six years = 38%. Student declared eligible under Proposition 16.
  - *Student B*: High school grade-point average = 3.0, SAT = 700. Probability of graduating in six years = 45%. Student declared ineligible under Proposition 16.

Summary of Research: Core-Course Issues

- There is a great deal of variation in core-course offerings across high schools.
- Relationships between core-course offerings and characteristics of the high schools and communities exist.
- Generally, low socio-economic status and urban/rural location are related to lower numbers of core-course offerings even after school size is considered.
- Most Division I institutions require between 15 and 18 core courses for admission.
- Historically, student-athletes have adapted quickly to increases in NCAA core-course requirements.

Summary of Research: The Active (Direct) Impacts of High School Core Courses from APC 1994-1995

- The comparison of 1994 and 1995 classes shows an increase in graduation rate from 56.6% to 61.1%.
- This was coincident with a change in the initial-eligibility rules from NCC=11 to NCC=13 leading to ~2%-3% per core course.
- However, this minimum also had effects on (a) the scores on other academic variables (e.g., higher grade-point averages & ACTSAT), (b) on the demographic composition of the student-athletes (e.g., minority 30.8% to 24.0%), and (c) on different colleges and universities.
- After these sampling differences were considered in a statistical model, the marginal gain for student-athlete in the same school resulted in **~ +1%** improvement in graduation rate for each one course increase in core courses (up to 13).

NOTE: Data presented to Academic Consultants in 2002

Potential Impacts of Grade-Point Average Based Initial-Eligibility Rules

Methods

- Data were analyzed from entering freshmen in the 2006-07 APP data collection. These data are the most recent data available that provide a complete high school record on all student-athletes. More recent data sets are missing core grade-point average information on a significant number of student-athletes due to the imposition of an early qualifier standard in 2007.

- Only those student-athletes from the APP data whose information could be matched to data from the NCAA Eligibility Center are included. This represents approximately 85% of the APP cohort (N = 24,888).

- Student-athlete outcomes for those students whose data were not matched were analyzed statistically to search for academic and demographic differences from those whose data are included in these analyses. No such differences were detected, so we view this sample as representative of the population.

Methods

- For the following analyses, potential rules based on core grade-point average minimums were applied to student-athletes who appeared in the 2006-07 APP freshman cohort.

- There is no way to accurately model possible behavioral changes on the part of students as a reaction to changes in the rules.

Freshman Academic Outcomes for Student-Athletes Meeting Various Grade-Point Average-Based Eligibility Standards

Entering Division I Freshmen 2006-07

	Academic Outcomes									
	Current		**2.25**		**2.5**		**2.75**		**3.0**	
Did Student Meet Minimum?	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Retention Rate	87.9%	81.6%	88.0%	80.2%	88.3%	80.9%	89.0%	81.2%	89.7%	82.7%
Eligibility Rate	94.6%	80.5%	94.7%	81.9%	95.2%	83.8%	96.2%	85.4%	97.0%	87.4%
Percent "0/2"	3.0%	10.3%	2.9%	10.7%	2.6%	9.5%	2.1%	8.2%	1.6%	7.0%
Freshman Grade-Point Average	2.84	2.42	2.85	2.21	2.88	2.25	2.94	2.29	3.01	2.36
Total Credits Earned	28.2	24.1	28.2	23.6	28.4	24.8	28.7	25.2	28.9	25.9
Non-Remedial Credits	27.7	23.0	27.8	22.9	27.9	24.0	28.3	24.4	28.7	25.0

2003-04 Entering Freshmen Data

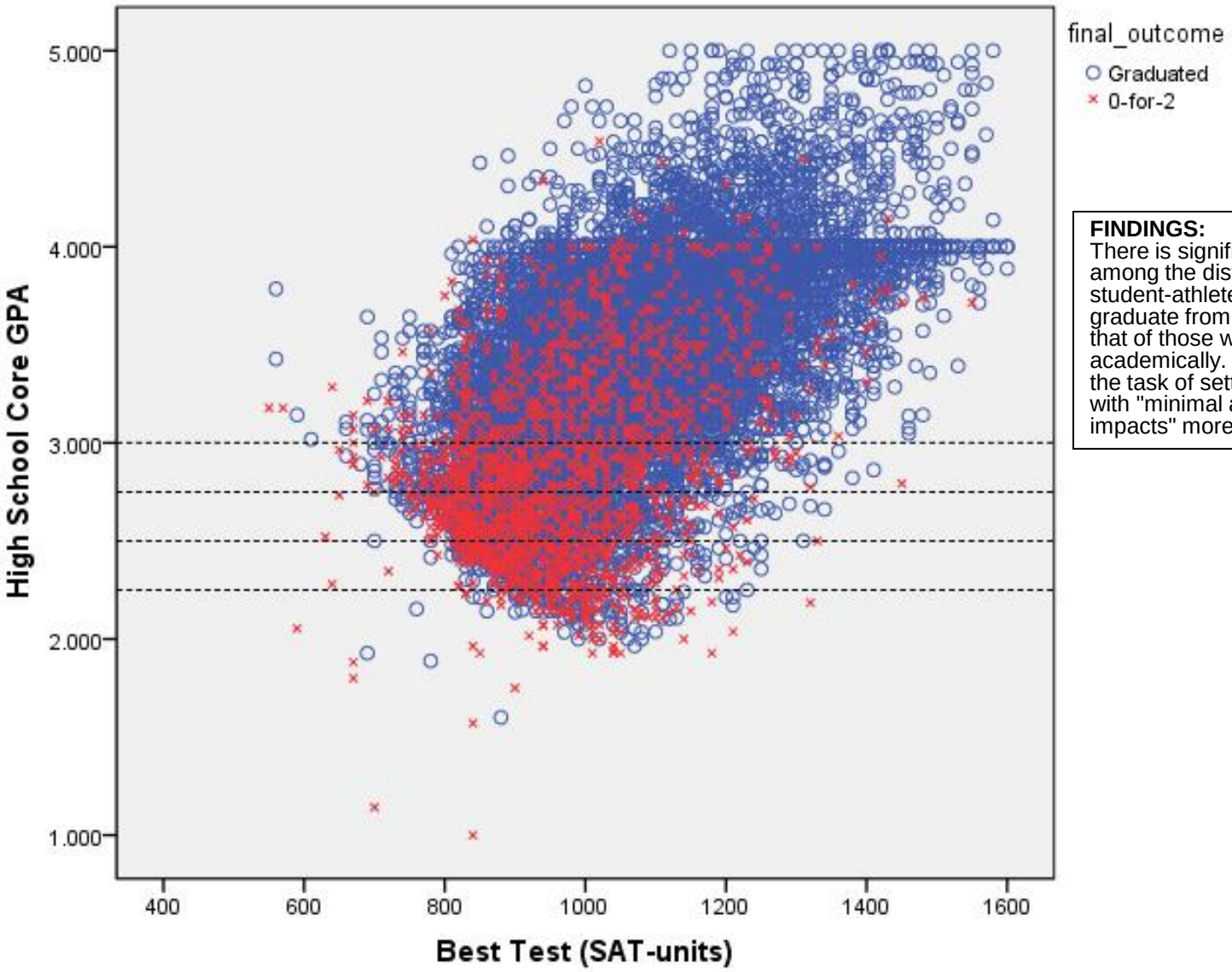
- Data were analyzed for entering freshmen in the 2003-04 APP data collection. These data allow us to assess impacts of rules in light of five-year academic outcomes for these student-athletes. There are 19,269 student-athletes with data available for these analyses. For these analyses, student-athletes were grouped in the following ways:
  - "Known Graduates" – Student-athletes who were reported as having graduated from their initial institution of enrollment within five years.
  - "Likely Graduates" – Group that includes known graduates, plus those student-athletes who are continuing their enrollment into the sixth year.
  - "0/2" – Left the institution while ineligible at any point during the five-year period.

Five-Year Academic Outcomes for Student-Athletes Meeting Various GPA-Based Eligibility Standards

Entering Division I Freshmen 2003-04

	Academic Outcomes									
	Current		**2.25**		**2.5**		**2.75**		**3.0**	
Did Student Meet Minimum?	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Known Graduation Rate	51.0%	22.7%	51.4%	25.6%	52.6%	30.1%	54.4%	34.3%	56.5%	36.9%
Likely Graduation Rate	72.7%	41.3%	73.3%	39.3%	75.0%	44.6%	77.5%	49.2%	80.3%	53.5%
Percent "0/2"	9.5%	42.7%	9.1%	35.1%	8.0%	29.8%	6.3%	25.6%	4.7%	21.9%
Proportion of Known Graduates and "0/2" Students Impacted by Each Potential Rule										
Known Graduates	99.8%	0.2%	98.9%	1.1%	95.4%	4.6%	88.3%	11.7%	79.2%	20.8%
"0/2s"	98.3%	1.7%	92.4%	7.6%	76.0%	24.0%	53.9%	46.1%	35.0%	65.0%

All Freshman Student-Athletes 2003-04
By Final Outcome (Grad versus "0/2")



FINDINGS:
There is significant overlap among the distribution of student-athletes who graduate from college and that of those who fail academically. This makes the task of setting standards with "minimal adverse impacts" more difficult.

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MEMORANDUM

May 27, 2011

TO: NCAA Division I Academic Cabinet

FROM: Kim Callicoatte, chair
NCAA Division I Initial-Eligibility Waivers Committee
TranscriptChange/Grade-Point Average Subcommittee

Colleen Evans, chair
NCAA Division I Initial-Eligibility Waivers Committee
Core-Course Subcommittee

Kim Humphrey, chair
NCAA Division I Initial-Eligibility Waivers Committee
International Student Subcommittee

Andrew Shoemaker, chair
NCAA Division I Initial-Eligibility Waivers Committee
Education-Impacting Disability Subcommittee

SUBJECT: Prospective Student-Athlete Academic Team Directive – Initial-Eligibility Waivers

The NCAA Division I Initial-Eligibility Waivers Committee has reviewed the attached directive and recommends that it be adopted by the NCAA Division I Academic Cabinet.

KC/CE/KH/AS:ldh

Attachment

ACADEMIC AND MEMBERSHIP AFFAIRS

PROSPECTIVE STUDENT-ATHLETE ACADEMIC TEAM DIRECTIVE

INITIAL-ELIGIBILITY WAIVERS

1. Guiding Principle.

Institutions seeking an initial-eligibility waiver on behalf of a student-athlete for relief of NCAA Bylaws 14.3.1.1 (core-curriculum requirement) and/or 14.3.1.2 (test-score/grade-point-average requirement) must present evidence of a reasonable expectation that the student-athlete will be academically successful at a four-year collegiate institution for the waiver request to be granted. Mitigating circumstances that contributed to a prospective student-athlete's failure to satisfy initial-eligibility requirements will be considered, but all initial-eligibility waiver decisions will focus on the academic preparedness of the prospective student-athlete.

2. Determining Academic Preparedness.

a. The legislated initial-eligibility standards establish a minimal level of academic preparedness. A student that fails to satisfy these standards is presumed to not be academically prepared. Therefore, an institution must demonstrate that a prospective student-athlete's academic preparedness satisfies a higher standard than the legislated initial-eligibility requirements. To that end, a prospective student-athlete with the following academic record may be evidence that he or she is academically prepared:

(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 (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 six additional core courses in any subject area).

b. However, if a prospective student-athlete fails to satisfy all of the above criteria, the staff may still consider the following to assess the prospective student-athlete's academic preparedness.

(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 prospective student-athletes from exam-based countries, year-to-year performance as indicated on official transcripts.

(7) Other elements of a prospective student-athlete's academic record as determined by staff on a case-by-case basis.

c. The following academic credentials will not be considered as potential indicators of academic preparedness:

(1) Coursework that does not satisfy the legislated definition of a core course.

(2) Coursework that was invalidated through the prospective student-athlete review process.

(3) College-level coursework.

Although the staff may consider documentation relative to the student-athlete's potential to be successful at a collegiate institution, it cannot consider coursework completed as a full-time student at a collegiate institution unless that coursework is acceptable coursework for initial-eligibility purposes.

3. 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 AMA Online;

b. SAT and/or ACT scores;

c. Letters or statements from the institution and student-athlete explaining the reasons for the deficiency;

d. Evidence of the prospective student-athlete's academic preparedness as outlined in Section No. 2 above;

e. Evidence of the compelling mitigating circumstance(s), if any, supporting the waiver request;

f. The prospective 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.

4. Information to be Considered.

When considering any 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 to support the waiver, or if 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 prospective student-athlete's high school or by an NCAA member institution; and

e. Other information as requested.

5. Staff Decisions.

In analyzing all initial-eligibility waiver cases, the staff will assess the prospective student-athlete's academic preparedness; and will weigh the prospective student-athlete's

academic preparedness against the initial-eligibility deficiency and the mitigating circumstances presented as reasons for that deficiency.

a. Approvals.

The staff is granted the authority to approve waivers of initial-eligibility requirements as follows:

(1) When a prospective student-athlete's academic record clearly demonstrates he or she is academically prepared for college-level work, a waiver may be approved with little or no accompanying mitigating circumstances.

(2) Absent a clear demonstration of a prospective student-athlete's academic readiness, as determined by the legislated standards for initial eligibility, 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.

b. Denials.

The staff is granted the authority to deny waivers of initial-eligibility requirements as follows:

- When a prospective student-athlete's secondary-school academic record demonstrates he or she is not prepared for college work as determined by the legislated standards for initial eligibility, and there is insufficient mitigating circumstances to support a waiver of initial-eligibility requirements, a waiver may be denied.

c. 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 prospective student-athlete's academic record does not clearly demonstrate his or her academic readiness for college-level work, but there are mitigating circumstances presented 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 prospective student-athlete's academic record demonstrates some evidence of academic readiness for college-level work, but it is not clearly evident that initial-eligibility requirements would have been met absent the mitigating circumstances presented, a waiver may be partially approved.

d. Conditional Approvals.

The staff is granted the authority to conditionally provide relief for waivers of initial-eligibility requirements as follows:

(1) When a prospective student-athlete graduates from high school and enrolls early in a collegiate institution; and

(2) When the prospective 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, if there is sufficient documentation of a lost academic opportunity, together with some evidence of the prospective student-athlete's academic preparedness, 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 prospective student-athlete's initial term in residence.

6. Written Misadvisement Plans.

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 individual in question demonstrating whether the prospective student-athlete, in good faith, relied on the erroneous information;

(4) The institution's recruitment history of the prospective 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 prospective student-athletes. An institutional misadvisement plan may include, but is not limited:

(a) Education sessions with coaches and other personnel who have a role in counseling prospective student-athletes.

(b) Early placement of prospective student-athletes on the Institutional Request List to identify potential deficiencies early.

(c) Work with the prospective student-athlete's high school to obtain necessary records for certification.

(d) No sole reliance on other entities (e.g., high school) for information.

(e) More careful evaluation of the prospective student-athlete's transcript to ensure courses are acceptable, and compare courses to 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 prospective 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.

7. 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 prospective student-athlete's ability to satisfy initial-eligibility requirements, and whether the mitigating circumstances were partially or fully within the control of the prospective student-athlete.

a. Personal Hardship.

Staff may approve waivers involving a prospective student-athlete when circumstances that contributed to a prospective student-athlete's failure to satisfy initial-eligibility requirements are present. In such scenarios:

(1) The circumstances must be out of the prospective student-athlete's control;

(2) The circumstances must involve the prospective student-athlete, the prospective student-athlete's family members, or an individual or individuals with whom the prospective student-athlete has an existing relationship; and

(3) Documentation must be provided to demonstrate the circumstances in question had a direct impact on the student-athlete's deficiency.

b. Presentation of Nontraditional Coursework.

(1) A prospective 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.

(2) Significant amount of nontraditional coursework that is not used in a prospective student-athlete's initial-eligibility certification is not a good indicator of an individual's academic preparedness.

c. Institutional Misadvisement/Lack of Advisement.

(1) The documentation must clearly evidence that but for the misadvisement or lack of advisement, the prospective student-athlete would have satisfied all initial-eligibility requirements.

(2) Assertions of high school misadvisement or lack of advisement should be tied to a prospective student-athlete's nonrecruited status at the time of the misadvisement.

d. Nonrecruited Status.

(1) 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 prospective student-athlete's awareness and knowledge of initial-eligibility requirements may be factored into the staff's analysis.

e. Lost Academic Opportunity.

- If a prospective student-athlete loses an academic opportunity (e.g., a portion of an academic term; a full academic term or terms), staff may consider coursework replacing that lost opportunity, even if such coursework is completed outside the applicable core-course time limitation.

f. Prospective Student-Athlete Repeating Year of High School.

Staff may approve waivers involving a prospective student-athlete whose grade level is reclassified and subsequently completes coursework outside the core-curriculum time limitation using the following criteria.

(1) The prospective student-athlete's reclassification resulted in the successful completion of post-eighth semester coursework;

(2) The institution recruiting the prospective student-athlete did not have an opportunity to advise the prospective student-athlete to attempt to cure any

core-course deficiency within the prospective student-athlete's first eight semesters of high school;

(3) The prospective student-athlete's only deficiency is one unit of English, and he or she completed an additional unit of English subsequent to his or her eighth semester of enrollment;

(4) The prospective 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 prospective 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 prospective student-athlete's academic record (optional).

(2) Academic Curriculum/Track.

When an international prospective 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 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 prospective student-athlete's academic record (e.g., test score, core-course grade-point average);

(b) Whether the prospective student-athlete attempted to cure the deficiency?

(c) Whether the prospective student-athlete completed higher level coursework?

(3) Split files.

Occurs when a prospective student-athlete graduates from an educational system other than the one in which he or she began secondary school.

(a) Delayed graduation issue: Prospective 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 prospective 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?

- What courses were completed after the core-course time limitation?
- Does the prospective student-athlete cure core-course deficiency? With the (inclusion of one additional year of coursework versus multiple years)?
- Overall academic record.
- If they are mainstreamed by their high school.

i. Coursework Completed Prior to Grade Nine.

Staff may consider core courses completed prior to grade nine, even if the prospective student-athlete's high school did not award graduation credit for the course, provided the prospective 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 prospective student-athlete. These circumstances include, but are not limited to:

(1) 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 grade-point-average deficiency.

(2) Any mitigating circumstances that do not correspond or directly relate to the student-athlete's deficiency.

Submission of Six-Semester Official High School Transcript

Background.

In recent years, concerted effort has been made by various committees and conferences to propose legislation that would assist member institutions to begin the process of evaluating the academic preparedness of prospective student-athletes earlier in the recruiting process. Among the many important elements of the recruiting process are the opportunities for prospective student-athletes to identify institutions that match their academic and athletics interests, for prospective student-athletes to learn about NCAA initial-eligibility requirements and for institutions to assess the academic qualifications of the prospective student-athlete that the institution is recruiting.

The recruiting process also provides an opportunity for the NCAA Eligibility Center to begin collecting academic and amateurism information about prospective student-athletes and to educate prospective student-athletes regarding eligibility standards. Earlier collection of information allows an earlier start to the eligibility certification process; earlier certification creates efficiencies and can reduce the bottleneck of certifications that typically occur at the beginning of each academic year.

In April 2007, the NCAA Division I membership adopted NCAA Division I Proposal No. 2006-46-A, which was intended to accelerate the process of prospective student-athletes registering with the NCAA Eligibility Center and to improve the information shared between prospective student-athletes, institutions and the NCAA Eligibility Center. Proposal No. 2006-46-A specified that an institution may not provide an official visit or a written offer of athletically related financial aid to a high school or preparatory school prospective student-athlete until he or she has registered with the NCAA Eligibility Center and is placed on the institution's Institutional Request List (IRL). Legislation already in existence requires that a prospective student-athlete must provide an institution with an academic transcript and standardized test score prior to taking an official visit. Proposal No. 2006-46-A noted that prospective student-athletes are best served by early notification of their eligibility status and that late registration with the NCAA Eligibility Center leads to an inability to properly advise student-athletes.

In addition, media reports suggest that some prospective student-athletes are receiving verbal offers of athletically related financial aid and are verbally committing to participate for a particular institution at an early point in their educational career – occasionally before beginning the ninth grade – before the institution can evaluate the academic profile and qualifications of the prospective student-athlete.

Late registration with the NCAA Eligibility Center and late exchange of information between prospective student-athletes, institutions and the NCAA Eligibility Center, in addition to early commitments by prospective student-athletes and institutions, can result in uninformed recruiting decisions where both the prospective student-athlete and institution are not fully aware of the

prospective student-athlete's eligibility status until just before the prospective student-athlete's initial-collegiate enrollment.

The Division I membership has adopted legislation to encourage earlier registration and improve the exchange of information between prospective student-athletes, institutions and the NCAA Eligibility Center. Since the official visit and written offer of aid/National Letter of Intent (NLI) may not occur early enough in the recruiting process to begin collecting information about prospective student-athletes, it is appropriate to identify other alternatives to achieve the desired outcomes.

The earliest a prospective student-athlete can sign a written offer of athletics aid or an NLI is the second Wednesday in November during the signing week for specified sports. The next opportunity is the first Wednesday of February (NCAA Bylaw 13.9.2)

Concept.

The following concept is presented along with points for the NCAA Division I Academic Cabinet's consideration.

- Require prospective student-athletes to submit all official transcripts, representing the first six semesters of high school, to the NCAA Eligibility Center prior to a prospective student-athlete's signing of an NLI or an institution's financial aid award.

  Points to Consider.

  a. Allows for more preliminary evaluations to occur during fall of the senior year and identification of early academic qualifiers.

  b. Potentially will allow institutions to advise prospective student-athletes to take an additional core course following high school graduation, if it is needed to meet initial-eligibility requirements and to advise prospective student-athletes on other academic deficiencies.

  c. Provides the NCAA Eligibility Center with the ability to identify potential irregularities in a prospective student-athlete's academic record earlier.

  d. The NCAA Division I Academics/Eligibility/Compliance Cabinet comment on Proposal No. 2006-46 before Proposal No. 2006-46-B was sponsored: The cabinet supports the principles contained in the current proposal, but believes that the receipt of the official high school transcript or transcripts should be an added element. Early academic evaluation is vital to the NCAA initial-eligibility process. The registration and IRL submission will start the process at the NCAA Eligibility Center, but these steps do not provide for an academic analysis, which

is a vital step in determining a prospective student-athlete's preliminary initial-eligibility status and readiness for collegiate academic work.

e. Concern about turn-around time/delays for NCAA Eligibility Center to process and acknowledge receipt of transcripts.

f. Official transcripts may be accepted from an institution's admissions office and through other e-transcript services (e.g., Docufide, e-Scrip Safe, National Transcript Center, Connect EDU and XAP), which may ease some administrative burden on member institutions.

g. Moves required activities earlier in the recruiting process.

h. Likely occurs too late in the recruiting process for prospective student-athletes to modify high school class schedule to satisfy initial-eligibility requirements.

i. Violations should be considered *de minimis* and not affect a prospective student-athlete's eligibility.

j. Prospective student-athletes from foreign countries and home-schooled prospective student-athletes would be excluded from this requirement due to complexities in determining the prospective student-athlete's completion of six semesters of high school coursework.

k. A pilot program may be instituted in select sports in order to evaluate the effectiveness of such legislation.

l. If adopted, consideration should be given for Division II.

Summary.

The preceding concept is intended to initiate the cabinet's consideration of academic requirements during the recruiting process, specifically requiring prospective student-athletes to submit all official transcripts representing the first six semesters of high school to the NCAA Eligibility Center. Implementation of this requirement, at the appropriate time in the recruiting process, will help prospective student-athletes and member institutions make more informed recruiting decisions. The staff looks forward to receiving feedback from the cabinet regarding the concept as presented.

AMA Business Practices Review
Initial Eligibility Subcommittee Recommendations

In early January, NCAA academic and membership affairs (AMA), including the NCAA Eligibility Center, was charged with reviewing its business practices and processes in order to ensure that it is providing necessary services, operating efficiently and demonstrating the value it provides the membership. All areas of AMA/NCAA Eligibility Center were included in this review with particular emphasis on athletics certification, initial-eligibility processing and regulatory issues that impact compliance programs. The established goals of this review were as follows:

1. To ensure that AMA's focus is clearly on the student-athlete experience;

2. To minimize the administrative burden on our members as much as possible while maintaining appropriate controls; and

3. To return any efficiencies from this review to our membership.

The Initial-Eligibility Subcommittee will be submitting its final proposal to the Business Practices Review Steering Committee at the end of June. The group is currently soliciting feedback from the NCAA Divisions I and II membership through roundtables and presentations at advanced sessions at both Regional Rules seminars, the publication of a story on www.ncaa.org with opportunities for feedback (Attachment), and through the governance structure.

This document provides an overview of several of the proposals from the subcommittee. A number of additional proposals dealing with internal processes have also been put forth, and have been adopted for the 2011-12 academic-certification cycle. These proposals include the movement of some cases from AMA review to NCAA Eligibility Center reviews, the creation of an initial-eligibility team among the AMA and NCAA Eligibility Center leadership for earlier identification of complex cases and the review of the effectiveness of the current Prospective Student-Athlete (PSA) Review triggers and subsequent modifications to the list. The subcommittee also has considered a number of proposals that might require a longer period for discussion and implementation, including consolidation of appellate groups, the creation of a more focused academic integrity investigation unit for prospective student-athletes, and a review of the core-course legislation to ensure that the legislation is able to keep up with the ever-shifting landscape of secondary-school education.

The following are the concepts that the subcommittee has solicited feedback on during Regional Rules seminars and through the story on the NCAA website.

1. Combining PSA Reviews and Initial-Eligibility Waivers.

Recommendation: The subcommittee is considering a number of changes to the PSA Review and initial-eligibility waiver processes, including:

a. When appropriate, the proactive awarding of athletically related financial aid prior to initial-eligibility waiver submission;

b. The combination of PSA Review and initial-eligibility waiver processes, when appropriate;

c. The ability of member institutions to trigger appeal of core-course decisions when dealing with specific student-athletes; and

d. The consolidation of appellate groups to provide for one appeal.

2. Six-Semester Transcript Legislative Proposal.

Recommendation: The subcommittee is considering the proposal of legislation requiring submission of a six-semester transcript to the NCAA Eligibility Center prior to extending a National Letter of Intent/scholarship offer to a prospective student-athlete. This would help to ensure timely submission of documents as well as alleviate some of the delays encountered during the busiest certification seasons.

3. Proactive Approach.

Recommendation: With the potential passage of legislation requiring submission of a six-semester transcript, the subcommittee is also recommending proactive monitoring of prospective student-athletes that may have academic issues that could cause undue delays in the certification process. Under this process, AMA or NCAA Eligibility Center staff would proactively review and analyze six-semester transcripts, and advise institutions of potential academic issues as soon as possible.

Staff seeks membership feedback on process changes

AMA review targets athletics certification, initial eligibility and regulatory support

May 16, 2011 10:53:40 AM

By Gary Brown
The NCAA News

The academic and membership affairs staff at the NCAA national office is reviewing its business practices in regulatory areas and is looking for the membership to help guide outcomes.

Prompted by both membership input and a metrics-based performance plan adopted by NCAA President Mark Emmert that requires all national office departments to review methodologies that enhance service, the AMA group has identified the Division I athletics certification program, the initial-eligibility process and support of the overall "regulatory culture" in Association business as being ripe for revision.

The three areas emerged based on an internal review and input from the governance structure – including a baseline survey of national office performance conducted with presidents within the structure two years ago.

While some of the changes might require legislative proposals, this particular review isn't about deregulating or overhauling the rules themselves, said NCAA Vice President Kevin Lennon, who will join Chief Operating Officer Jim Isch in overseeing the review. Rather, the exercise is about ensuring procedures and programs that help institutions provide the best possible student-athlete experience.

Staff members already have been soliciting membership feedback and will take advantage of other in-person opportunities, such as the Regional Rules Seminars this week in Tucson and June 6-10 in Tampa, to interact more about possible changes.

Of the three broad areas identified, athletics certification appears to be on the fastest track. The Division I Board of Directors decided at its April meeting in fact to suspend the current program until an alternative approach to institutional accountability is developed..

AMA director Troy Arthur chaired an internal subcommittee that worked to recommend changing the nearly two-decade-old program. Fellow AMA Directors John Shukie, Brad Hostetter and Lynn Holzman are heading subcommittees to review initial eligibility and the regulatory culture.

All three subcommittees are operating under the rubric of how their recommendations (1) affect the student-athlete experience and (2) reduce the administrative burden on institutional personnel.

"Those are our 'North Stars,' if you will," said Lennon. "While the AMA staff and colleagues here at the office have regularly looked to be more efficient and improve service, this is the first time such a comprehensive review has targeted those two pillars specifically."

Athletics certification

Of the three areas under review, athletics certification certainly is the most focused, since it is a single program and not a philosophy or collection of regulations. In January, Emmert directed the NCAA staff to review certification with an eye toward reducing the burden on institutions, increasing cost-effectiveness and improving the overall value.

That value has been high for the most part since Division I adopted certification at the 1993 Convention. Presidents value having their athletics programs being accredited by an objective, external source, and institutions commonly say that going through the process helps integrate athletics with the rest of the campus.

Under Review

Athletics certification (efficiency of process, accreditation value, accountability)

Initial eligibility (six-semester legislation, combining PSA reviews and initial-eligibility waivers, more active monitoring of potential at-risk prospects)

Regulatory culture (coaches certification test, Compliance Assistant software, interpretations, Regional Rules Seminars, legislation support)

Download the PDF

PDF listing the eight recommendations in the initial eligibility and regulatory culture areas

We need your opinion

Send comments on the recommendations regarding athletics certification, initial eligibility and the regulatory culture to amareview@ncaa.org.

But certification also has been added onto frequently and made more challenging to administer over time. It also has become increasingly costly to complete. Schools spend about $300,000 and devote on average more than 400 hours of campus committee and other personnel time to complete the self-study and reimburse peer-review-team travel.

By suspending the program last month, the Board essentially called timeout to see whether the membership would prefer a new approach. The suspension means that through Aug. 1, 2013, no active Division I institution will begin the athletics certification process.

Among concepts being floated are models that give institutions more autonomy in their review and make it easier for schools that don't have issues to complete. Staff members also believe they can use the data that institutions already are required to submit annually (demographic, financial and academic reports, for example) to provide "dashboard indicators" that reveal areas institutions might need to address, thus negating the need for schools to gather much of the same data again for certification purposes.

Whatever iteration emerges, the program will continue to emphasize integrity in academics, finances, diversity and inclusion, and the student-athlete experience.

"We want a streamlined, student-athlete-focused process that provides institutions with information in a timely manner that allows them to assess themselves and address deficiencies," said Arthur, the subcommittee chair.

What remains for the membership to decide, though, is who determines the deficiencies and how strongly institutions are held accountable for addressing them.

In that regard, the Committee on Athletics Certification will ask the membership about the following concepts, among others:

- Should athletics certification be an accreditation program or simply a self-study?
- What should the consequences be for not meeting minimum standards?
- What are the roles of the committee and the NCAA staff in the new program?
- Should an external review be an element of the process?

"We will need to determine what information presidents and chancellors deemed helpful in order to assess an athletics program and what role the NCAA should play," Arthur said. "At a minimum, the committee wants to change the program in ways that benefit the membership. We can't promise that a new process won't be time-intensive, but we want a program that people will come away feeling that value was added to the institution."

There will be plenty of membership feedback opportunities. In addition to the Regional Rules Seminars, Arthur said the subcommittee will facilitate focus groups at various times and conduct discussions at the NCAA Convention.

Modifications to the athletics certification program would require legislative proposals. The Board of Directors will receive reports in October 2011 and April 2012, with possible legislative proposals recommended to the Board no later than October 2012. The subcommittee's goal is to have Board-sponsored legislative proposals ready for membership consideration during the 2012-13 legislative cycle.

Initial eligibility

The review in this area centered on creating efficiencies that can lead to earlier eligibility certification of student-athletes.

"In the vast, vast majority of initial-eligibility certifications, things happen quickly and without a hitch," said review subcommittee chair John Shukie. "We're talking 99 percent plus that get certified without any issues. But it's that 1 percent that causes headaches for staff and institutions and prospects."

Thus, Shukie's group, which included national office staff and members of the Eligibility Center, looked at what typically causes the hang-ups with the 1 percent and shaped recommendations accordingly.

They are:

- **Six-semester transcript proposal**. The subcommittee is considering legislation requiring submission of a six-semester transcript to the Eligibility Center before extending a National Letter of Intent/scholarship offer to a prospective student-athlete. This would help to ensure timely submission of documents as well as alleviate some of the delays encountered during the busiest certification seasons.
- **Combining PSA reviews and initial-eligibility waivers**. Ideas here include (a) when appropriate, awarding aid before requesting the initial-eligibility waiver; (b) combining the PSA review and initial-eligibility waiver processes when appropriate; (c) allowing member institutions to trigger appeal of core-course decisions when dealing with specific student-athletes; and (d) consolidating appellate groups to provide for one appeal.
- **A more active approach**. Should the six-semester transcript proposal be well-received, the subcommittee is also recommending actively monitoring prospects who may have academic issues that could cause undue delays in the certification process. Under this process, NCAA or Eligibility Center staff would actively review and analyze six-semester transcripts and advise institutions of potential academic issues as soon as possible.

The six-semester proposal is not a brand-new idea, but Shukie believes it may have been misconstrued in the past as one that would actually increase the administrative burden rather than reduce it. But the subcommittee believes this procedure would certainly lead to earlier certification decisions and thus reduce stress on institutions in August when they need it most.

As for enhancing the student-athlete experience, it's all about the process, Shukie said. Being a nonqualifier – possible under whatever process is established – may not be a positive result for the student-athlete, but the subcommittee has worked to identify enhancements to ensure that all prospects benefit from a streamlined and efficient process.

Supporting the regulatory culture

It might seem strange to talk about "regulatory culture" within an Association whose mission is at least partially based on regulating its membership, but the AMA staff believes there are efficiencies to be gained from such a review.

Subcommittee co-chair Brad Hostetter said the review is more about processes and services than about the rules themselves and that a regulatory lens is "an interesting one to put all of this through."

"As with most departments here, as the work increases, it becomes part of the daily routine, and as that piles up, what's often missing is the assessment of whether the work is being done efficiently," he said. "That new work is likely something someone has declared as being important right now, but what about the work you've been doing for 25 years? Can you still be doing that in light of these new priorities? The review we're undertaking now is to find out whether we're doing the right things the right way."

Candidates for change include:

- **Coaches certification test**. The subcommittee is considering eliminating it and instead requiring a quarterly review of rules-education materials developed by the NCAA staff. Division I conferences have questioned the utility of the test, and there is some thought that by producing pointed and standardized educational materials designed to enhance a coach's knowledge of the recruiting rules, the national office staff can better support the membership in this area.
- **Compliance Assistant software**. The recommendation here is to discontinue the recruiting and playing-and-practice-seasons modules, since membership feedback indicates they are the least used.
- **Interpretations**. The membership is being asked whether it is receiving the most efficient and effective support in this area, from the hours of service to whether something other than traditional telephone support should be explored.
- **Regional Rules Seminars**. While these are valuable programs, the review focuses on whether they reach enough of the compliance community, particularly in Divisions II and III.
- **Legislation support**. This one queries how the Association can best move to online-only delivery of the Divisions II and III Official Notices and perhaps even the three divisional Manuals in the future. The cost savings could be allocated to developing mobile applications for various legislative resources and enhancements to LSDBi.

Overall, the subcommittee chairs and the national office leaders overseeing the effort agree that the review is no ordinary effort.

"To be sure, this is more than a 'run of the mill' review," Lennon said.

It's not a "one-and-done," either.

"It's ongoing," Lennon said. "But what's special about this one is that by establishing metrics to measure performance in real time, we will be making adjustments along the way. It's not just a static review that you check off and revisit five years later."

Other national office groups such as championships, communications, administration and educational services are undertaking similarly rigorous reviews.

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December 17, 2010U.S. Department of Education Eliminates Title IV Safe Harbors: Questions Remain Regarding Compensation Plans for Athletic Personnel
By Jennifer Harper and Gregg Clifton

The U.S. Department of Education has published a new rule that, among other measures aimed at strengthening federal student aid programs, prohibits all institutions participating in programs under Title IV of the Higher Education Act of 1965, as amended (HEA), from paying any incentive compensation based directly or indirectly on securing student enrollments or financial aid; The Department¹s final regulations, issued on October 29, 2010, abolish 12 safe harbor provisions specifically carved out from the general prohibition on incentive compensation in the 2002 amendments to the Higher Education Act.

The final regulations, which go into effect on July 1, 2011, apply to personnel at all levels, including athletic directors and coaches, who are ³engaged in any student recruitment or admission activit[ies],² including ³higher level employee[s] with responsibility for recruitment or admission of students;² The Department¹s interpretation of the statutory prohibition on incentive compensation is expansive. Of particular interest to collegiate athletic programs, the final regulations contain a broader definition of ³securing enrollment² that covers incentive pay based on non-enrollment factors such as program completion and graduation. At the same time, however, the Department stated in its comments that incentive compensation based on team athletic performance would not be considered prohibited.

History of the Ban on Incentive Compensation In 1992, Congress amended the Higher Education Act to ban educational institutions from using any ³commission, bonus, or other incentive payment² based directly or indirectly on ³securing enrollments or financial aid;² The purpose of the law was to eliminate reported abuses in the recruiting and admissions process, particularly in the enrollment of unqualified students.

Prior to the 1992 amendment, a loophole in the law permitted educational institutions to keep federal financial aid even if the student did not enroll or attend the institution¹s program. Congress believed that some institutions were engaging in unethical student recruiting practices designed to increase federal financial aid to the schools. Incident to this practice, some schools paid incentive commissions to recruiters and admissions officers based solely on rising enrollment counts. Not surprisingly, the student loan default rate skyrocketed as an increasing number of unqualified students enrolled in programs but eventually dropped out or failed to attend. By 1990, the average default rate at all schools was at an all-time high of 22;4 percent; Press Release, U;S; Dept; of Education, ³Student Loan Default Rates Increase,² (September 14, 2009).

Meanwhile, the government was unable to recoup its financial investment while ³rogue² schools pocketed the remaining financial aid; to eradicate the misuse of federal funds and reform the student admissions process, Congress amended the Higher Education Act to prohibit schools from linking any kind of incentive payments to student enrollment numbers or financial aid receipts. Schools were required to return unused financial aid and the Department of Education was empowered to prohibit a school from participating in the Title IV program if its default rates were too high. The Department of Education was authorized to investigate complaints and impose penalties upon schools and third parties found in violation of the statute.

After the amendments, more than 1100 schools were terminated from participation in the Title IV program. Many ³rogue² schools were shut down and the student loan default rate dropped; By 2002, the U;S; Department of Education recognized that ³most of [the] unscrupulous institutions

were terminated from participating in Title IV HEA programs because of their high cohort default rate² and the opportunity for institutions to keep Title IV financial aid money awarded to unqualified students was ³no longer possible;² Federal Student !id Programs, U;S; Dept; of Education,67 Fed; Reg; 67054 (Nov. 1, 2002).

The Rise of Safe Harbors

Despite initial success, the 1992 amendments proved difficult to apply in practice. Terms such as ³incentive pay² and ³securing enrollment² were vague and undefined; The statute was silent on what constituted an incentive that was ³indirectly² based on securing enrollment; It was equally unclear whether the prohibition applied to compensation arrangements only partly based on student enrollment or financial aid receipts.

From 1992 to 2002, the Department attempted to resolve questions about the scope and meaning of the statute through informal guidance. But this led to contradictions in interpretation and confusion in application. Thus, in 2002, the Department issued new regulations designed to clarify its position. After extensive consultation with educational institutions and other interested organizations, the Department identified 12 compensation arrangements that it deemed not to violate the ban. These ³safe harbors² were set out in the 2002 regulations, and can be summarized as follows:

12 Safe Harbors

A. Adjustments to employee compensation
B. Enrollment in programs that are not eligible for Title IV program funds
C. Payment for arranging contracts with employers to provide training
D. Profit-sharing or bonus payments
E. Compensation based upon students completing their educational programs
F. Payments to employees for pre-enrollment activities
G. Compensation to managerial and supervisory employees not involved in admissions or financial aid
H. Token gifts
I. Profit distributions
J. Internet-based recruiting activities
K. Payments to third parties for non-recruiting services to the school
L. Payments to outside entities for recruiting or admissions activities

Among the safe harbors is compensation based upon students completing their educational programs, or Safe Harbor (E). Incentives based on successful completion of all or a portion of a student¹s educational program is often considered in drafting compensation plans for athletic personnel, particularly head coaches.

In 2002, the Department permitted this form of compensation on the premise that the statutory prohibition was intended to prevent abuses on the ³front-end² of the enrollment process; that is, the admission of unqualified students. Under Safe Harbor (E), the Department reasoned that ³a student who successfully completes an educational program in which he or she was enrolled means, for this purpose, that the student was qualified to attend the institution;² 67 Fed. Reg. 67056.

For similar reasons, Safe Harbor (G) allowed schools to make incentive payments to personnel who were not directly involved in the admissions or financial aid process, such as presidents, supervisors, and athletic personnel. Together, Safe Harbors (E) and (G) allowed

schools to make incentive payments to athletic staff based on academic performance factors such as program completion, graduation, and student grades. Debates abound on whether bonuses designed to increase student performance are effective, but one of the convincing reasons to include pay incentives for academic completion and graduation rates is the need to appropriately balance educational objectives. This is especially pertinent in collegiate athletics where students and coaches alike can feel extreme pressure to exceed on the field, sometimes at the expense of academic study. Indeed, the Department once commented, ³[A]s a general matter, retention and completion of programs by students is a positive result that should be encouraged.² 67 Fed. Reg. 67056. However, under the new regulations, this is no longer an acceptable objective.

The New Regulations

On October 29, 2010, the Department issued final regulations regarding the ban on incentive compensation. The new rule requires that an institution accepting Title IV funds:

> …will not provide any commission, bonus or other incentive payment based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid, to any person or entity who is engaged in any student recruitment or admission activity, or in making decisions regarding the awarding of title IV, HEA program funds.34 CFR 668.14(b)(22)(i) (as amended).

Among other changes to existing law, the Department eliminated all of the safe harbors it established in the 2002 amended regulations. Barring certain interpretive flexibility, Safe Harbors (E) and (G) are no longer available.

In addition to removing the safe harbors, the Department made some important changes to the scope of the prohibition. Under the new regulations, the Department defined ³securing enrollment² in part to mean ³ activities that a person or entity engages in... for the purpose of the admission or matriculation of students for any period of time....² 34 CFR 668.14(b)(22)(iii)(B). The Department further defined ³securing enrollment² to include recruitment ³contact in any form with a prospective student.....² Id. The Department offered a few examples such as preadmission activities, scheduling an appointment and visiting the enrollment office, or signing an enrollment agreement or financial aid application; however, the definition contemplates any form of contact. The Department also explained what is meant by incentive payment:

> …commission, bonus, or other incentive payment means a sum of money or something of value, other than a fixed salary or wages, paid to or given to a person or an entity for services rendered;² 34 CFR 668.14(b)(22)(iii)(A).

The definition of incentive payment appears to reject the more limited interpretation once held by some in which ³incentive payment² was a mere synonym for commission or bonus. Some institutions noted the Department¹s definitions create the same ambiguities that led to the safe harbors in the first place. But the Department disagreed, stating: We believe that institutions can readily determine if a payment or compensation is permissible under section 487(a)(20) of the HEA by analyzing

> (1) Whether it is a commission, bonus, or other incentive payment, defined as an award or a sum of money or something of value paid to or given to a person or entity for services rendered; and
>
> (2) Whether the commission, bonus, or other incentive payment is provided to any person based in any part, directly or indirectly, upon success in securing enrollments or the

> award of financial aid, which are defined as activities engaged in for the purpose of the admission or matriculation of students for any period of time or the award of financial aid.

If the answer to each of these questions is yes, the commission, bonus, or incentive payment would not be permitted under the statute.75 Fed. Reg. 66873.The Department explained the two-part test is for guidance only, and that institutions may decide to use the test or not. But even if schools do follow the two-part test, it does not offer anything that cannot be gleaned from the statute itself.

The Impact on Compensation to Athletic Personnel

The new regulations bring incentive compensation to athletic staff within the ambit of the prohibition. With regard to Safe Harbor (E), the Department reversed its prior position that incentive payments based on program completion did not constitute ³enrollment.² Instead, the Department commented, ³

> [W]e believe that paying bonuses to recruiters based upon retention, completion, graduation, or placement remain in violation of the HEA¹s prohibition on the payment of incentive compensation;² 75 Fed. Reg. 66874.2

Thus, under the new regulations, the Department makes it a violation of the Act if incentive payments are tied to program completion or graduation rates, directly or indirectly.

On the other hand, the Department¹s comments regarding the elimination of Safe Harbor (G) indicate that coaches who are paid bonuses for team academic performance are exempt from the prohibition on incentive compensation. As noted, Safe Harbor G was designed to exclude from the prohibition those managerial and supervisory personnel who were not directly involved in the recruiting process. In eliminating Safe Harbor G, the Department explained the prohibition will cover all employees who are engaged in any student recruitment, including any ³higher level employee with responsibility for recruitment or admission or students;² The Department specifically included athletic personnel as employees governed by the restrictions, reasoning that ³recruitment of student athletes is not different from recruitment of other students;² 75 Fed. Reg. 66875. The Department stated in its comments, however, that incentive compensation based on team athletic performance would not be considered prohibited:

> ....the Department does not consider ³bonus² payments made to coaching staff or other athletic department personnel prohibited if they are rewarding performance other than securing enrollment or awarding financial aid, such as a successful athletic season, team academic performance, or other measures of a successful team. 75 Fed. Reg. 66875.

The Department¹s comments were in response to questions by some institutions as to whether incentive compensation to coaches based on program completion and graduation rates is prohibited. The Department¹s answer does not directly address whether bonuses paid according to program completion and graduation rates are exempted in the athletic context.
While it is reasonable to consider program completion and graduation a form of academic performance, the Department¹s strong stance against the exclusion of such factors in its elimination of Safe Harbor E appears to have created a split position. Perhaps unintentionally, the Department has drawn a line between two factors that, for student athletes, are often part of the same continuum.

The Department's interpretation of the ban on incentive compensation suggests that any incentive offered or provided to athletic personnel based in whole or in part on recruiting and

retaining students (including student-athletes) will be covered by the Act. With the elimination of Safe Harbor E, the Department made any incentive compensation based on program completion or graduation rates a violation of the Act. But the Department's comments in eliminating Safe Harbor G offer some flexibility when it comes to team academic performance. Thus, bonuses paid according to academic performance<such as team GPAs or team academic improvement appear to be acceptable, but bonuses paid according to program completion and graduation rates likely are not.

The conflict between the Department's strict reading of the prohibition under Safe Harbor E and its more practical reading under Safe Harbor G will make it difficult to apply the prohibition when it comes to the unique compensation arrangements that often accompany high-level athletic personnel, such as head coaches. While the Department may clarify its position in the future, it has indicated the agency will not entertain individual questions regarding specific circumstances: To the extent that ongoing questions arise on a particular aspect of the regulations, the Department will respond appropriately in a broadly applicable format and will distribute the information widely to all participating institutions. This response may include a clarification in a Department publication, such as the Federal Student Aid Handbook or a Dear Colleague Letter. The Department does not intend to provide private guidance regarding particular compensation structures in the future and will enforce the regulations as written. 75 Fed. Reg. 66875. In light of the Department's reluctance to offer specific guidance, it is likely some of the less certain aspects of the final regulations will play out in enforcement.

The Department's final regulations take effect July 1, 2011. During this grace period, it is critical that all Title IV recipients, including non-profit educational institutions, re-examine their policies and procedures regarding incentive compensation and conduct a thorough review of their contracts with employees and third parties to ensure they are in compliance with the new rules. The review should include compensation plans for athletic personnel. Title IV recipients should engage in a three-part review that focuses

1. on whether the compensation plan as written complies with the new regulations;
2. if not, how the plan can be drafted or revised to ensure compliance; and
3. how the institution can effectively negotiate compensation plans with athletic personnel that will achieve the school's long and short-term goals while remaining consistent with the law.

Because contracts with head coaches are often negotiated in great detail, and include specific achievement incentives, we do not recommend a generic review of compensation plans.

For more information about how the new regulations affect incentive compensation in collegiate athletics, or for assistance with achieving compliance under the new regulations, please contact Gregg Clifton at gregg.clifton@jacksonlewis.com or Jennifer Harper at harperj@jacksonlewis.com. Harper and Clifton are attorneys at Jackson Lewis.

SUPPLEMENT NO. 29

NCAA Bylaw 14.6 High School All-Star Games

Overview of Issue for Discussion:

An outside entity, the Gazelle Group, which produces and promotes various contests including high school all-star contests (see gazellegroup.com), has requested that the NCAA Division I Academic Cabinet review NCAA Bylaw 14.6 and consider sponsoring legislation that would eliminate the bylaw for the 2011-12 legislative cycle. Rationale for the request as set forth in a letter by the Gazelle Group to Academic Cabinet liaison Jennifer Strawley is provided as an attachment. The primary rationale focuses on the changed circumstance of the current high school sports environment and the lack of applicability of the original intent of the bylaw, which is over thirty years old in its current form. The letter also notes the change in USA Basketball membership that limits the current applicability of the exception for contests to be excluded from consideration as an all-star game. Further, the request questions the role of the NCAA in restricting opportunities for specific high school athletes in light of established initial-eligibility requirements for all prospective student-athletes and believes prospective student-athletes and their families in the sports of basketball and football should be unrestricted in determining the number of all-star contests a prospective student-athlete can engage in while being able to satisfy those requirements.

A review of the legislative history for Bylaw 14.6 indicates that the restriction on the number of all-star contests for high school athletes prior to graduation was put in place at the 1980 NCAA Convention in part as an effort to limit the potentially detrimental impact relative to missed class time due to the proliferation of all-star contests in the specific sports of basketball and football and the perception that prospective student-athletes need to engage in as many contests as possible. This missed class time impact rationale for limitation remained constant as the main bylaw was amended in 1982, 1983 and 1998 into its current form. Additional rationale regarding the primary benefit of the proliferation of all-star contests to promoters and not prospective student-athletes, potential amateurism issues relative to agency relationships and the impact of the proliferation of contests on the extension of the recruiting process was also put forward.

For ease of reference in discussing the issue, the current applicable legislation is included below.

14.6 **HIGH SCHOOL ALL-STAR GAMES, EFFECTS ON ELIGIBILITY.**

A student-athlete shall be denied the first year of intercollegiate athletics competition if, following completion of high school eligibility in the student-athlete's sport and prior to the student-athlete's high school graduation, the student-athlete competes in more than two all-star football contests or two all-star basketball contests. *(Revised: 7/30/10)*

14.6.1 **High School All-Star Contest Defined.**

A high school all-star contest is any contest in football or basketball that meets the following criteria: *(Revised: 7/30/10)*

(a) The teams participating in the contest involve individuals who have completed their high school eligibility in the sport and have not yet enrolled in and attended classes during a regular term at a collegiate institution;

(b) The contest is scheduled and publicized in advance;

(c) The competition is sponsored and promoted by an individual, organization or agency; and

(d) The individuals are selected for participation in the contest on an invitational basis and have not competed together previously as members of a team that played a regular schedule of games in an organized recreation or interscholastic program.

14.6.2 **Contests Not Considered High School All-Star Competition.**

Contests conducted under the criteria listed in Bylaw 30.2.1.1 shall not be considered all-star competition for purposes of Bylaw 14.6 if one or more of the following conditions is applicable: *(Revised: 7/30/10)*

(a) The contest occurs within a framework of a regularly scheduled recreational program involving solely participants from the community in which the sponsor is located;

(b) The competition is limited solely to participants from the community in which the sponsor is located and no revenue, including gate receipts, concessions, program sales or contributions, is generated from the contest;

(c) The competition is scheduled within the framework of an established cultural exchange program involving other educational activities; or

(d) The contest is scheduled in conjunction with developmental competition sponsored by the national governing body of amateur basketball (USA Basketball) or an active member thereof.

14.6.3 **Multiple Competition (Tournaments).**

Multiple competition (e.g., tournaments) involving more than one contest or two teams will be considered high school all-star competition if the specific criteria in Bylaw 14.6.1 (subject to the conditions in Bylaw 14.6.2) are applicable. Each game conducted under such circumstances would be considered a high school all-star contest. *(Revised: 7/30/10)*

14.6.4 **Facility Use for High School All-Star Games.**

An institution is prohibited from making its facilities available for a high school all-star game unless the conditions specified in Bylaw 13.11.3.2 are met. *(Revised: 7/30/10)*

GAZELLEGROUP
ph 609.921.1300 f 609.921.2332

May 17, 2011

Jennifer Strawley
Division I Academic Cabinet
NCAA
700 West Washington Street
Indianapolis, IN 46206-6222

Dear Jennifer:

As I discussed with Steve Mallonee, this letter sets forth the rationale for eliminating Bylaw 14.6.

I request Division I Academic Cabinet consider sponsoring legislation (at its June meeting) to eliminate this Bylaw, effective immediately, as such elimination will have no consequences related to budgets, eligibility, or competitive equity --- and will provide an immediate enhancement to student-athlete well-being.

Here are some of the reasons I believe it should be eliminated:

1. The Bylaw is over 30 years old and the intent of the Bylaw no longer applies in today's high school sports environment.
2. The high school sports environment has evolved over the past thirty years and there are now significantly more opportunities for these student-athletes. As these changes have occurred, more student-athletes want more opportunities to compete against the highest levels of competition.
3. The category of USA Basketball active membership described in Bylaw 14.6.2(d) that permits the contests not to be considered an all-star game is no longer in existence. Additionally, there is only one game (the Hoop Summit) that can possibly take advantage of this exception.
4. The Bylaw applies only to football and basketball players who have completed their high school eligibility. If there were worthy reasons for this restriction, those same reasons would also be worthy enough to be applied to all other sports and to all high school age student-athletes.
5. The Bylaw restricts high school football and basketball players, which is not the role of the NCAA. There is no reason the NCAA should be restricting the opportunities for football and basketball players who have completed their high school eligibility and have not yet matriculated to a member institution of the NCAA.
6. Because these football and basketball players are not yet at a member institution of the NCAA, the Bylaw is punitive on the affected high school football and basketball players.

7. There is no possible way to effectively enforce the Bylaw as the number of high school all-star contests has increased dramatically since the adoption of the Bylaw. I believe there have been many violations of the rule with no penalty (or a much less severe penalty).

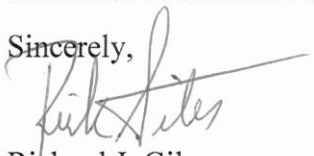
8. The NCAA has clearly established academic eligibility requirements in place for all student-athletes regardless of the number of high school all-star contests any particular student-athlete participates in. So, therefore, it should be left to the student-athlete and his family to ensure that any such participation does not interfere with meeting these eligibility requirements.

9. The Bylaw is arguably a potential unlawful restriction on competition.

10. There is a clear demand from consumers to enjoy these types of events.

I appreciate your consideration of this request and please call me if I can provide additional information or if you have any further questions.

Sincerely,



Richard J. Giles

RG/rc

Cc: Steve Mallonee

Memorandum

TO: NCAA Division I Academic Cabinet.

FROM: Carolyn Callahan
Chair of the NCAA Division I Academic Cabinet.

SUBJECT: Academic Cabinet Chair and Administrative Committee.

As mentioned at the February meeting, my term as chair of the Academic Cabinet will be coming to a close with the June meeting. I will remain on the cabinet as a member and have agreed to serve on the administrative committee. To that end, in February we asked for nominations for both my replacement as chair and for a third member of the administrative committee.

We received one nomination to serve as chair and thankfully he has agreed. Thus, following completion of the June meeting, Herman Holt, faculty athletics representative at the University of North Carolina, Ashville will be the new chair of the Academic Cabinet.

In addition, we received one nomination to serve on the administrative committee. Herman and I will also be members of the administrative committee and Jackie Mynarski has agreed to be the third member of this committee.

A special thank you goes to both Herman and Jackie for agreeing to serve in these leadership roles. Your commitment and dedication to the work of the Academic Cabinet is greatly appreciated.

NCAA Division I Academic Cabinet
Communication Strategies
(Updated August 2010)

General Strategies: NCAA Website; NCAA News stories; Academic Cabinet report posted online; academic update during regional seminars.

Group/Conference	Academic Cabinet Member	NCAA Academic Cabinet Staff Contact	Strategy Ideas
Big Sky Conference	Ken White	Alex Smith and Jennifer Strawley	*Pre-meeting email with "key agenda items" bullet points and invitation to contact prior to meeting to provide input. *Post-meeting e-mail with "key take-aways" bullet points and invitation to contact after meeting for additional detail or context. *Periodic participation by cabinet representatives in regularly scheduled teleconferences with conference compliance administrators, faculty athletics administrators, academic support administrators or others to discuss key agenda items.
Big West Conference	Kim Capriotti		
Horizon League	Anne Woodrick		
Ivy Group	Annette O'Connor		
Mid-Eastern Athletic Conference	Pat Howey		
Northeast Conference	Barbara Church		
Southern Conference	Mary Newton		
The Summit League	Pete Carlon		
West Coast Conference	Barbara Church		

Group/Conference	Academic Cabinet Member	NCAA Staff Contact	Strategy Ideas
FARA	Tom Adair, Kim Capriotti and Rhonda Hatcher	Alex Smith and Jennifer Strawley	**<u>Communication from DI Academic Cabinet to FARA</u>** *****FARA Website will have link to Academic Cabinet's NCAA page, which includes the roster of members, agendas and minutes of meetings. *The chair of the Academic Cabinet annually should contact the FARA DI vice president about having an Academic Cabinet member give a brief presentation at the DI Issues session at the FARA Annual Meeting and Symposium to communicate the current issues for the Academic Cabinet. *If there is an important issue that the Academic Cabinet wants the DI FARs to be aware of, an Academic Cabinet member can submit an article to The FARA Voice, FARA's monthly online newsletter. **<u>Communication from FARA to DI Academic Cabinet</u>** *The FARA Voice will be e-mailed to the chair of the Academic Cabinet and the NCAA staff liaison. *If FARA has a media release from the FARA Annual Meeting and Symposium, it will be sent to the chair of the Academic Cabinet and the NCAA staff liaison.
1A FAR	J. Patrick Dobel and Ken White	Diane Dickman and Jennifer Strawley	*Provide cabinet updates via regular FAR bulletins (e.g., NCAA Academic Reform Bulletin, FARA Voice). *Forward each Academic Cabinet report to be posted on organization's Website or distributed via e-mail list-serve. *Representatives contact organization's president prior to each meeting to seek feedback regarding key agenda items. *Staff or representative(s) provide updates during meetings (e.g., NCAA Convention, annual meeting).
COIA	John Bruno	Diane Dickman and Jennifer Strawley	

N4A	Anna Taylor James and Elaine Wise	Alex Smith	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to academic support personnel. *Forward each Academic Cabinet report to be posted on organization's Website or distributed via e-mail list-serve. *Representatives contact organization's president prior to each meeting to seek feedback regarding key agenda items. *Staff members provide updates during meetings (e.g., annual convention, regional meetings).
NAAC	Loretta Lamar	Alex Smith	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to compliance personnel. *Representative contacts legislative/governance committee chair prior to each meeting to seek feedback regarding key agenda items. *Provide updates for NAAC Connections, seek feedback through monthly question. *Work through CCACA to push information out to compliance personnel for input (for those not on NAAC site). *Cabinet update at NAAC annual meeting. *Post key updates on CA main page or LSDB*i*. *Issues having to do with PSAs/NCAA EC should be addressed in the NCAA EC newsletter.

NACADA	Jackie Mynarski	Jennifer Strawley	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to academic support personnel. *Forward each Academic Cabinet report to be posted on organization's Website or distributed via e-mail list-serve. *Representative contacts chair of organization's Advising Student-Athletes Commission prior to each meeting to seek feedback regarding key agenda items. *Staff members provide updates during meetings (e.g., annual convention, regional meetings).
NACDA	Pete Carlon	Jennifer Strawley	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to athletics administrators.
1A ADs	David Williams	Jennifer Strawley	
NCAA Division I Committee on Academic Performance	Herman Holt, Jr.	Diane Dickman and Jennifer Strawley	*Staff provides cabinet report and meeting highlights during each CAP meeting. *Calls between committee representatives as need for "cross-over" items.
Selected Coaches Groups	David Dosser	Jennifer Strawley	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to coaches. *Contact organizations' executive directors prior to meetings during which relevant agenda items will be discussed.
Two-Year College	Cinnamon Sheffield	Diane Dickman and Jennifer Strawley	*Staff updates during Two-Year College Relations Panel meetings.
DI SAAC	Jarrett Newby	Alex Smith	*Provide cabinet with updates regarding work of SAAC on related topics.