

NCAA Division I Legislative Council January 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. | Forwarded for membership review and comment. |
| 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. | Forwarded for membership review and comment. |

| Proposal Number | Title | Source | Effective Date | Intent | Legislative Council Action |
|-----------------|--|--|---|---|--|
| 2010-55 | ELIGIBILITY -- INITIAL ELIGIBILITY -- COMMON PROVISIONS -- DIVISION I AND DIVISION II | NCAA Division I Academics Cabinet | Immediate | To change the voting line for bylaws related to initial eligibility from federated to common for Division I and Division II, as specified. | Adopted. |
| 2010-56 | ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE-CURRICULUM TIME LIMITATION -- LEAVING EXAMINATIONS | NCAA Division I Academics Cabinet (International Student Records Committee) | August 1, 2012; applicable to student-athletes who initially enroll full time in a collegiate institution on or after August 1, 2012. | To specify that the eligibility of an international prospective student-athlete whose prescribed educational path culminates with a leaving examination shall be determined based on the leaving examination, regardless of a delay in graduation or completion of the leaving examination. | Amended the effective date to August 1, 2012; applicable to student-athletes who initially enroll full time in a collegiate institution on or after August 1, 2012. (Previously August 1, 2011.) Adopted. |
| 2010-58-B | ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL -- SIX HOURS REQUIREMENT FOR INCOMING STUDENT-ATHLETES | NCAA Division I Academics Cabinet | 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. | Amended the effective date to specify that the legislation would be effective beginning with the summer 2012. Defeated. |

| 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. | Forwarded for membership review and comment. |

NCAA Division I Legislative Council January 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. | Forwarded for membership review and comment. |

| Proposal Number | Title | Source | Effective Date | Intent | Legislative Council Action |
|-----------------|--|---|----------------|---|----------------------------|
| 2010-35 | RECRUITING -- BASKETBALL EVALUATIONS -- WOMEN'S BASKETBALL -- NONSCHOLASTIC EVALUATIONS DURING ACADEMIC YEAR -- NATIONAL STANDARDIZED TESTING WEEKENDS | NCAA Division I Championships/Sports Management Cabinet (Women's Basketball Issues Committee) | August 1, 2011 | In women's basketball, to specify that evaluations at nonscholastic events during the academic year evaluation period shall not occur during any weekend (including Friday, Saturday and Sunday) during which the PSAT, SAT, PLAN or ACT national standardized tests are administered; further, to specify that if such a test is administered on a date that conflicts with the fall nonscholastic evaluation weekend, evaluations at nonscholastic events shall be permissible during the first full weekend (including Friday, Saturday and Sunday) of the fall/winter evaluation period; and that if such a test is administered on a date that conflicts with the spring nonscholastic evaluation weekend, the five day evaluation period in April shall shift to the second Friday following the initial date of the spring National Letter of Intent signing period through the following Tuesday. | 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: Forwarded for membership review and comment. FCS: On initial consideration, adopted. On reconsideration, forwarded for membership review and comment. Division I: Forwarded for membership review and comment. |

| Proposal Number | Title | Source | Effective Date | Intent | Legislative Council Action |
|-----------------|---|------------------------------------|---|---|----------------------------|
| 2010-53 | ELIGIBILITY -- SEASONS OF COMPETITION: FIVE YEAR RULE -- DELAYED ENROLLMENT -- SEASONS OF COMPETITION -- SPORTS OTHER THAN MEN'S ICE HOCKEY AND SKIING -- EXCEPTION -- NATIONAL/INTERNATIONAL COMPETITION | NCAA Division I Amateurism Cabinet | August 1, 2011; applicable to student-athletes who initially enroll full time in a collegiate institution on or after August 1, 2011. | In sports other than men's ice hockey and skiing, to exempt a prospective student-athlete's participation in organized national/international competition from the application of the delayed enrollment, seasons of competition legislation for a maximum of one year after his or her first opportunity to enroll following the one-year time period after his or her high school graduation date or the graduation date of his or her class, whichever occurs earlier, as specified. | Adopted. |
| 2010-54 | ELIGIBILITY -- SEASONS OF COMPETITION: FIVE-YEAR RULE -- HARDSHIP WAIVER -- FIRST HALF OF PLAYING SEASON CALCULATION -- TENNIS | Southeastern Conference | August 1, 2011 | In tennis, to specify that the first half of the season calculation is based on the number of days in the season that concludes with the NCAA championship, as declared by the institution, between the first date of competition used by any individual on the team after the conclusion of the institution's fall term and the last date of competition used by any individual on the team at the end of the declared playing season. | Defeated. |

| Proposal Number | Title | Source | Effective Date | Intent | Legislative Council Action |
|-----------------|---|--|---|--|--|
| 2010-57 | ELIGIBILITY -- FRESHMAN AND TRANSFER ACADEMIC REQUIREMENTS -- PARTICIPATION PRIOR TO CERTIFICATION -- RECRUITED STUDENT-ATHLETE -- 21-DAY PERIOD | Atlantic Coast Conference | August 1, 2011 | To increase the temporary certification period for a recruited student-athlete from 14 days to 21 days. | Adopted. |
| 2010-58-A | ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL | NCAA Division I Board of Directors (Men's Basketball Academic Enhancement Group) | 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. | Amended the effective date to specify that the legislation would be effective beginning with the summer 2012. Defeated. |
| 2010-58-B | ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL -- SIX HOURS REQUIREMENT FOR INCOMING STUDENT-ATHLETES | NCAA Division I Academics Cabinet | 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. | Amended the effective date to specify that the legislation would be effective beginning with the summer 2012. Defeated. |

| 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. | Amended the effective date to specify that the legislation would be effective beginning with the summer 2012. Defeated. <i>Note: Board of Directors restored proposal to 2010-11 legislative cycle and forwarded for membership review and comment</i> |

| Proposal Number | Title | Source | Effective Date | Intent | Legislative Council Action |
|-----------------|--|--|----------------|---|---|
| 2010-59-A | 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. | FBS: Defeated. FCS: Forwarded for membership review and comment. |

| Proposal Number | Title | Source | Effective Date | Intent | Legislative Council Action |
|-----------------|--|---------------------|----------------|--|---|
| 2010-59-B | 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. | FBS: Defeated. FCS: Forwarded for membership review and comment. |

| 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: Forwarded for membership review and comment. FCS: Forwarded for membership review and comment. |

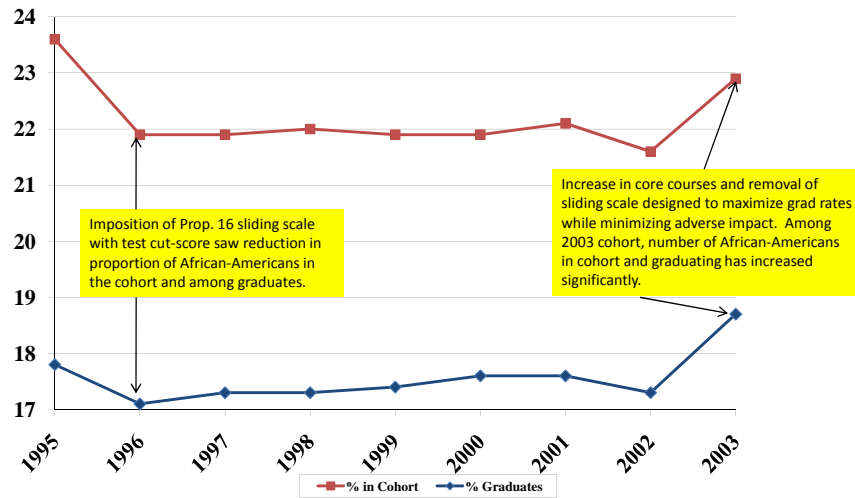
| Proposal Number | Title | Source | Effective Date | Intent | Legislative Council Action |
|-----------------|---|--|----------------|--|----------------------------|
| 2010-61 | FINANCIAL AID -- GENERAL PRINCIPLES -- ELIGIBILITY OF STUDENT-ATHLETES FOR INSTITUTIONAL FINANCIAL AID -- EXCEPTION -- PART TIME ENROLLMENT AFTER EXHAUSTED ELIGIBILITY | NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet | August 1, 2011 | To specify that an institution may provide financial aid to a student-athlete who has exhausted eligibility in his or her sport and is enrolled in less than a minimum full-time program of studies, provided the student-athlete is carrying for credit the courses necessary to complete degree requirements, or the student-athlete is carrying for credit all the degree-applicable courses necessary to complete his or her degree requirements that are offered by the institution during that term. | Adopted. |

| Proposal Number | Title | Source | Effective Date | Intent | Legislative Council Action |
|-----------------|---|--|----------------|--|----------------------------|
| 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 | NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet | August 1, 2011 | 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; further, 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. | Adopted. |

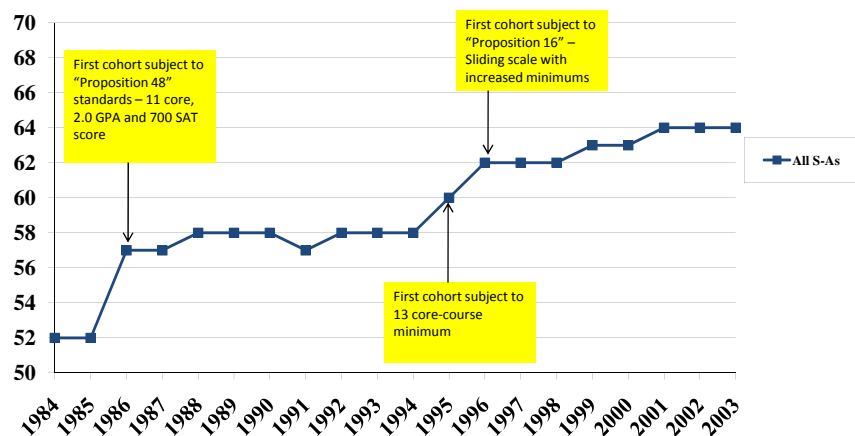
| Proposal Number | Title | Source | Effective Date | Intent | Legislative Council Action |
|-----------------|--|---|----------------|--|--|
| 2010-86 | PLAYING AND PRACTICE SEASONS -- GENERAL PLAYING SEASON REGULATIONS -- NO MISSED CLASS TIME IN CONJUNCTION WITH NONCHAMPIONSHIP SEGMENT COMPETITION -- 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). | Forwarded for membership review and comment. |
| 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. | Forwarded for membership review and comment. |

| Proposal Number | Title | Source | Effective Date | Intent | Legislative Council Action |
|-----------------|--|--------------------|--|--|----------------------------|
| 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 | Big Ten Conference | August 1, 2011 | 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. | Defeated. |
| 2010-99 | PLAYING AND PRACTICE SEASONS -- FOREIGN TOURS AND COMPETITION -- NO INSTITUTIONAL OR CONFERENCE FOREIGN TOURS | Big Ten Conference | Immediate; a contract signed before August 13, 2010, may be honored and tours may occur during summer 2011 regardless of when or whether a contract is signed. | 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. | Defeated. |

Proportion of African-American Student-Athletes Among GSR Cohort and GSR Graduates 1995-2003



Trends in Federal Graduation Rates of All Student-Athletes at Division I Institutions



**Two-Year College Transfer Proposed Eligibility Model
Feedback from Two-Year College Community and
Member Institutions and Affiliated Organizations
(Addendum)**

Qualifier.

GPA Increase.

| Comment | Source |
|---|--|
| <p>Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011....</p> <p>....To summarize the collective input from that meeting, I have listed our concerns from greatest to least:</p> <ol style="list-style-type: none"> 1. The proposed increase in GPA from a 2.00 to a 2.50 continues to be the change which causes the most concern within the NJCAA for the following reasons: <ol style="list-style-type: none"> a. We believe the proposed changes to the core curriculum and the limitation on the number of transferable P.E. activity credits will cause an adjustment to the overall GPA of the population of student-athletes who will be eligible upon transfer in and of themselves. b. In many cases a 2.50 GPA is well above that required of a transfer who is not a student-athlete. c. A 2.25 GPA is a more acceptable first step in evaluating the impact of these proposed changes on the graduation success rates of two-year college transfers. | <p>NJCAA Executive & Eligibility Committee Meeting (1/16/11) Summary</p> |
| <p>We agree with the proposal that would increase the number of required courses. The GPA we would accept, but may not be the right thing to do because if you are a regular attending rising junior all you really need is a 2.0 GPA to compete, so we would like the GPA to stay at 2.0 for transfers.</p> | <p>George Mason University (CC)</p> |
| <p>Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers.</p> <ul style="list-style-type: none"> • Increased grade-point average will help with the academic success of 2-year college transfers, based on our experience here at UD. | <p>University of Delaware (CC and coaches)</p> |

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| <p>(6) From Compliance: in favor of the GPA increase purely on the fact that 2-year college transfers are rarely admissible to our institution with less than a 2.50 GPA. However, this may not be the case for all institutions in our conference.</p> <p>(7) From Faculty Athletics Representative: My initial thoughts were that the GPA should be higher than a 2.0 and that more core courses should be required. I don't know how things are in other states or other schools, but my experience (from 14 years advising 'wannabes' for a competitive admissions graduate program) is that GPAs from most 2-year colleges are inflated (as if they aren't at 4-year institutions but that's another issue) and that many students who had high GPAs at the 2-year college had lower GPAs after transferring to a 4-year institution. If this was the case for the Physical Therapy wannabes, then student-athletes who were in less rigorous situations would be worse off! And a 2.0 GPA from a 2-year college, in my experience, is just not that good, despite what TBR (TN Board of Regents) or the 2-year college might say. It's just not equivalent to a 2.0 here at our 4-year institution.</p> | <p>Jacksonville University and Atlantic Sun Conference</p> |
| <p><u>Recommendation:</u> We do not support the recommendation to change the transfer GPA requirements without further research and consideration. Use of the cumulative GPA reflects the entire student career, even early terms when the student may be completing the 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 accurate prediction of student success.</p> | <p>Illinois Skyway Collegiate Conference (Athletic Director Council)</p> |
| <p>As it relates to academic qualifiers, based upon the Cabinet's Key Research Findings cited in your December 1, 2010 memo, it appears appropriate to enact policy that will elevate the grade point average for transferrable degree credit to a 2.5 and extend the two-credit limit on transferrable physical education activity courses to govern all sports.</p> | <p>Southeastern Conference</p> |

Physical Education Course Limits.

| Comment | Source |
|---|--|
| <p>Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011...</p> <p>...To summarize the collective input from that meeting, I have listed our concerns from greatest to least:</p> <p>3. The addition of the three credits of science and limiting the number of transferable physical education activity credits were not opposed by the committee.</p> | <p>NJCAA Executive & Eligibility Committee Meeting (1/16/11) Summary</p> |
| <p>We concur with recommendations 2, 3 and 4 and believe these could enhance the academic success of community college transfer students at the NCAA Division I level.</p> | <p>Illinois Skyway Collegiate Conference (Athletic Director Council)</p> |
| <p>As it relates to academic qualifiers, based upon the Cabinet's Key Research Findings cited in your December 1, 2010 memo, it appears appropriate to enact policy that will elevate the grade point average for transferrable degree credit to a 2.5 and extend the two-credit limit on transferrable physical education activity courses to govern all sports.</p> | <p>Southeastern Conference</p> |

Nonqualifier.

GPA Increase.

| Comment | Source |
|---|--|
| <p>Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011....</p> <p>....To summarize the collective input from that meeting, I have listed our concerns from greatest to least:</p> <p>1. The proposed increase in GPA from a 2.00 to a 2.50 continues to be the change which causes the most concern within the NJCAA for the following reasons:</p> | <p>NJCAA Executive & Eligibility Committee Meeting (1/16/11) Summary</p> |

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| <ul style="list-style-type: none"> a. We believe the proposed changes to the core curriculum and the limitation on the number of transferable P.E. activity credits will cause an adjustment to the overall GPA of the population of student-athletes who will be eligible upon transfer in and of themselves. b. In many cases a 2.50 GPA is well above that required of a transfer who is not a student-athlete. c. A 2.25 GPA is a more acceptable first step in evaluating the impact of these proposed changes on the graduation success rates of two-year college transfers. | |
| <p>We agree with the proposal that would increase the number of required courses. The GPA we would accept, but may not be the right thing to do because if you are a regular attending rising junior all you really need is a 2.0 GPA to compete, so we would like the GPA to stay at 2.0 for transfers.</p> | <p>George Mason University (CC)</p> |
| <p>Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers.</p> <ul style="list-style-type: none"> • Increased grade-point average will help with the academic success of 2-year college transfers, based on our experience here at UD. | <p>University of Delaware (CC and coaches)</p> |
| <p>(6) From Compliance: in favor of the GPA increase purely on the fact that 2-year college transfers are rarely admissible to our institution with less than a 2.50 GPA. However, this may not be the case for all institutions in our conference.</p> <p>(7) From Faculty Athletics Representative: My initial thoughts were that the GPA should be higher than a 2.0 and that more core courses should be required. I don't know how things are in other states or other schools, but my experience (from 14 years advising 'wannabes' for a competitive admissions graduate program) is that GPAs from most 2-year colleges are inflated (as if they aren't at 4-year institutions but that's another issue) and that many students who had high GPAs at the 2-year college had lower GPAs after transferring to a 4-year institution. If this was the case for the Physical Therapy wannabes, then student-athletes who were in less rigorous situations would be worse off! And a 2.0 GPA from a 2-year college, in my experience, is just not that good, despite what TBR (TN Board of Regents) or the 2-year college might say. It's just not equivalent to a 2.0 here at our 4-year institution.</p> | <p>Jacksonville University and Atlantic Sun Conference</p> |

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| <u>Recommendation:</u> We do not support the recommendation to change the transfer GPA requirements without further research and consideration. Use of the cumulative GPA reflects the entire student career, even early terms when the student may be completing the 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 accurate prediction of student success. | Illinois Skyway Collegiate Conference (Athletic Director Council) |
| Similarly, the Cabinet's Research Findings also support most of the proposed changes that would govern nonqualifiers who transfer from a two year college to a four year institution. This includes increasing the required transferrable grade point average, limiting the use of physical education activity courses, and requiring completion of the specified number of credit hours in English, math and science. | Southeastern Conference |

Physical Education Course Limits.

| Comment | Source |
|--|---|
| Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011... | NJCAA Executive & Eligibility Committee Meeting (1/16/11) Summary |
| ...To summarize the collective input from that meeting, I have listed our concerns from greatest to least: | |
| 3. The addition of the three credits of science and limiting the number of transferable physical education activity credits were not opposed by the committee. | |
| We agree with the proposal that would increase the number of required courses. | George Mason University (CC) |
| We concur with recommendations 2, 3 and 4 and believe these could enhance the academic success of community college transfer students at the NCAA Division I level. | Illinois Skyway Collegiate Conference (Athletic Director Council) |
| Similarly, the Cabinet's Research Findings also support most of the proposed changes that would govern nonqualifiers who transfer from a two year college to a four year institution. This includes increasing the required transferrable grade point average, limiting the use of physical education activity courses, and requiring completion of the specified number of credit hours in English, math and science. | Southeastern Conference |

Science Core Requirement.

| Comment | Source |
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| <p>We have one follow-up comment on the 2-4 concepts I wanted to pass along. The feedback relates to the addition of the science credits to the required core academic course minimums for 2-4 transfers. Our membership has noted a two-year college science course with a lab (totaling 4 credits) is often considered more “transferable” than a stand-alone two-year college three credit science class without a lab. It was noted that many three credit science classes are counted as electives for an incoming 2-4 transfer student majoring, for example, in a science field. If the science course is 4 credits including a lab, then it would more likely count toward the declared degree.</p> <p>This distinction--the differing long-term academic impact between a 3 credit science course and 4 credit science course w/ lab from a two-year school--might be most germane to student-athletes pursuing science degrees. Yet, the addition of a lab seemingly parallels the same core-course lab requirement for all high school prospects per 14.3. Perhaps there is data that assesses the impact of a science with lab from a two-year college as it relates to long-term academic success at a four-year institution.</p> | Ohio Valley Conference |
| <p>Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers...</p> <ul style="list-style-type: none"> • Would the requirement to complete at least six hours of English, three hours of math and three hours of science be consistently applied/offered at all Junior Colleges? • What would be considered a valid science course? | University of Delaware (CC and coaches) |
| <p>We concur with recommendations 2, 3 and 4 and believe these could enhance the academic success of community college transfer students at the NCAA Division I level.</p> | Illinois Skyway Collegiate Conference (Athletic Director Council) |
| <p>Similarly, the Cabinet’s Research Findings also support most of the proposed changes that would govern nonqualifiers who transfer from a two year college to a four year institution. This includes increasing the required transferrable grade point average, limiting the use of physical education activity courses, and requiring completion of the specified number of credit hours in English, math and science.</p> | Southeastern Conference |

Other.

| Comment | Source |
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| <p>Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers...</p> <ul style="list-style-type: none"> • Completion of at least three semesters or four quarters as a full-time student should remain a requirement. | <p>University of Delaware (CC and coaches)</p> |
| <p>In looking at the concepts being considered for the nonqualifiers, I would still like to see the completion of three semesters as a full-time student. I would hate to see the student attempt to overload their credit hours in an attempt to graduate a junior college in a year (potentially two summers, a fall, and a spring).</p> | <p>Old Dominion University (CC)</p> |
| <p><u>Recommendation:</u> We recommend the elimination of this proposal. (Maintaining limitation on transferable summer courses)</p> | <p>Illinois Skyway Collegiate Conference (Athletic Director Council)</p> |
| <p>We are concerned that removing the minimum requirement for terms completed at the two year college by a non-qualifier will serve to encourage efforts to complete a large number of credit hours within an inappropriate time frame. It does not appear the current three semester/four quarter “residence” requirement is problematic, thus we recommend the existing “residence” requirement be maintained.</p> | <p>Southeastern Conference</p> |

Year of Academic Readiness.

| Comment | Source |
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| <p>Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011...</p> <p>...To summarize the collective input from that meeting, I have listed our concerns from greatest to least:</p> <ol style="list-style-type: none"> 2. There was overall agreement that a Year in Academic Readiness would be beneficial to many students at the two-year college level. However, the committee would like to see some flexibility to allow for the YAR to be used during the first or second year of college. The rationale being that first year freshman may not be appreciative of the academic expectations of college and mature enough to handle their first year out of athletics to concentrate on academics. However as that same student matures and is exposed to college level expectations he/she would benefit more in some cases by having the Year in Academic Readiness come later. In addition, it would be a more “sellable” option at the institutional level from a financial standpoint. | <p>NJCAA Executive & Eligibility Committee Meeting (1/16/11) Summary</p> |
| <p>Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers....</p> <ul style="list-style-type: none"> • Year of Academic Readiness opens room for exploitation <ul style="list-style-type: none"> ○ Who makes the determination of academic readiness? ○ Will the application of this rule be consistently applied throughout the country? ○ Would lack of competition, include the ability to practice? | <p>University of Delaware (CC and coaches)</p> |
| <p>(3) From Coaches: Better if student-athletes could take their year of readiness at the 4-year institution --then coaches could keep an eye on them.</p> <p>(4) Question: Is the year of readiness option only available to those student-athletes who would need to take remedial courses?</p> | <p>Jacksonville University and Atlantic Sun Conference</p> |

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 admission to graduation and transfer. As open enrollment institutions, community colleges become the primary educators for students inadequately prepared 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. Although this is a critical component of the Academic Council’s recommendations, there is only a basic framework for this program with neither general guidelines about determining student eligibility and verification of participation nor institutional reporting requirements.
2. 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. By making this assessment for the “Year of Readiness”, any player whose skill level could or would improve to DI level through participation would be penalized by loss of this option.
 - b. Academic assessment, placement testing, advising and counseling will need to be done earlier in the summer, or even late spring, in order to determine

Illinois Skyway Collegiate
Conference (Athletic
Director Council)

| | |
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| <p>a student's eligibility for the "Year of Readiness."</p> <p>c. Referring a student athlete to the "Year of Readiness" and the concept of postponing their athletic participation will be difficult. In this case, the difficulty of this discussion is two-fold: telling the student about their need for developmental coursework and having them sit out their first year of competitive participation. These competitive and motivated individuals thrive on the competition of their sport or sports. It may drive students to make impulsive decisions about college attendance that would hurt their future prospects and options.</p> <p>d. All community college athletic programs and individual coaches may not implement or utilize the "Year of Readiness." To state it bluntly, there are coaches and programs that will tell students they do not need this program and allow the student to compete immediately in order to gain a competitive advantage over other area schools and programs.</p> <p>3. 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, colleges will have to underwrite an additional year of athletic scholarships for "Year of Readiness" students, provide additional equipment costs for expanded team rosters and other costs associated with a larger team roster.</p> <p>4. 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.</p> <p>5. There will be increased costs for administrative oversight and reporting of the "Year of Readiness" program.</p> | |
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| At the present time, we do not support enacting a “year of Academic Readiness” as identified by the Cabinet. The ability of a young person to extend the timing of their athletics participation, which would occur due to their lack of educational preparation in high school, does not seem an appropriate outcome. Given the significant two year college transfer policy changes proposed by the Cabinet, we believe it is best to allow these changes to take effect and be fully evaluated before additional consideration is given to the suggested “Year of Academic Readiness.” | Southeastern Conference |
|---|-------------------------|

General.

| Comment | Source |
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| I really think these will assist the transfer students to be more competitive overall. My experience mirrors the data obtained from the committee and in the requirements I place on some non-athlete programs geared at getting more transfer students to transfer to TU to complete a B.S. degree in Science or math—the students that have good grades (we actually require a 2.8) in the fundamental course work tend to be most successful although still require some tutoring and assistance post-transfer. | Towson University |
| Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers.... ...In conclusion, we have concerns about how much input has been obtained from the two-year college community and their willingness to ensure that these proposed standards are applied consistently throughout the country. | University of Delaware (CC and coaches) |
| The proposal seems well thought out and I particularly like the "year of readiness." I also wonder if we can do a better job of reaching potential transfers as soon as they enter the Junior College to let them know about these new guidelines. There will be some students who will work with us if they know what is expected. | Old Dominion University (FAR) |
| Drexel is in favor of the Draft Concepts for both Qualifiers and Non-Qualifiers. We feel these standards will better prepare | Drexel University (CC and coaches) |

| | |
|--|--|
| <p>student-athletes to be eligible and graduate from Drexel.</p> | |
| <p>(1) From Coaches: There are purely athletic reasons why a 2-year college transfer will leave a 4-year institution after their junior year – the student-athlete realizes that he/she is not good enough to play at a DI institution and/or the coach of the DI institution decides that the student-athlete is not good enough or doesn't fit into the system now so student-athlete will not see any playing time. Usually DI coaches recruit 2-year college transfers for a "quick fix" and if the student-athlete is no longer needed for this reason, then he/she will not play and will probably leave the 4-year institution.</p> <p>(2) From Compliance: There would be too much "pressure" on 2-year college and high school coaches and administrators to advise their student-athletes of the differences going to 4-year vs. 2-year institution. There would probably be an increase in waivers resulting from these proposed rule changes. Also, more information would need to be submitted from the 2-year college that these transfer student-athlete are coming from to the 4-year institution, ie, did you take your year of readiness?...</p> <p>....(5) From Faculty Athletics Representative: Need to address the problem of good academic student-athletes transferring from 2-year colleges, but not able to meet the progress-toward-degree percentage their first year at the 4-year institution for their chosen major (usually majors which don't allow many elective credit hours) since they didn't take the right courses at the 2-year college...</p> <p>...(7) From Faculty Athletics Representative:As for the courses coming in – we have enough problems with progress- toward-degree without adding to it! Now, the down side is that while the student-athlete who starts out at a 2-year college may know he/she is going to transfer, the catch is that he/she doesn't know to WHERE he/she might go, so figuring out what courses to take may be more challenging. Though there is probably a good set of courses (Engl comp, Engl lit, math, psychology, sociology, arts/humanities, basic science) that are fairly common and could be the foundation.</p> <p>(8) From Coaches:</p> | <p>Jacksonville University and Atlantic Sun Conference</p> |

#1. College isn't for everyone. We have already lowered the initial eligibility standards for GPA and test score SO low that if you are not eligible it should send up HUGE red flags about your entire 18 years of educational/environmental history.

#2. Two-year colleges are now left with only the lowest of the low achievers. To keep them eligible to compete at the 2-year college level, the 2-year college coaches have found a way to be self serving (just like DI coaches are in their own situations) and enroll the students in classes that will enable their dysfunctions. By the time they have exhausted their eligibility at 2-year college, these student-athletes are no closer to being ready for a DI school than after HS. In fact, by misusing their two years at the 2-year college, they are probably even further behind with respect to realistic progress- towards- degree requirements. I strongly agree with having more requirements of the 2-year college student-athletes.

I just think that if a student-athlete is DI talented and they are a qualifier, then the big money school with the academic support machines will do their best to get the student-athlete through four years. If student-athletes are so low that they end up at 2-year college, the 2-year college doesn't have the support in place. These 2-year colleges are there primarily to serve local students, helping them achieve an education at a low cost, not to produce the next NCAA Final Four star player. If an athlete is only eligible for a 2-year college with our current standards, then they are bound to struggle at 4-year institution.

Currently student-athletes are cramming in requirements at 2-year colleges during the summer after their second year at the 2-year college, trying to get eligible for the DI institution. So they are taking longer than two years as it is. And we all know what summer school classes are like.

I am not surprised at all to find out that 2-year college transfers are not staying eligible at 4-year institutions. Fall sports are probably the beneficiaries. Football student-athletes come in, are eligible, play one year, help the 4-year institution team win, then they disappear. If these student-athletes are great players then it is worth the risk and APR hit to have a great one semester.

Date: January 14, 2011

To: Division I Academic Council

From: Bruce Oates, Director
Athletics and Registrar Services

Illinois Skyway Collegiate Conference
Athletic Director Council

Subject: NCAA Academic Reform Efforts-Two-Year College Transfer Requirements

In October, the NCAA released recommendations prepared by the NCAA Division I Academic Council concerning changes in eligibility rules for community college student athletes transferring to NCAA Division I schools. The NCAA distributed these recommendations to a number of organizations, including the NJCAA, with a request for comment and input due January 15, 2011.

We appreciate and acknowledge the hard work and effort demonstrated by the Academic Council. Clearly, they desire to improve the academic success of all NCAA student athletes and specifically the community college transfer students. Thank you.

As outlined by the Academic Council, there are five recommended changes in transfer requirements

1. Increase the transfer Grade Point Average (GPA) from 2.000 to 2.500.
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
4. Eliminate full time semester status requirement.
5. Limit the number of summer transfer credit hours to 18 total with a limit of 9 credit hours the summer term prior to transfer.

In addition to these recommended changes in transfer rules, the Academic Council also recommended the creation of a "Year of Readiness". This would allow students who test into developmental courses to attend community college their first year and then start their "NCAA Clock" to have four years of playing eligibility in five years.

Recommendation Response

After consideration and discussion of these recommendations, we do not support the changes in transfer guidelines as outlined by the NCAA Academic Council.

We are making this decision based upon the recommendations to change the transfer grade point average, the limitation of transferable summer credit hours and the requirements associated with the implementation and application of the "Year of Readiness" option. The specific concerns are:

- The recommendations of the Academic Council are to be implemented as a full package of changes.
 1. We believe this "jump" in requirements is too quick and too dramatic. Based upon the timeline presented by the NCAA, these rule changes could be implemented in Fall 2012. The

community colleges and incoming students would have limited time to understand, prepare, and implement internal changes to support these new transfer regulations.

Recommendation: We recommend that implementation of transfer rule changes be done incrementally to allow the students and community colleges to adjust processes and procedures appropriately. This incremental approach would also allow for assessment of changes and their affect on transfer student success and graduation rates.

- Increase transfer GPA from 2.000 to 2.5000.
 1. The change creates an eligibility double standard. Native students at NCAA schools are only required to maintain a 2.000 GPA in order to maintain athletic eligibility while a transfer student will have to achieve a 2.500 GPA in order to attain the same status.
 2. The increase in transfer GPA is too large. Implementing this change would essentially make a “C” grade’s affect on the students GPA, generally considered a passing grade for a class, equivalent to a “D” or failing grade. Typically, math and science courses carry four credit hours and tend to be the most difficult which would skew the student’s GPA downward.
 3. NCAA D I athletes typically receive substantial scholarships that can include tuition and fees, housing allowance and books. Most community college athletes receive partial or no scholarships. This means many of our student athletes have to work 15 – 30 hours per week in addition to academics, commuting time and team activities.
 4. Most community colleges do not have resources like Athletic Advisors or dedicated team tutors to assist students in their academic pursuits. Many of our coaches are part-time off-campus staff with limited direct contact outside of regular season activities.
 5. Increasing the transfer GPA requirement will disadvantage the students for whom 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 2.500 cumulative GPA virtually impossible.

As noted by the Oakton Community College Office of Institutional Research, “...only a few students who place into and take the lowest level of developmental math succeed in a college-level math course in three years, and about one-third of students who place into and take the highest level of developmental math or ESL or developmental English succeed in a college-level math course or English 101 within three years.”

6. At community colleges, senior colleges and universities, the attainment of a 2.000 GPA places a student in “Good Academic Standing” and meets a basic institutional graduation requirement. These same students, having earned an associate’s degree, could be declared ineligible to transfer to a NCAA Division I school for athletic participation while at the same time being admitted to that same school.

Recommendation: We do not support the recommendation to change the transfer GPA requirements without further research and consideration. Use of the cumulative GPA reflects the entire student career, even early terms when the student may be completing the 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 accurate prediction of student success.

- Limit the number of summer transfer credit hours to 18 total with a limit of 9 credit hours the summer term prior to transfer.
 1. This recommendation does not recognize the importance of summer term classes for the student athlete. During the fall and spring semesters, students often limit themselves or are limited to 12 credit hours because of demands placed upon their time by their sport and, for many, the need to work. Student athletes have limited windows of time in which to schedule classes due to practice or competition schedules even during the off-season when voluntary practice activities are scheduled. When you include work schedules, this becomes even more difficult. Students utilize the summer term to earn additional credit hours toward their degree requirements or to register for classes that might otherwise be unavailable to them during the fall and spring semesters.
 2. Many community colleges offer multiple terms within the summer term that allows students to take multiple classes throughout the period. At Oakton Community College, three distinct terms are offered under the umbrella description of “Summer” courses. The college offers a May Interim followed by an 8 and 7 week Summer Session and ending with the August Interim. Within these three sessions, it is possible for a student to complete 15 to 16 credit hours.
 3. The combination of limiting transferrable credit summer credit hours and the “Year of Readiness” is counterproductive. Students placing into developmental English and math courses will need the summer term to complete courses that will fulfill the associate degree requirements.

Recommendation: We recommend the elimination of this proposal.

We concur with recommendations 2, 3 and 4 and believe these could enhance the academic success of community college transfer students at the NCAA Division I level.

Ultimately, the result of these changes will result in an improvement in the graduation rate of community college transfers, but not by having better prepared transfer students but by limiting the number of student athletes who transfer and play. The mission of the community college is to provide education to all students, 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 admission to graduation and transfer. As open enrollment institutions, community colleges become the primary educators for students inadequately prepared 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. Although this is a critical component of the Academic Council’s recommendations, there is only a basic framework for this program with neither general guidelines about determining student eligibility and verification of participation nor institutional reporting requirements.
2. 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. By making this assessment for the “Year of Readiness”, any player whose skill level could or would improve to DI level through participation would be penalized by loss of this option.
 - b. Academic assessment, placement testing, advising and counseling will need to be done 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 will be difficult. In this case, the difficulty of this discussion is two-fold: telling the student about their need for developmental coursework and having them sit out their first year of competitive participation. These competitive and motivated individuals thrive on the competition of their sport or sports. It may drive students to make impulsive decisions about college attendance that would hurt their future prospects and options.
 - d. All community college athletic programs and individual coaches may not implement or utilize the “Year of Readiness.” To state it bluntly, there are coaches and programs that will tell students they do not need this program and allow the student to compete immediately in order to gain a competitive advantage over other area schools and programs.
3. 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, colleges will have to underwrite an additional year of athletic scholarships for “Year of Readiness” students, provide additional equipment costs for expanded team rosters and other costs associated with a larger team roster.
4. 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.
5. There will be increased costs for administrative oversight and reporting of the “Year of Readiness” program.

Following are the questions the NCAA Academic Council requested response from the ISCC Athletic Directors.

1. Are there suggested methods of identifying how student-athletes would be identified for this option? Number of remedial hours? Nonqualifier status? Other identification?

- 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. Do your two-year institutions provide financial aid? What would the financial aid implications be, if any, of the requirement of an additional year of enrollment at the two-year enrollment? Would athletic scholarships, if offered, be available for three years?
 - 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. Would the year of academic readiness be used by students?
 - 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 ISCC 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.

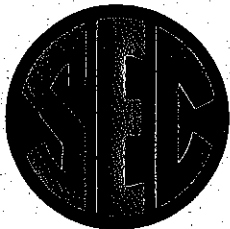
- c. The use of the second year as the “Year of Readiness” also allows the college and the student to develop a realistic academic success plan based upon their progress in developmental courses during the first year. This type of fact-based plan cannot be developed before the student is enrolled, as the current recommendation would mandate.

4. Are enough remedial courses available at most two-year institutions to allow for adequate remediation during the first year of enrollment?
 - 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. Are there any unintended consequences of the year of academic readiness?
 - 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 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: ISCC Board of Control
ISCC Presidents



SOUTHEASTERN CONFERENCE

MIKE SLIVE
COMMISSIONER

January 21, 2011

Carolyn Callahan, Chair
NCAA Division I Academic Cabinet
P.O. Box 6222
Indianapolis, IN 46206

Dear Carolyn:

Thank you for the opportunity to offer feedback regarding the reform efforts associated with the academic requirements governing two-year college transfers. The Cabinet's effort to research trends and issues, which also serve as the basis for developing proposed solutions, is an important step in understanding and overcoming the academic challenges currently being encountered by two-year college students who seek the opportunity to transfer and compete at a Division I member institution.

As it relates to academic qualifiers, based upon the Cabinet's Key Research Findings cited in your December 1, 2010 memo, it appears appropriate to enact policy that will both elevate the grade point average required for transferrable degree credit to a 2.5 and extend the two-credit limit on transferrable physical education activity courses to govern all sports.

Similarly, the Cabinet's Research Findings also support most of the proposed changes that would govern nonqualifiers who transfer from a two year college to a four year institution. This includes increasing the required transferrable grade point average, limiting the use of physical education activity courses, and requiring completion of the specified number of credit hours in English, math and science. We are concerned that removing the minimum requirement for terms completed at the two year college by a non-qualifier will serve to encourage efforts to complete a large number of credit hours within an inappropriate time frame. It does not appear the current three semester/four quarter "residence" requirement is problematic, thus we recommend the existing "residence" requirement be maintained.

At the present time, we do not support enacting a "Year of Academic Readiness" as identified by the Cabinet. The ability of a young person to extend the timing of their athletics participation, which would occur due to their lack of educational preparation in high school, does not seem an appropriate outcome. Given the significant two year college transfer policy changes proposed by the Cabinet, we believe it best to allow these changes to take effect and be fully evaluated before additional consideration is given to the suggested "Year of Academic Readiness."

Thank you for this opportunity to provide input on these important recommendations.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Slive".

Michael L. Slive
Commissioner

cc: SEC Presidents and Chancellors
SEC Faculty Athletics Representatives
SEC Athletics Directors
SEC Senior Woman Administrators

Response to 2 year Transfer Proposal from FARA

FARA Executive Committee members: Jim Ruebel (Ball State), David Clough (University of Colorado), Scott Benson (Idaho State University).

David Clough raised several concerns about the proposal these are comments directly addressing his concerns and the concerns of other members of the FARA Executive Committee.

Comments from Jim Ruebel, FAR Ball State University

There was little discussion of the year-of-readiness, though in general there was support for the idea. Scott's question (which school should fund this year?) was not discussed. I think this is worth bringing to the attention of the NCAA in our response, but if we disagree, then maybe the proposed legislation is not fully formed. On the whole, personally I think the year-of-readiness is a humane and attractive idea; there may be cost factors that will act against its success at one level or the other.

My own concerns are three:

1. I agree with David that asking students who begin with (significantly) lower levels of preparation to graduate at the same rate as ALL students who attend the 4-year school is not realistic or – I think – even relevant. If there is such a comparison to be made, it should be either with other 2-year transfers (David's idea) or with other SAs.
2. I am principally concerned that these reforms are being proposed as a bundle without any phasing in period to isolate where possible the significant variable/s. If a successful science course is a strong predictor, are we sure that this does not result from self-selection (better students select the science course, then go on to show they are better students)? Is there a correlation in the success rate of SAs who take the science course but fail it? Finally, should this requirement be introduced simultaneously with the GPA standard? Should the math requirement ALSO be introduced at the same time?
 - a. My own undocumented experience is that the key course for SAs is the university's basic English requirement. Among weaker students, this course is often put off for two or three years. Even genuinely preparing junior college students without the language skills to TAKE the university's basic English requirement would help a lot. \$02.
3. The GPA standard may well predict success, but may also exclude some SAs who have little other recourse than junior-college > 4 year school, but are working to overcome deficiencies in their background. By excluding these students, we not only prevent them from athletics participation, but from the chance to get a college degree. (At the same time, I am aware of the abuses in the system.)

It seems to me the standards should be phased in, as were the earlier academic reforms (14 core courses, then 16 ...).

I have no particular opinion on PE courses. An actual PE degree is not necessarily easy. There are, however, agencies out there with software, I believe, that can track fluff courses and produce an adjusted and "real" GPA (this information from a Law School FAR where this software is used routinely to deconstruct GPAs of Law School applicants).

Jim

Comments from Scott Benson FAR Idaho State University.

Below the following paragraphs I have pasted David Clough's comments from January and below that my comments which we were emailing in December.

I think David was right that the issues for two year transfers need to be separated, into the transfer portion and then the year in residence portion.

Increasing standards for two year transfers to be immediately eligible: I believe the direction of the NCAA proposed legislation is on the right track here. I do not share David's concern that perhaps a different and more lenient number is appropriate. This is an area where I believe the NCAA research staff has data, and the legislation is being driven by what the data has to say, namely 2 year transfers who graduate from a 4 year institution present a 2 year transfer GPA in excess of 2.5 on a 4.00 scale. I also like limiting Physical Education credits and the addition of a science class. Whether that science class includes a lab component or not I will leave to others.

The year of readiness: David raises a good point that it is unlikely that non-qualifiers will perform academically at the same level as qualifiers. But, we should remember that NCAA eligibility standards are minimum standards, and most students, and student athletes, exceed those standards by a significant amount. Beyond that, I think we disagree since I think in general it is a good concept. But, there are concerns I note below.

Since lack of academic progress by 2 year transfers, and the resulting loss of APR points is the concern I think we should look for a solution closer to the problem. Since the problem is with 4 year institutions, they should be part of the solution, not just pass it back to the 2 year schools.

So, I would restate my point that the year of readiness occur at the 4 year institution, at least for some student athletes

I do wonder who we are doing this for? For whom would this year in readiness be attractive? Is it a better option than the gray shirt year or years that some students take where in they take some remedial classes while enrolled in less than full time credits to avoid the start of the five year clock? What can be done to make the year in readiness an attractive option without losing the incentives for academic excellence in high school? The more I think about the year in readiness, the more concerns I have. Is this year in readiness an attempt to limit the possibility of gray shirting? The process in which a student qualifies or receives the year in readiness needs to be firmed up.

Ultimately, how do we maintain or increase access to 4 year institutions for at risk students? And, with 2 year transfers there is both an academic risk and an athletic risk, either of which can result in lost APR points for eligibility or retention issues.

For discussion at FARA Executive Committee Meeting
12 January 2011
San Antonio

D. Clough

2-4 Transfer Draft Concepts from the Academic Cabinet

Qualifiers

- 2.0 \Rightarrow 2.5
- Limit of 2 PE courses transferred for all sports (exception for PE majors)

why even 2 courses? why not zero?

Carryover

- One full-time term
- 12 semester credit hours/term

Nonqualifiers

- 2.0 \Rightarrow 2.5
- Limit of 2 PE courses transferred for all sports (exception for PE majors)
- 3 credit hours of science
- Aid and practice only for 2.0 for first year (*we like this option*)

2.5 is probably ok but why not 2.4, or 2.2, or 2.6?

lab science? and not "chemistry in the community" or "biology for the unwashed"

Carryover

- 6 credit hours of English
- 3 credit hours of math
- AA degree
- 48 credit hours transferable
- 3 semesters full-time goes away

Year of Academic Readiness

- first year at 2-yr with aid but no competition
- take basic/remedial courses
- delayed start of 5-yr clock

key descriptor: problematic

very difficult to manage, regulate and monitor

only nonqualifiers?

why not leave this piece out and take the gains from the other pieces?

won't SAs just transfer to Div II instead?

a year is "eternity" to a young person

Should 2-yr transfer graduation rates match those who matriculate directly to 4-yr institution?

Is this realistic?

That says that students with significantly lower qualifications should graduate at the same rate as students with higher qualifications. Is that really achievable? And should it be a goal? Why not 2-yr transfer SAs graduate at the same rate as 2-yr transfer non-SAs?

Will the 2-yr institution actually provide the aid? How do they really know that SA will attend DI institution?

How can 2-yr institution afford this, generally, and especially in the current economic climate? What about pro departure after 3 years for FB and baseball SAs? How does the readiness year affect this?

Scott's comments in December

I wanted to get some comments to you on the two year transfer situation. I can give a Division I perspective, but I am not suggesting that my comments apply to Division II or Division III. In general this is a move in the correct direction. Raising the GPA standard to 2.5, limiting the number of PE credits allowed and specifying that transferable credits include requirements in English, Mathematics and Science are all good. Certainly some students will want to pursue the traditional way of progressing from a 2 year school to a 4 year school and that avenue should still be open to them, albeit with elevated standards.

My major concern is with the academic year of preparedness (readiness). The concept is a great idea. But, as drafted the proposal is to have this year of readiness occur at a two year school, I think this lets Division I institutions off too lightly. OK, my bias will come through. I think 2 year schools do good things for a large number of people. They do not for the most part prepare someone for the rigors of a 4 year institution and especially not to progress at 20% of the credits for a BA degree per year. In fact a number of schools will not accept transfers from 2 year schools unless they have been in a specific degree program. OK, with that out of the way, I think the academic year of readiness should occur at the 4 year institution. I know some 4 year schools indicate they do not offer remedial courses, but many still do. Given that students could take specific classes on line (distance learning) or perhaps at a local 2 year school, most students could find the classes they need during that year of readiness. There will be some 4 year schools who will not accept these at risk students, but so be it. The benefits to the student from being on campus at a 4 year institution are numerous, better advising, better career planning, more focus on academics and so on. I could go on about benefits but we are all aware of these. It is unfortunate that too many transfers from 2 year schools are pigeon holed into very few majors just for eligibility purposes. Earlier arrival at a 4 year institution with no practice or competition or involvement with the team for anything but academic advising in that first year should allow a student to prepare for the major and career in which he or she has an interest.

In the sake of making things simple other aspects have been overlooked. If a student were doing his or her year of readiness at a 4 year school, call it year 0, there could be academic requirement put in place for progress toward degree. A simple story would be to have students who opt in to this program to have 10 percent of the degree by the start of year one, 30 percent by the start of year 2, 50 percent by the start of year 3, 70 percent by the start of year 4 and 90 percent by the start of year 5, if they have red-shirted some where along the way. I do not see any such requirements in place to monitor how students are utilizing the year of readiness in the current plan at a 2 year school. It would not be difficult to monitor this, as those in the "program" could be flagged and Compliance Assistant currently calculates the percent of degree earned.

I am thinking that a Pell Grant could cover most of the cost of attendance for students in the year of readiness. The difference could be supplemented in various ways. One suggestion is for the NCAA to take part of the degree completion funds and use it to supplement as determined by need base. Certainly this shifts funding to more risky students than those needing a few credits to graduate, but it could be possible.

OK, this is not all that clear, and a conversation would help. But, some thoughts as I think there needs to be more thinking about the year of readiness. But, in general it is a good concept.



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February 1, 2011

ATTN: Jennifer Strawley, Academic and Membership Affairs

RE: Academic Reform Efforts – Two-Year College Transfer Requirements Feedback

Jennifer:

Thank you for the inclusion of the National Association for Athletics Compliance (NAAC) Legislation and Governance Committee in the initial discussion of two-year transfer concepts. It is greatly appreciated that the committee and national office staff desired the input of compliance administrators in the discussion.

During a recent call of the NAAC Legislation and Governance Committee, the discussion document was reviewed as requested. After careful consideration by the committee, several questions were raised and thoughts generated, primarily as they related to recruitment of prospective student-athletes and the year of academic readiness. I have included many of these questions and thoughts below for your further consideration in the development of formal legislative initiatives. Should you require any clarification or need further assistances from our Committee, please do not hesitate to contact me.

Concerning the Academic Adjustments (2.5 GPA, Physical Education Credits):

- In order to have a more informed discussion, several committee members inquired about seeing data directly related to the 2.5 GPA mark as an indicator of academic success to have a better understanding of why a 2.5 opposed to a 2.25 (or other GPA) was substantiated.
- In order to have a more informed discussion, several committee members inquired about seeing data related to the impact of recently passed legislation concerning the use of Physical Education Credits in the sport of men's basketball. Specifically, has the legislation made a positive impact? If so, how great of an impact? It was expressed that we should ensure the currently imposed rule is achieving its goal before adopting the same for all other sports.
- Several committee members expressed 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.?

Concerning the Academic Year of Readiness:

- Would a student-athlete need to declare their intent to use a "year of academic readiness?" If so, in what time frame and method?
- Could a "year of academic readiness" be applied retroactively to a student-athlete who is found later in his/her academic career to have met the requirements (non-qualifier, took remedial credits, did not compete during the first year at a two-year college) in order to extend the five-year clock?

- If a student-athlete was enrolled in a “year of academic readiness” would he or she be able to take part in athletically-related classes; e.g. Coaching Baseball Theory, Strength Training for Basketball, Baseball Turf Maintenance, etc., as these classes are often taken by participants in junior college sports?
- 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 due to the availability of more academic support resources at four-year institutions.

Concerning Recruitment:

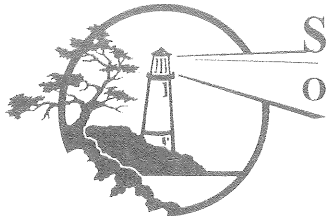
- Would coaches have the same access as historically granted to non-qualifiers as those students enrolled in a “year of academic readiness?”

Some of the comments and questions reflected above were voiced by only a few members of the committee and do not speak for NAAC membership as a whole, but were included in this document to make sure all areas of discussion were passed on to the committee for consideration. As a whole, the review of the initial academic standards was met warmly and NAAC would be willing to assist in any further review of the topic as the concepts move closer to the legislative process.

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



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February 1, 2011

Dr. Carolyn Callahan
Chair, NCAA Division I Academic Cabinet
PO Box 6227
Indianapolis, IN 46206-6227

Dear Dr. Callahan,

I am writing on behalf of the community colleges Presidents in the State of Oregon. We are in agreement that every collegiate association must require strong academic standards from our student-athletes. We are concerned, however, when academic reform does not appear to take into consideration student-athletes who may require significant remediation. We believe that students requiring remediation should be provided an opportunity to gain the necessary skills to become academically successful at the four-year college level.

We are aware of the current proposal originating from the two-year relations committee that supports a program which will provide at-risk students an additional year of readiness prior to the start of their NCAA clock. The Oregon community college Presidents support the language that will allow a student-athlete one year of remediation prior to their eligibility starting. We believe that with the proposed academic reform requiring an increased GPA above 2.00, the addition of a science requirement and a reduction in the number of physical education classes allowed to transfer, that the two-year transfer student will become more qualified to gain their four-year degree.

We appreciate the opportunity to support the one year of remediation at the two-year level.

Sincerely,

Patty Scott, Ed. D.

President

On behalf of the Oregon community college Presidents

NAME of person submitting comments _____ *Big South Conference* _____ *January 28, 2011*

NCAA Academic Reform Efforts – Two Year College Transfer Requirements

| Proposed Academic for Year of Readiness | Proposed Concepts for Academic Year of Readiness | Comments |
|---|---|---|
| <p>The draft concept of a year of academic readiness provides an alternative path for academically unprepared student-athletes that may prepare student-athletes for success at an NCAA Division I institution.</p> <p>The year of readiness would allow students to receive financial aid by attending a two-year college full time and take remedial and other basic academic courses without triggering the start of their five years of NCAA eligibility. However these student-athletes would not be able to compete in athletics during their first year at the two-year institution.</p> | <p>(a) Provides an option for academically unprepared 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.</p> | <p>Additional Comments:</p> <ul style="list-style-type: none">• I am uncomfortable monitoring how this can be accomplished by two-year colleges consistently and verified by our or any four year NCAA institution.• Would impact two-year colleges financially by requiring student-athletes to remain there an additional year (at minimum)• This should provide student-athlete more time and guidance to prepare for four-year institution.• Tracking this would be difficult, and both Division-I and Division-II meet students' needs.• I am fundamentally opposed to this legislation. Students should not get a year of remediation, plus junior college before entering certifying institutions. |

| Proposed Academic for Year of Readiness | Proposed Concepts for Academic Year of Readiness | Comments |
|---|---|--|
| | (b) Occurs during the student-athlete's initial year of college enrollment which for this purpose must occur at a two-year college. | <ul style="list-style-type: none"> • Would impact recruiting at two-year institutions as this would prohibit competition in the initial year – s-a would be taking up a roster spot, using athletic aid and ineligible for competition while enrolled at junior college because of an NCAA rule – odd circumstance • Feedback from two-year institutions is absolutely needed in order to determine if this possibility is even feasible. • Tracking this would be difficult, and both Division-I and Division-II meet students' needs. |
| | (c) Prohibits competition during the first year of collegiate enrollment at the two-year college | |

| Proposed Academic for Year of Readiness | Proposed Concepts for Academic Year of Readiness | Comments |
|---|--|----------|
| | (d) 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. | |
| | (e) The cabinet engaged in extended conversation regarding how student-athletes would be identified for this option, and determined that it was important to obtain further input on this issue. The cabinet considered the following possible triggers that would permit the year of academically readiness: (1) Enrollment in a specified number of remedial hours; (2) Status as a nonqualifier; (3) Some other academic identification; and (4) Lack of competition during the first year of two-year college enrollment. The cabinet determined that it was important to obtain input from the two-year college community and the NCAA membership on this issue before finalizing a recommendation. | |
| | | |

Big South Conference

NCAA Academic Reform Efforts – Two Year College Transfer Requirements

| Current Standards | Draft Concepts for Qualifiers | Comments |
|--|--|---|
| 2.000 grade-point average required in transferable degree credit. | 2.500 grade-point average required in transferable degree credit. | 5 out of 6 of our member institutions are in favor of this concept. Additional Comments: <ul style="list-style-type: none">• Average GPA of two-year college transfer prior to enrolling at four-year institution |
| Limit on physical education activity courses transferred only in men's basketball. | Limit of two physical education activity credits (with exception for physical education majors) for all sports | 4 out of 6 of our member institutions are in favor of this concept. Additional Comments: <ul style="list-style-type: none">• Should be expanded to all sports as this trend is not just specific to Men's Basketball student-athletes at two-year institutions |

Big South Conference

NCAA Academic Reform Efforts – Two Year College Transfer Requirements

| Current Standards | Draft Concepts for Nonqualifiers | Comments |
|---|---|---|
| 2.000 grade-point average required in transferable degree credit. | 2.500 grade-point average required in transferable degree credit to be immediately eligible to compete. | <p>4 out of 7 of our institutions are in favor of this concept.</p> <p>Additional Comments:</p> <ul style="list-style-type: none">• This component is the largest factor in determining academic success upon transfer to a four-year institution.• It would be interesting to see average GPA of two-year college transfer prior to enrolling at a four year institution (actual figures were not submitted within literature from NCAA- information has been submitted as part of APP reporting)• Prefer the 2.000 requirement• As an institution, we do not recruit nonqualifiers |

| Current Standards | Draft Concepts for Nonqualifiers | Comments |
|---|--|--|
| <p>Limit on physical education activity courses transferred only in men's basketball.</p> | <p>Limit of two physical education activity credits (exceptions for physical education majors) for all sports.</p> | <p>4 out of 7 of our institutions are in favor of this concept.</p> <p>Additional Comments:</p> <ul style="list-style-type: none"> • Should be expanded to all sports as this trend is not just specific to men's basketball student-athletes at two-year institutions. • If course fills a degree requirement at the accredited university, why should we not allow it? • As an institution, we do not recruit nonqualifiers |

| Current Standards | Draft Concepts for Nonqualifiers | Comments |
|--|---|--|
| Must complete at least six hours of English and three hours of math | Must complete at least six hours of English, three hours of math, and three hours of science. | <p>4 out of 7 of our institutions are in favor of this concept.</p> <p>Additional Comments:</p> <ul style="list-style-type: none"> • An addition of one science class is a plus. • An additional science requirement would further aid PTD and begin to provide a strong academic background prior to enrolling at four-year institution. • If the PSA meets percentage requirements, that is sufficient. |
| Complete at least three semesters or four quarters as a full-time student. | No requirements of semesters completed. | <p>3 out of 7 of our institutions are in favor of this concept.</p> <p>Additional Comments:</p> <ul style="list-style-type: none"> • Overall the monitoring could prove problematic in the certification process • Residency requirement for a nonqualifier status should remain |

**Changes to 2-4 Transfer Regulations
Increase of Grade-Point Average Requirement**

Feedback:

1. Reduction in number of physical education activity courses will have an impact on grade-point average. Totality of limit on physical education activity classes and increase of grade-point average (GPA) to 2.5 may yield higher ineligibility rates than anticipated.
2. Increase from 2.0 to 2.5 may be too steep in a single increase. Possibly implement GPA increase in stages.
3. 2.5 GPA for 2-4 transfers seems inconsistent with GPA requirements for initial eligibility and progress-toward degree (i.e., 2.0).
4. Significant increase to GPA may encourage student-athletes to attend prep school instead of a two-year institution.
5. Increase from 2.0 to 2.5 will have a significant impact on student-athletes.

Discussion Questions:

1. Should the NCAA Division I Academic Cabinet consider a standard lower than a 2.5 GPA for 2-4 transfer student-athletes?
2. Would an increase in GPA to a 2.25 or 2.3, coupled with the limitation on physical education activity courses, meet the goals established by the Academic Cabinet?
3. Should the increase in GPA be specific to competition only? Should practice and financial aid limitations be included in the GPA increase?

Research Related to Possible Changes in Two-Year College Transfer Standards

Increase to Grade-Point Average

February 2011

Division I Academic Cabinet



Percent of 2-4 Transfers Ineligible after First Year at 4-Year College as a
Function of Meeting Cut-Point on 2-Year College GPA in Transferred
Classes (by HS Qualifier Status)

| Cut-Point (% Below Cut) | | Ineligibility Status at End of Y1 | | |
|-------------------------|---------|-----------------------------------|-----------------|------------------|
| | | Q Above Cut | NQ Above Cut | All Above Cut |
| 2.00 | (0.6%) | 5.9% | 9.4% | 7.7% |
| 2.10 | (2.5%) | 5.9% | 9.2% | 7.6% |
| 2.20 | (5.2%) | 5.8% | 9.0% | 7.5% |
| 2.30 | (9.8%) | 5.9% | 8.6% | 7.3% |
| 2.40 | (14.6%) | 5.6% | 8.1% | 6.8% |
| 2.50 | (21.1%) | 5.2% | 7.5% | 6.3% |
| 2.60 | (29.8%) | 4.4% | 6.8% | 5.5% |
| 2.70 | (37.0%) | 4.1% | 5.8% | 4.9% |
| 2.80 | (45.6%) | 3.4% | 4.9% | 4.0% |
| 2.90 | (54.2%) | 2.6% | 4.4% | 3.3% |
| 3.00 | (61.8%) | 2.4% | 5.2% | 3.4% |

For nontransfers, ineligibility rate in these sports is 6.1% for frosh, 4.9% for sophomores and 3.1% for juniors.

Percent of 2-4 Transfers who were 0/2s after First Year at 4-Year College as a Function of Meeting Cut-Point on 2-Year College GPA in Transferred Classes (by HS Qualifier Status)

| | | APR 0-for-2 at End of Y1 | | |
|-------------------------|---------|--------------------------|--------------|---------------|
| Cut-Point (% Below Cut) | | Q Above Cut | NQ Above Cut | All Above Cut |
| 2.00 | (0.6%) | 4.8% | 6.0% | 5.4% |
| 2.10 | (2.5%) | 4.9% | 5.7% | 5.3% |
| 2.20 | (5.2%) | 4.8% | 5.5% | 5.1% |
| 2.30 | (9.8%) | 4.8% | 5.5% | 5.2% |
| 2.40 | (14.6%) | 4.5% | 5.1% | 4.8% |
| 2.50 | (21.1%) | 4.2% | 4.5% | 4.3% |
| 2.60 | (29.8%) | 3.2% | 3.9% | 3.5% |
| 2.70 | (37.0%) | 2.9% | 2.9% | 2.9% |
| 2.80 | (45.6%) | 2.5% | 2.9% | 2.7% |
| 2.90 | (54.2%) | 1.8% | 3.6% | 2.5% |
| 3.00 | (61.8%) | 1.5% | 4.1% | 2.5% |

For nontransfers, 0/2 rate in these sports is 4.4% for frosh, 3.1% for sophomores and 1.7% for juniors.

Percentage of Current 2-4 Transfers Falling Below Various Cut-Points on 2-Year College GPA in Transferred Classes

| | % Below Cut | | | |
|------|-------------|------------------|----------|--------------------|
| | Baseball | Men's Basketball | Football | Women's Basketball |
| 2.00 | 0.2% | 1.0% | 1.3% | 0.0% |
| 2.10 | 0.2% | 4.2% | 5.2% | 2.3% |
| 2.20 | 0.7% | 8.4% | 10.0% | 6.4% |
| 2.30 | 3.1% | 15.2% | 15.9% | 11.6% |
| 2.40 | 5.8% | 23.3% | 22.3% | 14.5% |
| 2.50 | 9.1% | 32.0% | 31.1% | 24.4% |
| 2.60 | 15.4% | 42.7% | 42.4% | 32.6% |
| 2.70 | 21.7% | 52.1% | 49.5% | 39.5% |
| 2.80 | 29.1% | 63.1% | 60.8% | 43.0% |
| 2.90 | 38.0% | 71.5% | 68.6% | 52.3% |
| 3.00 | 46.2% | 76.7% | 75.7% | 62.8% |

Physical Education Activity Courses



PE Activity Credits Earned and Transferred by Nonqualifiers from Two-Year Colleges

| PE Activity Credits | % Earning | % Transferring |
|---------------------|-----------|----------------|
| 0-2 | 16% | 25% |
| 3-5 | 21% | 25% |
| 6-8 | 20% | 18% |
| 9-11 | 14% | 11% |
| 12+ | 29% | 21% |



**NCAA Division I Academic Cabinet
Proposed Changes to Two-Year College Transfer Requirements and
Current Bylaw Impacts**

Introduction.

The following document is intended to summarize the changes currently proposed by the NCAA Division I Academic Cabinet to the current two-year college transfer requirements and indicate the potential impacts of those changes on current bylaws outside of the transfer regulations, as well as other transfer provisions. For ease of reference, this document is split into two sections, proposed academic requirement changes and the proposed year of academic readiness. Within each section, there is a further breakdown of unresolved questions, including analysis of options and recommendations for addressing, for discussion and resolved impacts, based on previous discussion, for verification.

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 2.500.
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 2.500 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. Eliminate the current three semester/four quarter attendance requirement [Bylaw 14.5.4.2-(c)].
5. Continue to require the following: 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)].

Open Questions.

Question 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).

Recommendation.

In order to ensure two-year transfer student-athletes are entering four-year institutions on the appropriate track for graduation, and are properly advised at the earliest opportunity regarding future progress-toward-degree requirements, it is recommended that the 2-4 transfer requirements include a provision requiring that all applicable progress-toward-degree requirements be met at the time of transfer.

It is noted that student-athletes could have some 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 this additional requirement at the time of transfer. It is believed that these potential scenarios may be reviewed as part of a waiver process or alleviated by four-year institutions review of transcripts for progress purposes earlier in the recruiting process.

Question No. 2.

Should any aspects of the proposed academic changes be applicable to 4-2-4 transfers who are nonqualifiers?

Analysis.

Per previous discussion, the cabinet has proposed 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 (see below). To be consistent, it seems that those same standards should also be increased for nonqualifiers. This would suggest that the increased grade-point average and the limit on physical education activity courses should be expanded to 4-2-4 transfer legislation. The remaining question for discussion focuses on whether 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.

Recommendation.

It is recommended that 4-2-4 student-athletes who are nonqualifiers, in addition to the increased transferable grade-point-average and limits on transferable physical education activity courses, be required to complete six credits of transferable English, three credits of transferable math, and three credits of transferable science. The core curriculum credits could be completed at either the four year institution the student-athlete first enrolled or at the two-year institution.

Currently Resolved Impacts.

Impact No. 1.

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 previously 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. 2.

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.

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.

Open Questions.

Question No. 1.

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.

Recommendation.

It is recommended that the current delayed enrollment and initial-eligibility requirements remain applicable and that the year of academic readiness could be utilized on initial full-time enrollment at a collegiate institution, provided initial enrollment is at a two-year institution.

Question No. 2.

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.

Recommendation.

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 is recommended that it may be completed at more than one two-year institution.

Question No. 3.

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 academically 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.

Recommendation.

It is recommended that in-person recruiting contact not be allowed until after completion of the year of academic readiness and a second academic year for those student-athletes who engage in the year of academic readiness. It is also recommended that the cabinet seek input from the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet specific to this issue.

Question No. 4.

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.

Recommendation.

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, it is recommended 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, 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.

Question No. 5.

Would the three years of enrollment in the academic readiness program need to be consecutive?

Analysis.

As noted in the currently resolved impacts section, 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.

Recommendation.

It is recommended that the three years of enrollment in the academic readiness program be consecutive.

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, 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.

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 was 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. 3.

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, it would not be considered a denied participation opportunity.

POTENTIAL NCAA DIVISION I INITIAL-ELIGIBILITY WAIVERS

POLICY AMENDMENTS

Introduction.

During the staff's annual review of initial-eligibility waiver policies and procedures, it identified two potential changes: eliminate the current minimum academic requirements to review a waiver and amend the current waiver application deadlines. The staff recommends amending the current policies to account for changes to initial-eligibility standards, the type of coursework being reviewed and the affect waiver outcomes have on non-NCAA requirements (e.g., institutional, conference).

The staff is seeking the NCAA Division I Academic Cabinet's reaction to the suggested policy amendments before finalizing the recommendations with the NCAA Division I Initial-Eligibility Waiver Committee. The objective is to present the cabinet with a final recommendation at its June 2011 meeting.

1. Minimum Threshold for Review.

Current Policy.

Currently, staff may review an initial-eligibility waiver if the student-athlete's academic record meets minimum-threshold criteria set forth in the initial-eligibility waiver instructions. In summary, the record must present a core-course deficiency of not more than one core-course unit or a core-course grade-point average that falls within .100 of the grade-point average required that corresponds with the test score in the initial-eligibility index. The chair of the respective initial-eligibility subcommittee is permitted to make exceptions of the threshold requirements, on a case-by-case basis.

Question.

Should the current initial-eligibility waiver threshold for review be maintained?

Recommendation.

Eliminate the current minimum threshold for reviewing an initial-eligibility waiver based on the following rationale:

- a. The current minimum-threshold guidelines were established under a 14 core-course requirement. The current 16 core-course requirement significantly increased the number of core-course deficiencies outside the minimum threshold for review.
- b. The adoption of NCAA Proposal No. 2009-64 has increased the number of courses denied or invalidated for initial-eligibility purposes. This, in turn, has

increased the number of initial-eligibility waivers citing high school misadvisement as mitigation for deficiencies outside of the minimum threshold for review.

- c. The elimination of threshold will allow staff/committee to assess the academic readiness of student-athletes regardless of their deficiency.

2. Initial-Eligibility Waiver Application Deadline.

Current Policy.

Waivers are processed provided the case meets the following deadlines for the submission of a waiver request:

- a. October 1 of the student-athlete's second academic year of collegiate enrollment; or
- b. Six months after a nonrecruited student-athlete first reports for practice or competition.

Issue.

Over the last several years, institutions have submitted waiver requests not considered when the deadlines were originally established. These requests generally occur because a student-athlete's qualifier status precludes the student-athlete from competing because of an institutional and/or conference requirement, not because of NCAA legislation. For example, many institutions and conferences offer sports that are not sponsored by the NCAA (e.g., men's rowing), and therefore not governed by NCAA rules and regulations. In some cases, institutions and conferences that offer sports that are not sponsored by the NCAA require its participating student-athletes to register with the NCAA Eligibility Center and receive a final initial-eligibility certification. If an institution with a non-NCAA sport has a student-athlete determined to be a nonqualifier, and because the institution or conference does not process initial-eligibility waivers, institutions subsequently request relief pursuant to NCAA Bylaw 14.5.1.3.

Recommendation.

Consider amending the current application deadlines as follows:

Permit the processing of an initial-eligibility waiver when the outcome directly affects a student-athlete's eligibility to compete, practice and/or receive athletics aid. Additionally, permit the processing of initial-eligibility waivers after a student-athlete has completed an

academic year in residence for nonrecruited student-athletes. On written request from a member institution, the staff may waive this submission policy.

This recommendation will continue to permit the processing of waivers to permit a student-athlete in his or her first year of collegiate enrollment to compete, practice and/or receive athletics aid. In addition, this recommendation will clarify that the staff/committee can also process initial-eligibility waivers for the following:

- a. A nonrecruited student-athlete who have completed an academic year in residence and failed to satisfy a conference requirement.
- b. Student-athletes that compete in non-NCAA sponsored sports.
- c. Student-athletes in their first year of residence who fail to satisfy a conference rule tied to NCAA initial-eligibility legislation.

**NCAA DIVISION I INITIAL-ELIGIBILITY WAIVER
DIRECTIVE
DISCUSSION DOCUMENT**

The intent of this document is to examine and potentially revise several key elements currently used to decide initial-eligibility waivers. Ultimately, resolution of the elements outlined in this document will result in an initial-eligibility waiver directive to guide the NCAA staff and NCAA Division I Initial-Eligibility Waivers Committee's review of all initial-eligibility waivers.

GUIDING PRINCIPLE

The current guiding principle used when reviewing an initial-eligibility waiver is to determine whether the mitigating circumstances presented by the institution negatively impacted the student-athlete's ability to satisfy initial-eligibility requirements, and to determine whether there is sufficient evidence of the student-athlete's ability to satisfy initial-eligibility requirements. This often results in decisions that equally weigh the academic record of a student-athlete with the documented mitigating circumstances, or in some cases, places more weight on the documented mitigation.

Discussion Question:

- Should a student-athlete's academic preparedness be primary when evaluating initial-eligibility waivers?

Recommendation:

The NCAA Division I Academic Cabinet could approve a guiding principle that primarily emphasizes the academic preparedness of the student-athlete in the review of all initial-eligibility waivers. This is more consistent with the intent of the initial-eligibility standards than the current guiding principle, which places greater emphasis on the circumstances that prevented the prospective student-athlete from satisfying the standard. Under this guiding principle, staff and the committee shall consider mitigating circumstances that contributed to the student-athlete's failure to satisfy initial-eligibility requirements as secondary to the academic preparedness of the prospective student-athlete.

DEFINITION OF ACADEMIC PREPAREDNESS

The current waiver analysis does not provide a clear definition of academic preparedness because it emphasized mitigating circumstances rather than the student-athlete's academic preparedness. As the student-athlete's academic record becomes more vital to waiver outcomes, it is important to clarify the meaning of academic preparedness for the staff/committee and membership. This will help ensure greater understanding and consistency.

Discussion Question:

- How should "academic preparedness" be defined for purposes of evaluating an initial-eligibility waiver?

Recommendation:

The cabinet could determine that the primary consideration when evaluating an initial-eligibility waiver is the prospective student-athlete's academic preparedness defined as follows:

For purposes of evaluating an initial-eligibility waiver, a student-athlete's academic record must demonstrate that he or she is prepared for the rigors of college academic work and participation in intercollegiate athletics during his or her first year of collegiate enrollment.

DETERMINING ACADEMIC PREPAREDNESS

Currently, a student-athlete's high school academic record is reviewed in the waiver process and includes, but is not limited to, core courses completed by the student-athlete, the prospective student-athlete's core-course grade-point average and a student-athlete's SAT and/or ACT scores.

Discussion Question:

- What information should be reviewed to determine the academic preparedness of a student-athlete when considering initial-eligibility waiver cases?

Recommendation:

In addition to a student-athlete's high school academic record and SAT/ACT scores, staff recommends including the following academic credentials as potential indicators of academic preparedness:

1. Residual SAT/ACT 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. History and timing of completed core courses during the student-athlete's secondary-school enrollment.

The following academic credentials would 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.

WAIVER ANALYSIS

Currently the staff/committee determine waiver outcomes based primarily on the mitigating circumstances presented that impact a student-athlete's ability to achieve initial-eligibility standards. If the guiding principle used to review initial-eligibility waivers changes from mitigation-focused to one that emphasizes the student-athlete's academic preparedness the analysis used by the staff/committee will need to be adjusted accordingly.

Discussion Questions:

- What analysis should the staff/committee use to determine the outcome of an initial-eligibility waiver?

The cabinet could consider establishing a waiver analysis that permits the staff/committee to approve an initial-eligibility waiver based primarily on the student-athlete academic preparedness and evidence of mitigating circumstances as needed. In those cases in which there is limited evidence of the prospective student-athlete's academic preparedness, staff/committee shall consider mitigating circumstances (e.g., personal hardship, timing of recruitment, etc.) which directly contributed to the student-athlete's initial-eligibility deficiency, but will generally not fully approve such waiver cases. Finally, the staff/committee may deny a waiver request if there is no evidence of academic preparedness or acceptable mitigation.

CONDITIONAL WAIVER

Occasionally, a waiver is conditionally approved when the prospective student-athlete graduates from high school early and enrolls in a collegiate institution. This generally occurs in the spring term for an institution with a semester-based academic calendar or in the winter/spring term for an institution which follows a quarter-based academic calendar. Additionally, during this past year, the staff reviewed several waivers for prospective student-athletes that had some evidence of academic preparedness, but due to the mitigating circumstances, the academic record was not complete or the student-athlete had been denied the opportunity to demonstrate a sufficient level of academic preparedness. In these cases, the waiver was conditioned for the spring term on the prospective student-athlete's achievement of a prescribed level of academic performance in the fall term.

Discussion Question:

- Is conditional relief appropriate when a prospective student-athlete's opportunity to demonstrate academic preparedness is limited due to circumstances outside his or her control?

Recommendation:

The staff recommends the cabinet support the staff/committee's ability to provide conditional relief for the second semester (or second and third quarters) when the prospective student-athlete has demonstrated some level of academic preparedness but the mitigating circumstances affected his or her opportunity to complete and/or demonstrate a sufficient level of academic preparedness.

CASE PRECEDENT

The committee maintains a precedent database for all initial-eligibility waiver decisions, except for those cases involving prospective student-athletes with a diagnosed education-impacting disability.

Discussion Questions:

- Should the current precedent database be archived?

Recommendation:

Since the inception of the initial-eligibility waiver precedent database, Dr. Myles Brand implemented a student-athlete first philosophy, which significantly changed the staff's analysis of waiver cases. In addition, the core-course requirement increased twice (from 13 to 14 and from 14 to 16). This document has also proposed a shift in its review of all waiver cases to focus on academic preparedness as the primary consideration in all cases. All of these factors make the current precedent database not relevant. For this reason, ***the cabinet may determine that eliminating the precedent database for all cases decided prior to the 2011-12 academic year, and maintaining a precedent database beginning with cases decided in 2011-12 is appropriate.***

Review of Current Full-Time Enrollment Standards

Introduction.

During its June 1-2, 2010, meeting the NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet proposed legislation to provide an exception to allow an institution to provide financial aid to a student-athlete who has exhausted eligibility and is attending part time. Specifically, aid may be provided if the student-athlete is carrying for credit the courses necessary to complete degree requirements, or the student-athlete is carrying for credit all degree-applicable courses necessary to complete his or her degree requirements that are offered by the institution during that term. Additionally, the Awards, Benefits, Expenses and Financial Aid Cabinet proposed legislation that would expand the exceptions to the one year period legislation to allow an institution to provide athletically related financial aid for less than one academic year to a student-athlete who graduated during the previous academic year (including summer) and will exhaust his or her athletics eligibility during the following fall term.

Both proposals have been adopted. As part of the discussion surrounding these proposals, the Awards, Benefits, Expenses and Financial Aid Cabinet requested that the NCAA Division I Academic Cabinet review current post-baccalaureate full-time enrollment legislation and current exceptions to full-time enrollment legislation to determine whether it wants to propose legislative changes in those areas. This document provides an overview of the current applicable bylaws and the rationale cited by the Awards, Benefits, Expenses and Financial Aid Cabinet for potential change as a basis for initial discussion.

Full-time enrollment legislation and current implications.

Current bylaws allow a student-athlete to practice and compete post-graduation only to the extent that they remain a full-time undergraduate (minimum of 12 semester or quarter hours) or graduate (as defined by the institution) student. An exception to full-time enrollment status exists only to the extent that the student-athlete is enrolled in the final semester or quarter of their degree program and the student-athlete is carrying for credit the courses necessary to complete degree requirements. This exception extends to all undergraduates as well.

Based on current bylaws, therefore, two distinct scenarios potentially present themselves. First, a student-athlete who has graduated the previous academic year, including the summer, returns to exhaust their eligibility during the following fall term. The student-athlete has previously earned their degree and enrolls full-time to maintain eligibility to practice and compete, but has limited to no interest in completing additional coursework. Such a student-athlete creates a dual impact relative to aid being distributed to fund courses the student-athlete may not complete successfully and the use of enrollment space that may otherwise be used by another student with more interest in the course.

A similar scenario surrounds the student-athlete in the last year of their degree program who is unable to enroll in degree applicable courses during the term previous to their last term due to course offerings. Again, to maintain eligibility, such a student-athlete would need to enroll in

courses that they may have little to no interest in, and are not degree applicable, with the same dual impact.

Proposed changes to full-time enrollment legislation for discussion.

Based on the scenarios outlined above, the members of the Awards, Benefits, Expenses and Financial Aid Cabinet noted that providing an exception to full-time enrollment for practice and competition for a student-athlete who graduated in the previous academic term (or summer) and is returning to the institution for the fall term only to complete his or her final season of eligibility and/or expanding the exception to the full-time enrollment legislation to apply to the final academic year of the degree program would have a significant impact relative to currently perceived practices. The Awards, Benefits, Expenses and Financial Aid Cabinet noted a likely reduction in the number of courses that student-athletes and institutions would need to fund where the student-athlete may not have any interest in the courses and the courses are not applicable to the student-athlete's degree program.

Select Bylaws, Interpretations and Proposals.

NCAA Division I Bylaw 14.1.8.1 (Requirement for Practice).

To be eligible to participate in organized practice sessions, a student-athlete shall be enrolled in a minimum full-time program of studies leading to a baccalaureate or equivalent degree as defined by the regulations of the certifying institution. A violation of this bylaw shall be considered an institutional violation per Constitution 2.8.1; however, it shall not affect the student-athlete's eligibility. *(Revised: 1/10/92, 10/28/99)*

Bylaw 14.1.8.1.3 (Exception -- Final Semester/Quarter).

A student-athlete with athletics eligibility remaining may participate in organized practice sessions while enrolled in less than a minimum full-time program of studies, provided the student is enrolled in the final semester or quarter of the baccalaureate program and the institution certifies that the student is carrying (for credit) the courses necessary to complete the degree requirements, as determined by the faculty of the institution.

Bylaw 14.1.8.2 (Requirement for Competition).

To be eligible for competition, a student-athlete shall be enrolled in at least a minimum full-time program of studies leading to a baccalaureate or equivalent degree, which shall not be less than 12 semester or quarter hours. *(Revised: 6/1/07)*

Bylaw 14.1.8.2.1.3 (Final Semester/Quarter).

A student-athlete may compete while enrolled in less than a minimum full-time program of studies, provided the student is enrolled in the final semester or quarter of the baccalaureate program and the institution certifies that the student is carrying (for credit) the courses necessary to complete degree requirements. The student granted eligibility under this provision shall be eligible for any NCAA championship and for any postseason licensed bowl game or National Invitation Tournament that begins within 60 days following said semester or quarter, provided the student has not exhausted the five years for completion of the individual's four seasons of eligibility (see Bylaw 14.2). Thereafter, the student shall forfeit eligibility in all sports, unless the student completes all degree requirements during that semester or quarter and is eligible to receive the baccalaureate diploma on the institution's next degree-granting date. The Legislative Council Subcommittee for Legislative Relief may waive the 60-day requirement for instances in which an NCAA championship, postseason licensed bowl game or National Invitation Tournament is conducted at the conclusion of the traditional playing season but begins more than 60 days following the end of said term. *(Revised: 1/10/92, 1/16/93, 1/10/95, 2/1/05, 11/1/07 effective 8/1/08)*

Bylaw 14.1.8.2.1.3.1 (Exception -- Quarter Institutions).

A student-athlete who attends a quarter-system institution and who graduates at the end of the winter quarter may compete in an NCAA championship or a National Invitation Tournament that occurs during the same academic year following the completion of the winter quarter. *(Adopted: 4/29/04 effective 8/1/04)*

Bylaw 14.1.8.2.1.4 (Graduate Program).

A student may compete while enrolled in a full-time graduate program as defined by the institution (see Bylaw 14.1.9). *(Revised: 1/9/06 effective 8/1/06)*

Bylaw 14.1.9 (Graduate Student/Postbaccalaureate Participation).

A student-athlete who is enrolled in a graduate or professional school of the same institution from which he or she previously received a baccalaureate degree, a student-athlete who is enrolled and seeking a second baccalaureate or equivalent degree at the same institution, or a student-athlete who has graduated and is continuing as a full-time student at the same institution while taking course work that would lead to the equivalent of another major or degree as defined and documented by the institution, may participate in intercollegiate athletics, provided the student has eligibility remaining and such participation occurs within the applicable five-year period set forth in Bylaw 14.2 (see Bylaw 14.1.8.2.1.4). *(Revised: 1/10/90, 1/16/93 effective 8/1/93)*

Staff Interpretation.

Full-Time Enrollment -- Final Semester/Quarter for Postbaccalaureate Student-Athletes (I)

Date Issued: April 16, 2008

Date Published: April 16, 2008

Item Ref: 4

Interpretation:

The membership services staff confirmed that a student-athlete who is enrolled and seeking a second baccalaureate (or equivalent) or graduate-level degree at the same institution previously attended as an undergraduate, or enrolled in a graduate or professional school of an institution other than the institution from which he or she previously received a baccalaureate degree, may compete while enrolled in less than a full-time program of studies, provided the student-athlete is enrolled in the final semester or quarter necessary to obtain his or her second baccalaureate (or equivalent) or graduate-level degree. The institution must certify that the student-athlete is carrying (for credit) the courses necessary to complete degree requirements. [References: NCAA Division I Bylaws 14.1.8.2.1.3 (full-time enrollment -- requirement for competition -- final semester/quarter), 14.1.9 (graduate student/postbaccalaureate participation); 14.1.9.1 (transfer exception) and a staff interpretation, 11/15/06, item (1a) which has been archived.]

Proposal No. 2010-61.

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

Status: Adopted, 60-Day Override Period

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

Bylaws: Amend 15.01.5, as follows:

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

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

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

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

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

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

[15.01.5.1 renumbered as 15.01.5.2, unchanged.]

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

Effective Date: August 1, 2011

Proposal Category: Amendment

Topical Area: Financial Aid

Rationale: Current legislation requires a student-athlete to begin a term as a full-time student in order to receive athletically related financial aid. A student-athlete who is in his or her final term of a degree program may receive financial aid without being enrolled full time, provided he or she is carrying for credit the courses necessary to complete degree requirements. However, the exception does not account for situations in which a student-athlete who has exhausted

intercollegiate eligibility is unable to enroll in all courses necessary to earn his or her degree in a single academic term due to limited course availability and/or degree-sequencing issues. This legislative change promotes student-athlete well-being by providing an additional opportunity for a student-athlete to receive athletics aid to earn his or her degree without requiring initial full-time enrollment during a term. Since this proposal only applies to student-athletes who have exhausted athletics eligibility, there are no competitive-equity concerns related to practice or competition while enrolled less than full time for one or more terms. Finally, this proposal would reduce bureaucracy by eliminating the need for an institution to go through the procedure of having a student-athlete unnecessarily enroll as a full-time student and/or submitting a waiver request.

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

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

Position Statement(s):

Academics Cabinet The cabinet supports the proposal. The cabinet notes the promotion of student-athlete well being by providing an additional opportunity for a student-athlete to receive athletics aid without the need to engage in unnecessary enrollment as a full-time student and/or submission of a waiver. The cabinet also notes the lack of competitive equity concerns since the proposal only applies to student-athletes who have exhausted eligibility.

History

Jun 01, 2010: Submit; Submitted for consideration.

Jun 02, 2010: Awards, Benefits, Expenses and Financial Aid Cabinet, Sponsored

Sep 14, 2010: Academics Cabinet, Recommends Approval

Jan 13, 2011: Leg Council Init Review, Adopted; Pending Possible Board of Directors Review

Jan 15, 2011: Adopted, Override Period; No Action Taken by the Board of Directors

Jan 16, 2011: Adopted, Override Period; Start of Override Period

Mar 16, 2011: Adopted, Override Period; End of Override Period

Proposal No. 2010-71.

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

Status: Adopted, 60-Day Override Period

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

Bylaws: Amend 15.3.3.1, as follows:

15.3.3.1 One-Year Period. If a student's athletics ability is considered in any degree in awarding financial aid, such aid shall neither be awarded for a period in excess of one academic year nor for a period less than one academic year (see Bylaw 15.01.5).

15.3.3.1.1 Exceptions. An institution may award athletically related financial aid to a student-athlete for a period of less than one academic year only under the following circumstances:

[15.3.3.1.1-(a) through 15.3.3.1.1-(b) unchanged.]

(c) Graduated During Previous Academic Year and Will Exhaust Eligibility During the Following Fall Term. A student-athlete who graduated during the previous academic year (including summer) and will exhaust his or her athletics eligibility during the following fall term may be awarded athletically related financial aid for less than one academic year.

[15.3.3.1.1-(c) through 15.3.3.1.1-(d) relettered as 15.3.3.1.1-(d) through 15.3.3.1.1-(e), unchanged.]

[Remainder of 15.3.3.1 unchanged.]

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

Effective Date: August 1, 2011

Proposal Category: Amendment

Topical Area: Financial Aid

Rationale: Under current legislation, if an institution offers athletics aid to a student-athlete with eligibility remaining, it must provide a one-year athletics-aid agreement to the student-athlete even if the student-athlete has graduated and will exhaust his or her eligibility during the first term of the academic year. In many cases, a student-athlete who graduates during the previous academic year and exhausts his or her eligibility during the fall term of the next academic year may attend classes at the beginning of the spring or winter term in order to obtain athletics aid, but exert minimal effort in academic work in order to focus on training for a professional career. Permitting an institution to determine, on a case-by-case basis, whether to provide athletics aid for less than one year to a student-athlete in this situation could encourage continued academic engagement after athletics eligibility has been exhausted. An institution would still be permitted to use its discretion to decide whether to renew a student-athlete's athletics aid for the remainder of the academic year.

Estimated Budget Impact: Potential cost savings based on permissibility of awarding athletics aid for less than one full academic year.

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

Position Statement(s):

Football Issues Committee The committee supports the proposal.

History.

Jun 01, 2010: Submit; Submitted for consideration.

Jun 02, 2010: Awards, Benefits, Expenses and Financial Aid Cabinet, Sponsored

Aug 24, 2010: Football Issues Committee, Recommends Approval

Jan 13, 2011: Leg Council Init Review, Adopted; Pending Possible Board of Directors Review

Jan 15, 2011: Adopted, Override Period; No Action Taken by the Board of Directors

Jan 16, 2011: Adopted, Override Period; Start of Override Period

Mar 16, 2011: Adopted, Override Period; End of Override Period